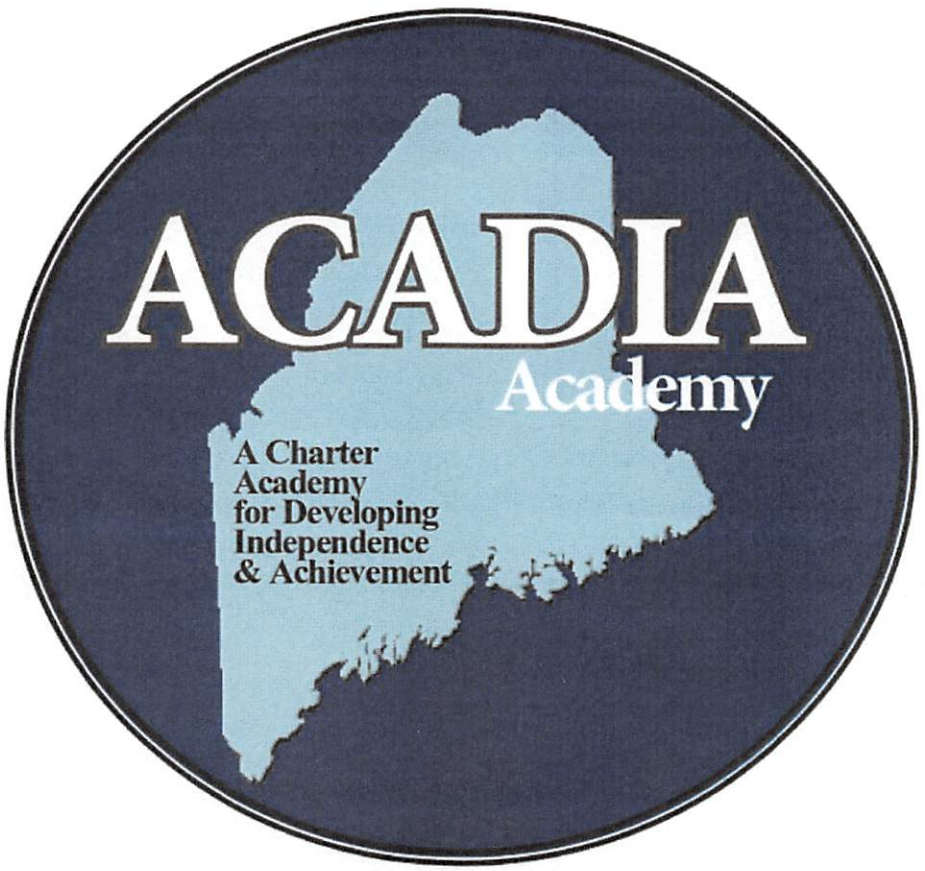

ACADIA
Academy
A Charter
Academy
for Developing
Independence
& Achievement

Section I

Maine Charter School Commission
Executive Summary

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

Name of proposed Public Charter School: **ACADIA** *A Charter Academy for Developing Independence and Achievement*

Name of entity that will hold the charter: ACADIA Academy

Primary contact: Michelle Hathaway

Title/Relationship to entity: Director of the Development Committee

Mailing Address: 56 Pearl Rd

Turner, Maine 04282

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

Email address: michelle.hathaway@jfmh.org

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

Partner Organization (if applicable): n/a

Physical address of school: to be determined in the city of Lewiston or Auburn

School administrative unit in which the school will be located: Lewiston or Auburn

Intended opening date: September 6, 2016

Proposed grades and initial enrollment: ACADIA will provide a comprehensive education for students in Prek-6th. Initial enrollment will allow for Pre-k (two sessions of 12 students), Kindergarten (2 classrooms of 16), First Grade (2 classrooms of 18), Second Grade (2 classrooms of 18) for a total of 112 students. Each year, an additional two classrooms for the following grade will be added, through the sixth grade in the 5th year of operation.

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 8/31/15

Printed Name CHRISTOPHER BRANN Title (Position) BOARD MEMBER

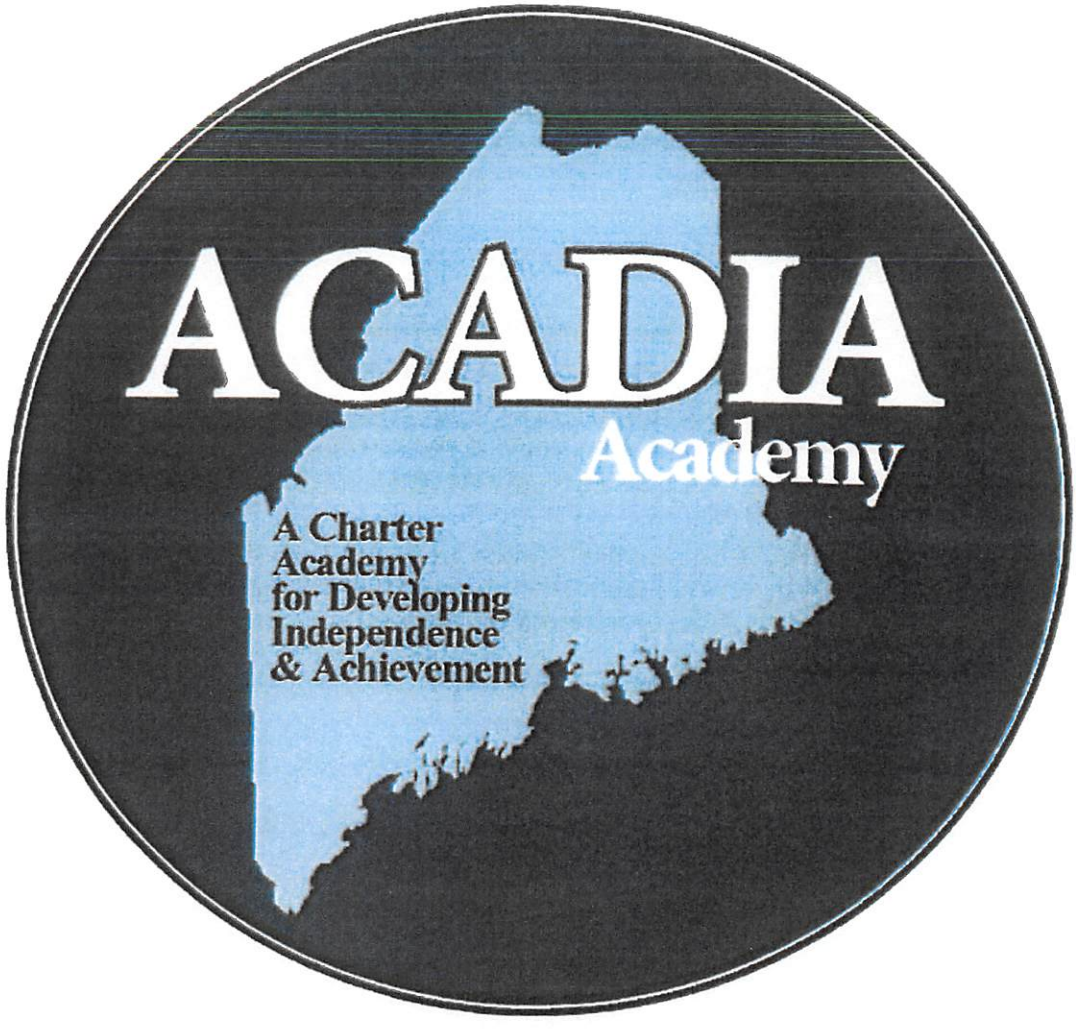
School Description

Mission

ACADIA, A Charter Academy for Developing Independence and Achievement, will provide a rigourous, comprehensive educational program for children of the Lewiston/Auburn area in grades pre-k through 6th. **ACADIA** will promote high educational achievement through directed teaching opportunities that are entwined with extensive experiential learning opportunities. **ACADIA** faculty and staff will support the development of the whole child as each student develops academically, socially and emotionally in a safe community that requires personal accountability and meaningful participation. It is our intent to support our individual students in developing their full potential, while teaching them the value of belonging, connectedness and contribution to our larger community.

ACADIA Students will participate in daily instruction using carefully selected curriculum, incorporating experiential applications. "Hands-on" learning activities allow for multi-modal learning, necessary to meet the vast and varied needs and learning preferences of our learners. Our instruction will encompass the needs of the whole child.

Section II
A. Education Plan



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

Mission

ACADIA, A Charter Academy for Developing Independence and Achievement, will provide a rigorous, comprehensive educational program for children of the Lewiston/Auburn area in grades pre-k through 6th. **ACADIA** will promote high educational achievement through directed teaching opportunities that are entwined with extensive experiential learning opportunities. **ACADIA** faculty and staff will support the development of the whole child as each student develops academically, socially and emotionally in a safe community that requires personal accountability and meaningful participation. It is our intent to support our individual students in developing their full potential, while teaching them the value of belonging, connectedness and contribution to our larger community.

Vision

ACADIA, A Charter Academy for Developing Independence and Achievement, will provide for a unique and innovative educational experience. **ACADIA** students will fully participate within our learning community, experiencing rigorous daily instruction comprised of carefully selected curricula to allow for academic acceleration, small group interaction and meaningful application. Authentic, relevant experiential activities will provide critical opportunities for our students to grasp real world application of concepts and skills, through the delivery of multi-modal learning opportunities that are necessary to meet the learning preferences of our students. Our students will be challenged to meet high expectations for academic performance, social and emotional competence, and demonstrate evidence of commitment to their community. We expect students to embrace high standards of personal accountability and commitment to their personal learning journey through innovative, projects of self-study and interest.

In the next five years, ACADIA will establish itself as an educational model within our community evidenced by a thriving student body, invested families, a committed and professional faculty and established community partners. In order to achieve our goals, we expect to focus on the establishment of partnerships; with our board and faculty, faculty and students, faculty and families, ACADIA and community, ACADIA and public schools (including existing Charter Schools). These relationships will best serve our faculty, our students, our families, ACADIA as a whole and the larger community.

"Coming together is a beginning; keeping together is progress; working together is success."

- Henry Ford

In five years, we are certain that **ACADIA** will demonstrate success, with evidence to support the statements made within our Mission and Vision. We believe that the model for **ACADIA** has been developed on sound research, culminated to reflect the highest standards for curricula selection, instructional methodology, social-emotional development, faculty development and student success. Our innovative model sets the standard for student achievement with the necessary supports and infra-structure to achieve our goals. It is our sincere belief that in five years we will be submitting a proposal to replicate **ACADIA** in the hopes of expanding our success for students in another region.

Educational Foundation

The proposal for **ACADIA** has been developed over the last two years by a group of passionate educators, parents and community board members. In response to current research and community need, **ACADIA** has been developed to meet the needs of area children in a unique manner, incorporating knowledge of local student demographics, child development, importance of community, best practices for educational achievement, and social and emotional development.

At **ACADIA**, *we believe that our students will not evidence sustained, global, consistent and increased academic achievement without addressing their complex social and emotional need.* Our children face many risks that challenge their potential success, including poverty, neglect, lack of opportunity to participate in language enriched environments, English as a second language, poor models of appropriate behavior, transiency, lack of community, and familial drug and alcohol abuse within the home. Other children, without facing such dramatic risk factors, are still challenged by the complex demands of our technology driven society. By four years of age, a growing number of children are able to use an IPad but are unable to shake the hand of a newly introduced adult. Our social norms and expectations are no longer being explicitly taught and our children are floundering socially, emotionally and behaviorally. Childhood emotional and mental health diagnoses are skyrocketing, anxiety disorders and depression being identified routinely in very young children.

Our children, even coming from the best of environments, are struggling to cope with our changing world. In addition, behavioral disorders and chronic behavioral disruptions are rampant in schools today. Children do not know how to, or are not expected to, behave in a manner that is acceptable or appropriate in the school setting. This "misbehavior" is disruptive to all students and detracts from instructional time and administrative resources. Research indicates that the pairing of clear community expectations with consistent consequences, paired with social and emotional instruction is critical in decreasing behavioral challenges and with increasing academic achievement.

We anticipate the enrollment of students with a broad range of skills, strengths and potential challenges. We must expect that any child could walk through our door and we must be ready to meet their unique needs. It is our duty to develop programming at the onset that will prepare our faculty to address the needs of all children who enroll in our program.

*At **ACADIA**, we will provide a safe environment with clear behavioral expectations and responses*, with consistent understanding and implementation across faculty, students and family members. We will also provide extensive social and emotional training within each and every classroom, beginning with our pre-k children. We have selected the Strong Kids social and emotional curriculum, based on clear evidence-base. This social and emotional curriculum address specific social skills, behavioral expectations, de-escalation and calming strategies as well as instruction for proactive skills and tools to teach children appropriate "emotional" talk so that they can identify and talk about their feelings. This curriculum is intended to be utilized daily, by all faculty, and woven into our community expectations, norms and ongoing discussions with children, faculty and families. Families will be offered training in this program on a routine basis. Students will be assessed on their ability to incorporate the Strong Kids skills into their daily practice, with results documented within their cumulative **PRIDE** (Personal Records and Individual Demonstration of Excellence) portfolio.

As we develop our culture, we will expect that at **ACADIA** *students represent themselves as socially and emotionally competent individuals*, developing critical communication, social, behavioral, and emotional skills necessary to succeed in the larger world. Academic achievement is not sufficient towards promoting independence and success in today's market. We expect our students to be socially savvy, to be excellent communicators using verbal speech and written expression, able to represent themselves with decorum and respect, and able to manage emotions with appropriate response. In order to develop these skills, students must receive instruction and feedback in these areas of development. These areas of development are addressed daily and are embraced within our community norms and expectations, with instruction provided and modeled by faculty and staff. Progress towards these expectations will be measured by assessment data, a cumulative **PRIDE** (Personal Records and Individual Demonstration of Excellence) portfolio inclusive of written/tangible product, photographs, videos and documented teacher observations.

We believe that in order for children to achieve academically, they must feel as though they are an important member of a community, valued for their contributions while being able to value others for their contributions. Recognizing the importance of personal accountability is critical towards developing individual responsibility for ones' own learning. Through our community, we are able to establish and uphold individual and group expectations and accountability for behavior, for participation, and for achievement. While establishing our community culture and expectations, addressing the vast social and emotional needs of our students, we expect to prepare our children for academic success.

We believe that at **ACADIA,** *students will flourish in response to a learning environment that embraces a unique and comprehensive blend of direct academic instruction, extended and supported with frequent and carefully designed opportunities for experiential learning.* This comprehensive blend of instruction will allow students to participate in both directed instruction and in teacher supported exploration and investigation- generalizing and expanding their knowledge into a deeper and more complex understanding of instructional material. Recognizing the vast learning needs and preferences of our students is significant, and the first step to creating relevant learning environments and opportunities for our students. Our core curricula have been carefully selected based on extensive research and clear evidence of support,

are aligned with current Maine Learning Results and are comprised of teacher-friendly, appealing materials, manipulatives and instructional guides (evidence of support provided in Section A2). The curricula offer extension activities for acceleration as well as remediation and differentiation activities. A secondary curriculum has been identified in order to support students who are identified as English Language Learners. Language for Learning provides direct instruction in language and vocabulary acquisition, an excellent supplement to general classroom instruction and experiential learning. A clear scope and sequence for skill development is evidenced in each specific curriculum and many include data based assessments for progress monitoring to be used in addition to the **PRIDE Portfolio** and FAST measures of student progress.

At **ACADIA,** *we believe that technology, when used responsibly, can be a powerful tool within the classroom.* Our faculty will utilize technology to incorporate "real world" exploration within our classroom, to extend curricula applications, to document student progress for **PRIDE Portfolios,** to increase individualized instructional opportunity, to offer repeated practice opportunities and to create communication tools and forums via blogs, moodles, web pages, and email correspondence. Through the use of IPads, interactive white boards, computers and projection systems, technology will be incorporated throughout the school in a manner designed to enhance learning opportunities in an integrated and balanced manner. Technology etiquette will be established and taught, with clear expectations and defined parameters for use.

ACADIA faculty members will conference with students regularly to develop and implement on-going personalized learning plans, referred to as **My Achievement Plan for Success (MAPS).** The **MAPS** will incorporate individualized goals from the following areas: *Academic Content* (aligned to the Common Core/Maine Learning Results), *Social and Emotional Skill Development* (driven by the Maine Learning Results, Strong Kids Curriculum, Community Expectations and Classroom Observation Data), *Community Involvement and Participation* (measures student progress and participation within the school community and within the larger community), and progress towards **WINK Projects (What I Need to Know Projects)**. The **MAPS** will include differentiated objectives, if needed, for acceleration or remediation, and will include student preference and interest extensions. Students will partner with faculty to create measurable goals and will together monitor progress, adjusting learning opportunities, instructional time and intervention to match their skill acquisition and performance. Consistent utilization of the **MAPS** allows for ongoing faculty/student partnership and collaboration, consistent and direct feedback, student participation and increased accountability for learning outcomes

Student-directed, project based learning is an essential program component at ACADIA. The **WINK Projects (What I Need to Know)** allow students to utilize instructional time and faculty support towards the design of, study of, and completion of topic-based projects that are student selected and interest driven. **WINK Projects** begin with our youngest students in pre-school, allowing for "choices" of study within the classroom and evolve as children age and mature, allowing for expansion of independent or collaborative project-based learning and inquiry. Using differentiated criteria for grade level/skill level, students are expected to outline their topic of interest. Following initial research and inquiry, students are expected to develop goals and objectives that will guide the finished **WINK Project**. **WINK Projects** will be completed and

presented to the faculty and learning community on a trimester basis, with additional opportunity to present to families, friends and community supporters.

At **ACADIA**, *our community is an extension of our classrooms as there are no walls to contain our learning adventures.* An "outdoor classroom", complete with water, sinks and counter tops will allow for space to "get our hands dirty" and to conduct experiments and field work. A community farm, the Whiting Farm, has offered field space, greenhouse space and a farm store for regular use and agricultural study. Students will embrace the larger world as their classroom, with **ACADIA** faculty facilitating partnerships and relationships with the many talented members of our community. This comprehensive blend of instruction and experiential learning will allow students to participate in both directed instruction and in teacher supported exploration and investigation- generalizing and expanding their knowledge into a deeper and more complex understanding of instructional material. Recognizing the vast learning needs and preferences of our students is significant, and is the first step to creating comprehensive learning environments and opportunities.

ACADIA *students will demonstrate increased independence and academic achievement*, as measured by assessment data, a cumulative **PRIDE** (Personal Records and Individual Demonstration of Excellence) portfolio; inclusive of written/tangible product, photographs, videos and documented teacher observations. In addition to academic achievement, students will demonstrate increased competency in their social and emotional development, as evidenced by assessment data, and a "personal growth" component of their cumulative "works" portfolio, inclusive of written/tangible product, photographs, videos and documented teacher observations. Evidence of the demonstrated independence and academic achievement will be inclusive of both "classroom" instruction and experiential learning and application opportunities.

At **ACADIA**, *a non-traditional school calendar offers extended summer learning institutes, free of charge and open to all students.* In an effort to prevent loss of skills over traditional summer breaks, ACADIA students may participate in summer programming that consists of three full days per week, six weeks throughout the summer. This innovative schedule allows for time-off at the beginning of the summer, over the fourth of July and prior to the start of the new school year. These institutes will allow for application of current skills and knowledge towards in-depth unit study, in topics and areas selected by students. Multiple units of study will be offered each week and students will select their unit of study.

At **ACADIA**, *we believe that parents are the experts on their children, and the most important members of any partnership that we can forge.* School and home collaboration and support are critical to the long-term success of our students. We must not overlook the importance of forging this relationship with our families as they seek school choice for their child (Ren). At **ACADIA**, parents are encouraged to meet with the school faculty before the beginning of the school year in large, small group and individual meetings. Large group meetings will be held to discuss the overall functions, faculty members, community expectations and policies within the school. "Big Picture" ideas will be shared about the scope and sequence of our curriculum, the PRIDE portfolios, WINK Projects and MAPS. Small group meetings will be held to discuss grade specific curriculum, expectations, daily schedules and volunteer opportunities. These meeting agendas and minutes will be posted on-line, available in the office and mailed home

upon request. In addition, individual meetings will held with parents and students prior to the school year, providing an opportunity to build rapport, to communicate openly about student needs and to establish first critical steps to reciprocal communication.

Ongoing parent education opportunities will be held, hosted minimally on a monthly. Such topics of education may include; "Curricula Nights" to explore varied curriculum, Strong Kids Social and Emotional Curriculum/Strategies to Implement in the Home, Reading In the Home, Community Resources and Places to Explore, Money Matters and Age Appropriate Finance Education in the Home, Sleep Hygiene- Establishing Healthy Sleep Habits at Home, Technology-the Strengths and the Dangers. These topics for trainings were identified in a recent informal discussion of twenty school aged families. Ongoing assessment of **ACADIA** parent needs would inform needs for parent education. Our intention is to provide activities for children during these trainings so that parents may attend without making childcare arrangements. Potlucks, spaghetti suppers, pizza nights and other inexpensive ways to incorporate dinner for attendants will be incorporated in effort to recruit large numbers of participants and to build community within our **ACADIA** families, faculty and students.

Frequent communication with parents by **ACADIA** faculty will be expected. Weekly newsletters will be sent home from each teacher. Classroom blogs, models and/or webpages will be utilized and updated regularly. Families without internet access will be invited to use a community computer designated for such purpose within the central office. Monthly newsletters from the principal will be sent home to supplement a web page with frequent updates, reminders, forums for showcasing student activity and community involvement. **ACADIA** staff will develop appropriate norms surrounding communication and these norms and expectations will be shared with parents. Faculty may contact parents by phone to touch base or to connect. Parents are encouraged to call faculty or to meet with them before and after school or by appointment. Students will work with faculty to complete bi-weekly progress reports on academic progress as measured within the **MAPS**. These reports will be sent home, documenting student progress in-between formal trimester reports.

Parent participation and volunteer work is highly encouraged and supported at **ACADIA**. Volunteers will be recruited and matched with "jobs" within the school on a re-curing basis or for a special activity. Volunteers will be participating in a brief in-service covering basic school policies and expectations. Student confidentiality and appropriate classroom behavior will be discussed. Parents will be invited to attend school activities, celebrations and outings. Care will be taken to plan events that occur during different times of day, and planned with adequate notice to accommodate working parents or parents with limited access to transportation.

For **ACADIA** *families needing or seeking after-school and summer childcare/enrichment programs,* **ACADIA** *will offer extended day programs.* These services will be offered at a fee to families and will accept DHHS child-care vouchers and subsidies. Fundraising efforts will be held throughout the year in order to provide "tuition-assistance" to this program. Parents may volunteer to assist during the program hours alongside staff in exchange for enrichment tuition. Families who wish to participate with their child may do so daily without additional expense but will be required to participate during the duration of their child's participation. This program will provide supervised physical and motor play, access to the library for reading or technology for

enrichment, nutritious snacks, homework assistance, art, and opportunity for quiet relaxation and rest.

*This educational approach, blending both directed and experiential learning, paired with unique program components including the **MAPS**, the **WINK Projects** and **PRIDE Portfolios** outline unique components that are not found in traditional school settings.* **The Extended School Year Program**, offered to *all* children and the **Before/After Care Enrichment** program provide the extended enrichment opportunities that many children within our community need, an additional and unique component of the **ACADIA** educational experience. This exciting, innovative and comprehensive approach to education does not exist within the Lewiston/Auburn community. For program comparison and evidence to support the need for **ACADIA** within our community, please review the supporting document titled "A Comparison of Educational Components by School".

Summary Points:

- *At* **ACADIA**, *we believe that our students will not evidence sustained, global, consistent and increased academic achievement without addressing their complex social and emotional needs.*
- *At* **ACADIA**, *we anticipate the enrollment of students with a broad range of skills, strengths and potential challenges. We must expect that any child could walk through our door and we must be ready to meet their unique needs*
- *At* **ACADIA**, *we will provide a safe environment with clear behavioral expectations and responses*
- *At* **ACADIA**, *students represent themselves as socially and emotionally competent individuals*
- *At* **ACADIA**, *we believe that in order for children to achieve academically, they must feel as though they are an important member of a community*
- *At* **ACADIA**, *students will flourish in response to a learning environment that embraces a unique and comprehensive blend of direct academic instruction, extended and supported with frequent and carefully designed opportunities for experiential learning*
- *AT* **ACADIA**, *faculty members will conference with students regularly to develop and implement on-going personalized learning plans*
- At, **ACADIA**, *we believe that technology, when used responsibly, can be a powerful tool within the classroom*
- *At* **ACADIA**, *student-directed, project based learning is an essential program component*
- *At* **ACADIA**, *students will demonstrate increased independence and academic achievement*
- *At* **ACADIA**, *our community is an extension of our classrooms as there are no walls to contain our learning adventures*
- *At* **ACADIA**, *a non-traditional and extended school calendar offers summer learning institutes, free of charge and open to all students*
- *For* **ACADIA** *families needing or seeking after-school care and summer childcare/enrichment programs, **ACADIA** will offer extended day programs*
- *At* **ACADIA**, *our educational approach, blending both directed and experiential learning, paired with unique program features including the **MAPS**, the **WINK Projects***

*and the **PRIDE Portfolios** outline unique components that are not found in traditional school settings.*

- *At* **ACADIA**, *we believe that parents are the experts on their children, and the most important members of any partnership that we can forge*

Student Population: Geographic and Demographic Information

Geographic Information

ACADIA will provide educational opportunity for students in our designated catchment area, the cities of Lewiston and Auburn. Additionally, it is anticipated that students from neighboring towns will enroll.

Required Tab 1. Map of the Catchment Area

Demographic Information

The cities of Lewiston and Auburn (L-A) account for one of the most diverse areas in the State, with 20% of the population being identified as English Language Learners (ELL). Lewiston, with 35,000 residents, has experienced a 2.5% growth, per year, over the last decade. The second largest city in the state, Lewiston lies across the Androscoggin River from its twin city, Auburn. Auburn currently has a population reportedly falling slightly over 23,000 residents.

Unfortunately, L-A is noted to have the highest number of children living in poverty within the state. Nearly 71% of students in Lewiston qualify for free and reduced lunch. In Auburn, nearly 54% of students qualify.

The L-A public schools are growing each year, and schools are struggling to handle the influx of students each year. Despite building two very large new schools in the last decade (700 students per school) Lewiston has reported significant problems with classroom overcrowding in the last two years (Lewiston Sun-Journal 12/07/2014; 8/13/2015; and 2/4/2015) and has recently approved the construction of a new school designed to house over 900 students. Last year, significant issues arose within the Lewiston district last year when kindergarten classrooms climbed to 27 students (WMTW 9/22/2014; Lewiston Sun Journal 11/10/2014). Additionally, Lewiston has had to hire a Temporary Service Agency because of a tremendous short fall in long/short term substitutes, leaving large classrooms without appropriate personnel for supervision (WMTW 9/22/2015; Lewiston Sun-Journal 4/27/2015).

Currently, many L-A students are struggling to meet basic proficiency standards. Based upon 2013-2014 data from the Maine DOE Data Warehouse, only 45.9 percent of Lewiston Public School Students met proficiency standards in math, and 52.3 met proficiency standards in reading. Auburn schools reported only 53.5 percent met proficiency standards in math and only 61.9 met proficiency standards in reading.

The 2014 enrollment data, provided by the Maine State Department of Education, includes the following information;

Student Enrollment Data, 2014, By City and Grade

City	Pre-k	K	1st	2nd	3rd	4th	5th	6th
Lewiston	251	446	450	433	428	391	359	349
Auburn	149	265	274	277	268	255	296	254

Despite the enrollment of over 5, 000 children in pre-k through sixth grade within the L-A public schools, school choice remains extremely limited. Currently, there are two small, private parochial schools located in L-A for children pre-k through sixth grade. Non-parochial options do not exist within this area. The nearest approved Charter School for elementary school-aged children is the Fiddlehead School for the Arts and Sciences, located in Gray at a commute of forty minutes from some locations within L-A. Fiddlehead School for the Arts and Sciences, our nearest charter "neighbor", has a current enrollment of children from 17 different school districts, including L-A and our neighboring towns.

Based on extensive academic research and summary, Lindsay Burke asserts for the Heritage Foundation that school choice leads to; improved academic outcomes; increased graduation rates; increased student safety; improved parental satisfaction with their child's academic and social development and satisfaction with their child's school overall; and allows parents to access educational options that meet their child's unique learning needs (2010). The parents of the L-A community deserve the right to school choice and ACADIA has been developed to optimize student achievement and to attract families seeking alternative educational opportunity.

We anticipate that we will attract students (and families) seeking:

1. ***Small Classroom Sizes with Enhanced Teacher/Student ratios***; There has been a great deal of publicity and public outcry and disappointment to rising classroom sizes in our local schools. (Lewiston Sun Journal; 12/07/2014; 8/13/2015; and 2/4/2015). Families are very aware that overcrowding leads to less individualization, teacher burden and student stressors caused by noise, increased behavioral challenge, less instructional time and physical crowding.
2. ***Small Community Schools;*** many parents are seeking a small community school where all staff know every student, where children know one another and where community is established and children feel connected and invested. Currently, individual schools within Lewiston and Auburn report enrollment than varies from 172 (the smallest school) to 700 (the largest school). A plan was recently approved in Lewiston to merge two smaller elementary schools into one school for 990 students, to open in 2019. Parents have expressed significant concern about the size of these large enrollment numbers. In stark contrast, ACADIA proposes to enroll a maximum of 272 students, with staggered enrollment during the first five years.
3. ***Curricula and Experiential Learning Opportunities*** *that maximize our ability to accelerate learning* for children, to meet the varied needs of diverse learning preferences and styles. Little opportunity currently exists for students in local community schools to

participate in frequent experiential learning opportunities. Many districts have eliminated field trips and excursions outside of the school.

4. ***Instruction and Focus to Increase Independence, Social and Emotional Development*** (PBIS Structures and Philosophy, Strong Kids Curriculum)
5. ***An individually tailored course of study that captures student interest and strength.*** Through the use of carefully selected curricula, experiential learning opportunities, individual and small group instruction, supplemented with the use of technology, students have the opportunity to pursue advanced study or to receive remediation and assistance if needed.
6. ***Meaningful Systems of Assessment*** that capture student performance when compared to peer "norm" groups, but that also monitor student progress over time in traditional academic content areas as well as in non-traditional but critical areas such as communication skills, social and emotional skill development, initiative and adherence to individualized learning goals, adherence to community norms and participation, etc. Student progress will be demonstrated through standardized test scores (FAST, State Assessment to be Determined) as well as in authentic measures collected in the **PRIDE** portfolio; paper/tangible product, videos, photographs, teacher observations, etc.
7. ***Year Round Extended Learning Opportunities***: Students will be offered extended year round learning opportunities with shortened breaks. In order to prevent summer learning loss and to increase instructional time, students will be offered unique summer learning institutes at no cost. Many families are discouraged by the skills lost by their child over the summer.
8. ***High Quality Enrichment Programs for Children*** before/after school and during vacations/holidays. Many families struggle to find quality care in our area with few licensed centers and fewer with quality programming available. The necessity to find this type of care is a struggle for families and very appealing to those in need of this service.
9. ***School Choice;*** The nearest available Charter School is in Gray, a thirty to sixty minute drive for students in the Auburn and Lewiston area.
10. ***School Choice without Religious Affiliation***; currently there are two private schools within the Lewiston/Auburn catchment area, one a Catholic School and the other a Christian School. Families searching for choice in this region, when fiscally able to afford the costs of private school, are very limited in their choice.

ACADIA presents an appealing, innovative school choice for the greater than 5,000 elementary-aged children in the cities of Lewiston-Auburn. We offer a comprehensive, extended year educational program with academic rigor, designed to appeal to a variety of learning preferences in a small, learning community. We believe fully that this community is deserving of and ready for this choice and we are ready to meet the diverse needs of our area youth. However, we recognize the varied needs and abilities that our students may present upon enrollment, and we have developed a comprehensive education plan to address these needs.

Component Comparison by School District

The Proposed Charter Catchment Area and Surrounding Towns

Yes indicates Universal Implementation through all schools, grades Pre-k to 6th

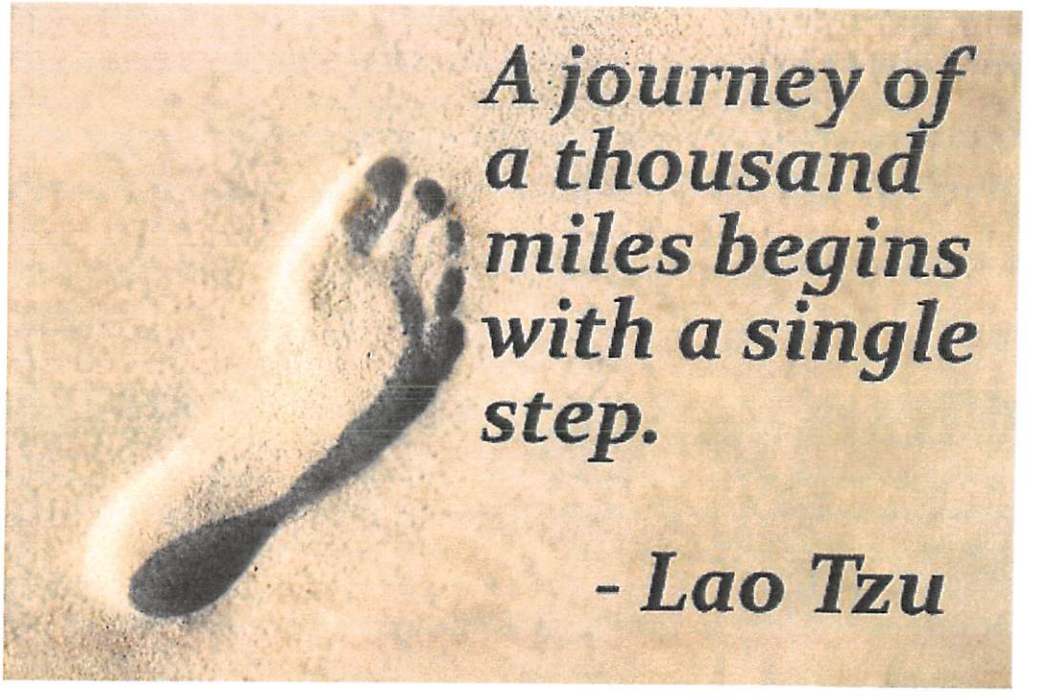
No indicates the district may provide partial/no implementation of a particular program component

Program Components	ACADIA	Auburn	Lewiston	RSU 52	RSU 15	Lisbon	Monmouth
Comprehensive, Universal Delivery of a Social/Emotional Curriculum, Prek-6th Grade	Yes	No	No	No	No	No	No
Integrated Instruction inclusive of direct instruction and extensive experiential learning in the classroom and community	Yes	No	No	No	No	No	No
Focused and sustained support in Student Led Inquiry, Project Based Learning	Yes	No	No	No	No	No	No
Integrated Technology	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Individualized Learning Plans	Yes	Yes	No	No	No	No	No
Comprehensive Assessment System to Monitor Student Progress, Including Cumulative Portfolio	Yes	No	No	No	No	No	No
Extended School Year Programming for All Children	Yes	No	No	No	No	No	No
Extended Day/Year Enrichment Program Available for Students	Yes	Yes	No	No	No	No	No
Small Community Schools with Fewer than 300 Students	Yes	No	No	No	No	No	Yes

ACADIA CATCHMENT AREA

Tab 1

A.2 Academic Programming



ACADIA is dedicated to the mission of helping students to embrace high standards of personal accountability and commitment to their personal learning journey through innovative, projects of self-study and interest. Along that journey, ACADIA students will be challenged to meet high expectations for academic performance, social and emotional competence, and demonstrate evidence of commitment to their community. Each student's individual journey will be carved out by their evolving interests and passions.

The journey to independence and achievement must begin with the mastery of foundational skills. A century's worth of elementary education research has demonstrated that students who master basic academic skills are most prepared to tackle the rigorous, self-directed challenges inherent to project-based learning. While discovery, inventive problem-solving, and construction of knowledge are vital endeavors in the grand adventure of elementary education, these destinations require travel along the path of mastery of basic skills. The ultimate goal of ACADIA is to empower students to learn through the projects that capture their imaginations. In order to make this goal achievable for each and every one of our unique learners, ACADIA is dedicated to helping all students master content and skills in each of the content areas outlined within the Maine Learning Results. By helping to create well-rounded learners who possess mastery of a range of academic skills, we are opening the greatest number of doors for our students to enter through in the ongoing pursuit of knowledge.

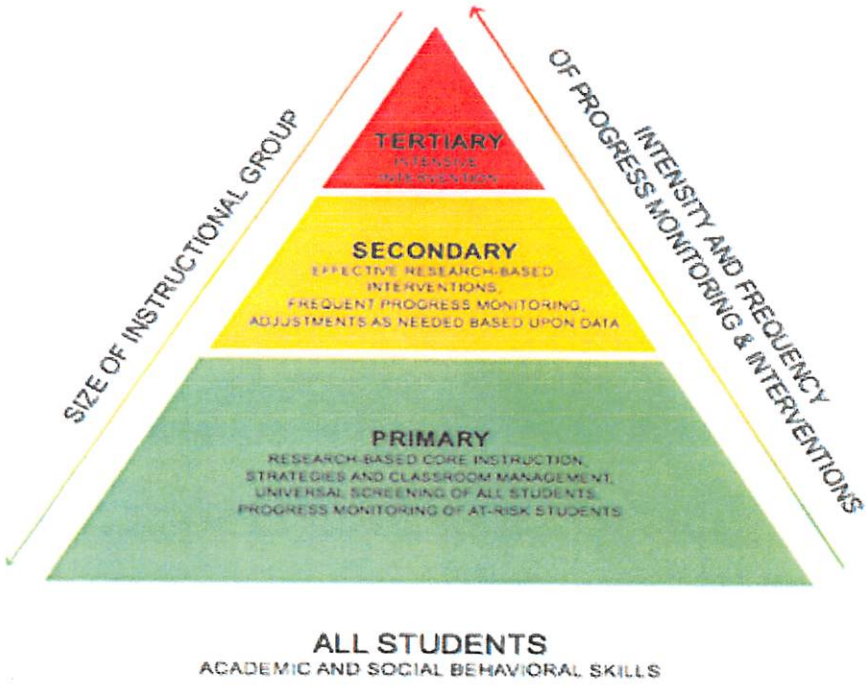
All instruction at ACADIA will be delivered within a Response to Intervention (RTI) model. RTI, otherwise known as Multi-Tiered Systems of Student Supports (MTSS), is an approach to increasing the effectiveness and efficiency of education by combining high quality instruction, frequent formative assessment, and data-based decision making. In his recent, ongoing synthesis of over 800 meta-analyses relating to school achievement, a project that has been hailed as **"Teaching's Holy Grail,"** 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. 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 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 will use this approach in tracking student growth and progress with core academic subjects including language arts and mathematics.

While some schools in Maine have claimed an adherence to the tenets of RTI/MTSS, the development committee and Board of Directors of ACADIA has yet to see a fully realized vision of this **profoundly powerful educational innovation** within our state. ACADIA believes that a fully realized, inspiring implementation of RTI/MTSS **from day one** is the key to *flourishing* learners. Going "all-in" on an RTI/MTSS system is the key to letting no learner fall through the cracks as we endeavor to help our students balance the challenges of meeting (and exceeding!) state standards and accomplishing the personal goals that lead our students to be enamored with the learning process. The RTI/MTSS process forces us as educators to recognize that every child can and will succeed, and if a student is not currently succeeding, it is because we have not provided him or her with the kind of instruction he or she needs to flourish. RTI/MTSS holds us accountable as educators to provide a superb learning experience for every single one of our learners.

RTI Pyramid



ACADIA 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. Academic acceleration through an RTI framework is one of the most powerful ways to allow students to reach their potential at the pace that best fits their learning profile. Basic skill acquisition, or competence, is central to developing independent, successful 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.

We believe that at **ACADIA,** *students will flourish in response to a learning environment that embraces a unique and comprehensive blend of direct academic instruction, extended and supported with frequent and carefully designed opportunities for experiential learning.* This comprehensive blend of instruction will allow students to participate in both directed instruction and in teacher supported exploration and investigation- generalizing and expanding their knowledge into a deeper and more complex understanding of instructional material. Recognizing the vast learning needs and preferences of our students is significant, and the first step to creating relevant learning environments and opportunities for our students. Our core curricula have been carefully selected based on extensive research and clear evidence of support, are aligned with current Maine Learning Results and are comprised of teacher-friendly, appealing materials, manipulatives and instructional guides. The curricula offer extension activities for acceleration as well as remediation and differentiation activities. A secondary curriculum has been identified in order to support students who are identified as English Language Learners. Language for Learning provides direct instruction in language and vocabulary acquisition, an excellent supplement to general classroom instruction and experiential

learning. A clear scope and sequence for skill development is evidenced in each specific curriculum and many include data based assessments for progress monitoring to be used in addition to the **PRIDE Portfolio** and FAST measures of student progress.

At **ACADIA,** *we believe that technology, when used responsibly, can be a powerful tool within the classroom.* Our faculty will utilize technology to incorporate "real world" exploration within our classroom, to extend curricula applications, to document student progress for **PRIDE Portfolios,** to increase individualized instructional opportunity, to offer repeated practice opportunities and to create communication tools and forums via blogs, moodles, web pages, and email correspondence. Through the use of IPads, interactive white boards, computers and projection systems, technology will be incorporated throughout the school in a manner designed to enhance learning opportunities in an integrated and balanced manner. Technology etiquette will be established and taught, with clear expectations and defined parameters for use.

ACADIA faculty members will conference with students regularly to develop and implement on-going personalized learning plans, referred to as ***My Achievement Plans (MAPS).*** The **MAPS** will incorporate individualized goals from the following areas: *Academic Content* (aligned to the Common Core/Maine Learning Results), *Social and Emotional Skill Development* (driven by the Maine Learning Results, Strong Kids Curriculum, Community Expectations and Classroom Observation Data), *Community Involvement and Participation* (measures student progress and participation within the school community and within the larger community), and progress towards **WINK Projects (What I Need to Know Projects).** The **MAPS** will include differentiated objectives, if needed, for acceleration or remediation, and will include student preference and interest extensions. Students will partner with faculty to create measurable goals and will together monitor progress, adjusting learning opportunities, instructional time and intervention to match their skill acquisition and performance. Consistent utilization of the **MAPS** allows for ongoing faculty/student partnership and collaboration, consistent and direct feedback, student participation and increased accountability for learning outcomes.

Student-directed, project based learning is an essential program component at ACADIA. The **WINK Projects (What I Need to Know)** allow students to utilize instructional time and faculty support towards the design of, study of, and completion of topic-based projects that are student selected and interest driven. **WINK Projects** begin with our youngest students in pre-school, allowing for "choices" of study within the classroom and evolve as children age and mature, allowing for expansion of independent or collaborative project-based learning and inquiry. Using differentiated criteria for grade level/skill level, students are expected to outline their topic of interest. Following initial research and inquiry, students are expected to develop goals and objectives that will guide the finished **WINK Project**. **WINK Projects** will be completed and presented to the faculty and learning community on a trimester basis, with additional opportunity to present to families, friends and community supporters.

At **ACADIA,** *our community is an extension of our classrooms as there are no walls to contain our learning adventures.* An "outdoor classroom", complete with water, sinks and counter tops will allow for space to "get our hands dirty" and to conduct experiments and field work. A community farm, the Whiting Farm, has offered field space, greenhouse space and a farm store for regular use and agricultural study. Students will embrace the larger world as their classroom, with **ACADIA** faculty facilitating partnerships and relationships with the many

talented members of our community. This comprehensive blend of instruction and experiential learning will allow students to participate in both directed instruction and in teacher supported exploration and investigation- generalizing and expanding their knowledge into a deeper and more complex understanding of instructional material. Recognizing the vast learning needs and preferences of our students is significant, and is the first step to creating comprehensive learning environments and opportunities.

ACADIA *students will demonstrate increased independence and academic achievement,* as measured by assessment data, a cumulative **PRIDE** (Personal Records and Individual Demonstrations of Excellence) portfolio; inclusive of written/tangible product, photographs, videos and documented teacher observations. In addition to academic achievement, students will demonstrate increased competency in their social and emotional development, as evidenced by assessment data, and a "personal growth" component of their cumulative "works" portfolio, inclusive of written/tangible product, photographs, videos and documented teacher observations. Evidence of the demonstrated independence and academic achievement will be inclusive of both "classroom" instruction and experiential learning and application opportunities.

Mathematics Programming

In keeping with the mission statement of ACADIA 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. ACADIA 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 catchment area. There is compelling evidence that high quality preschool experiences can reduce early academic achievement gaps.[4] ACADIA endeavors to offer high quality preschool within the framework of RTI/MTSS, recognizing that high quality early mathematics instruction is *vital* to building the foundation of mathematical understanding that produces a lifelong orientation toward mathematical thinking.

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. The PNIs have been tested thoroughly and have been found to be the most powerful tool educators have yet developed for measuring growth and

progress with early mathematics. ACADIA plans to use the MyIGDIs 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 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. 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. There is a massive amount of evidence to suggest that *Building Blocks* is the gold standard in mathematics curriculum at the preschool level. *Building Blocks* is aligned with Maine's early childhood learning guidelines and offers highly integrated activities that are key for our youngest learners.

Another prekindergarten mathematics program that has been well-researched is the *Pre-K Mathematics* curriculum. The *Pre-K Mathematics* program employs integrated learning experiences, as well as a small-group format of the curriculum, which ACADIA plans to use for Tier 2 preschool mathematics instruction. *Pre-K Mathematics* is also aligned with Maine's early childhood learning guidelines. These two mathematics curricula will work in tandem to provide a rich, immersive mathematics experience for our prekindergarten students.

For grades K-6, ACADIA 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. *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. 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 in that it helps to foster self-efficacy and self-directed problem solving through highly challenging mathematics.

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 to create self-determined learners. *Saxon* empowers students to guide their own mathematical problem solving and helps to foster the self-direction that is crucial for success in a project-based learning environment.

ACADIA 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. PALS explicitly teach 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.

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 Fast Bridge assessment suite. 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's delivery of academic programming in a response to intervention model, universal screening will 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. 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 Bridge 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 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 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. 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. *Reading Mastery,* the reading component of DISTAR, endures as the **gold standard** in structured reading instruction. *Reading Mastery* is the most **powerful tool** educators have ever encountered in developing readers. Ongoing 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. 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)."

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 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."

ACADIA 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."

In addition to *Sounds Sensible* and teacher developed Orton-Gillingham strategies, ACADIA 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 in line with the Common Core Standards. Early writing is one of the best predictors of children's later reading success. 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). 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 State Standards. *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."

Writing will permeate all subject areas at ACADIA 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 will provide science instruction for grades K-6 using the Full Option Science System (FOSS) 3rd Edition. FOSS boasts 100% alignment with the Next Generation Science Standards (NGSS) which have recently been adopted by the state of Maine. Additionally, FOSS boasts strong alignments with the CCSS, especially in the arena of reading and comprehending informational texts. FOSS is the **gold standard** in elementary science education and offers students meaningful experiences with scientific inquiry. 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 learners. 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 requires students to **master the scientific method,** thus empowering them to tackle all of the scientific questions that captivate their imagination in the future. In this way, FOSS provides the scaffolding students need to become incredibly skilled project-based learners. FOSS is an important key to developing the kind of self-directed learners ACADIA hopes to cultivate. The FOSS system has been demonstrated to be the most effective structured science program in the history of elementary education, 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 curriculum. 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. The use of a program like FOSS ensures that all learners at ACADIA will master the skills inherent to scientific inquiry, enabling every student to pursue STEM-related projects and careers.

In addition to FOSS as a core science curriculum, ACADIA 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 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. 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 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 IQ. Given the rate of students qualifying for free and reduced lunch in the ACADIA catchment area, these data must be strongly considered.

In recognizing this language gap that many children will be coming to school with, ACADIA 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."

This approach fits with ACADIA's philosophy that every foundational 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.

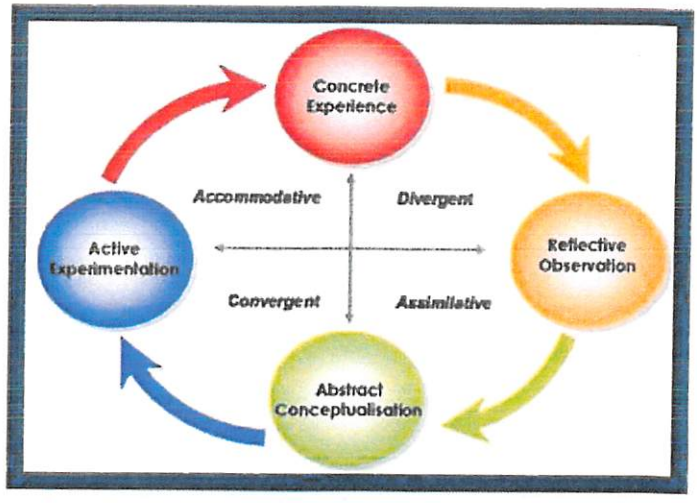
At ACADIA, we believe that the language gap should not be a roadblock for any student on their journey to achievement. Providing high quality, evidence-based language development is one of the priorities of ACADIA. The language gap cannot be ignored and certainly cannot be allowed to hold students back from reaching the enormous potential possessed by each and every one of our individual learners. Explicit language instruction will be integrated with high quality natural environment language exposure to help students to build rich, deep vocabularies. Our students will be tasked with endlessly exploring a world that holds so much to be discovered; we must equip them with the language to articulate every brilliant thought they develop. We will know we have been effective in fostering language development when our students can eloquently express their passions, goals, and dreams.

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" (National Council of the Social Studies, 1994, p.3). ACADIA 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. Social studies instruction at ACADIA will be one of the earliest vessels through which we help students to utilize collaborative, project-based learning to enhance their knowledge and skills.

Experiential learning is a teaching approach providing a holistic model of learning where "knowledge is created through the transformation of experience." Previewing of knowledge, vocabulary instruction, and careful scaffolding will be employed to help prepare students for each of the experiential social studies assignments they will be exposed to.

David A. Kolb's Experiential Learning Cycle



In the experiential learning cycle, there are two of 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.

ACADIA 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 opportunities inherent to project-based learning. 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."

Some instructional principles ACADIA 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. Along with these instructional principles, we will expand upon fostering relationships and creating a community within the classroom and school as a whole.

ACADIA 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.

Sample Social Studies Lessons (which target specific standards) (www.*atozteacherstuff.com)*

Social Studies Lesson on Economics Grades 1-3

If you Give a Mouse a Cookie

By Laura Joffee Numeroff
Harper Collins

Synopsis: A little mouse shows up at a young man's house. The young man gives the mouse a cookie and starts a chain of events.

Materials: markers, crayons, pencils, drawing paper

Procedures:

Pre-reading

1. Ask students if they have heard sentences like these: "If you finish your work, you may watch television" or "If you stop talking, you may go to recess."

2. Explain that the first part of each sentence tells something that might happen. It is called the "cause." The second part of the sentence tells what might happen because the first thing happened. It is called the "effect."

3. Ask students to identify the "cause" and "effect" of the sample sentences. Explain that because the work was finished, permission was given to watch television. Because the class stopped talking, permission was given to go to recess.

4. Ask students to predict how this sentence might end: "If you clean your room, you may..." Use student responses to reinforce the cause/effect relationship.

5. Introduce the book, If You Give a Mouse a Cookie, by reading the first line of the story, "If you give a mouse a cookie..." and ask students to predict what the effect might be.

Reading
6. Complete reading *If You Give a Mouse a Cookie.*

Post Reading
7. To help students recall the events of the story, ask a student to name what the mouse wanted first.

8. Ask the next student to name the first and second things the mouse wanted.

9. Ask the third student to name the first, second and third things the mouse wanted. Continue this process until the students have named all the things the mouse wanted. (cookie, milk, straw, napkin, mirror, scissors, broom, mop, bucket, little box, pillow, story, paper, crayons, pen, tape)

10. Discuss examples of cause/effect statements from the story.

11. Read the last page of the story, "he's going to want a cookie to go with it." Ask students to predict a possible effect of wanting a cookie.

12. Explain that the mouse had many wants. Some of the things the mouse wanted were goods. Goods are things the mouse could touch and use. For example, the mouse wanted a cookie. A cookie is a good.

13. Ask students to name other goods the mouse wanted. (milk, broom, scissors, straw, napkin, mop, bucket, box, pillow, paper, crayon, pen, tape)

14. Explain that not all the things the mouse wanted were goods. One thing was a service. A service is something someone does for you. The mouse wanted the boy to read a story. This was a service.

15. Discuss:

a. What are some goods and services you would like to have?
b. Do you have all the goods and services you would like?

16. Explain that people have unlimited wants for goods and services. This means that the list of things they want never ends.

17. Explain that the class is going to write its own unlimited wants story. Begin the story by writing on the board, "If you give a teacher a dog, she will want _____."

18. Ask a student to name a good or service that a teacher might want if she had a dog. Write the student's answer in the blank. For example, "If you give a teacher a dog, then she will want dog food."

19. Continue by writing on the board, "If she has (dog food), she will want _____."

20. Ask to name a good or service the teacher would want if she had the new item. Write the student's answer in the blank. For example, "If she has (dog food), she will want a dog dish."

21. Continue this process until there are ten or twelve sentences in the story.

22. Distribute drawing supplies to each student. Explain that students will create part of a story board for the class story. A story board shows pictures of what is happening in the story.

23. Assign each student two sentences in the story, instructing them to draw two pictures to go with the sentences and to write the correct sentence at the bottom.

24. Display the different story boards. (If there are twelve sentences and twenty-four students in the class, there will be four complete story boards.

Sample Social Studies Lesson: Geography

Flat Stanley

Grade Level(s): 1-2

The students will study geography of the United States, as well as learn to write friendly letters.

Materials:

- Map of the United States
- Paper to write letters
- Flat Stanley by Jeff Brown
- Family addresses from other states
- Charter School addresses from within state and out of state
- Poster to create their own Flat Stanley
- Crayons, markers, and a great imagination
-

Plan:

The entire lesson takes a week. The correspondence part should/could take all year.

Activity:

1 The students will read the story and discuss.
2 The students will learn the parts of a friendly letter.
3 The class will create their own Flat Stanley out of poster board, markers, and crayons.
4 As a class, we will send Flat Stanley to family members in different states
5 As a class, we will send Flat Stanley to Charter School Members in different states.
6 The students will create an imaginary adventure for Flat Stanley. This could include pictures, videos, and should include a letter about his adventure.
7 The class will map out where he is sent. Put the states on the class map so the students can see.

Co-curricular and Extra-Curricular Activities at ACADIA

ACADIA, *A Charter Academy Developing Independence and Achievement,* will provide a comprehensive educational program to children grades pre-k through 6th that will increase the achievement of the **whole** child. "Hands-on" learning activities allow for multi-modal learning, necessary to meet the vast and varied needs and learning preferences of our learners.

In aligning with our mission and vision, **ACADIA** strives to support student participation in activities and opportunities that are typically perceived as "co-curricular" and "extra-curricular". At **ACADIA**, a variety of activities and instruction are provided as part of the typical school day. For example, each day provides students with a recess period that includes unstructured "free time" as well as structured opportunities to play a variety of athletic games/sports such as soccer, basketball, jump-rope, football, track and field events, etc. During daily Movement breaks, students are led through movement activities including ballet, Tai Chi,

Yoga, Karate and other physical activities that require mindfulness and attention to the physical movement of the body and deep breathing.

Through **WINK** (What I Need to Know) Projects, students are encouraged to pursue in-depth study of topics of individual interest through project-based exploration. **WINK** projects are expected to include a vast array of student interests and topics that may be traditionally evidenced in extra-curricular study.

During the initial months of school, student interests and aptitudes will be surveyed extensively through classroom discussions, interest groups and individual surveys. It is expected that during the months of January, February and March, optional after-school clubs will be held on a weekly basis to provide group participation and opportunity to pursue common interests. Such interests may include a chorus, lego architecture club, dance club, yearbook, etc. Students may participate in multiple clubs pending parent permission. These clubs will be offered jointly by faculty and community volunteers. These clubs will be funded by community donations and the ACADIA budget for materials/activities.

Summer learning institutes, again, provided at no cost and built into the ACADIA operating budget, will be developed based on the interests demonstrated by students and collected with our data through discussion and surveys. These optional institutes allow additional pursuit of co-curricular and extra-curricular content through summer months, in an effort to provide enrichment and to minimize summer learning loss.

At ACADIA, we emphasize experiential learning that is intertwined with our core curricula. Through our creative lesson plans that rely on the power of experiential opportunity, we fully intend to offer our students exposure to music, dance, culinary skills, performing arts, the fine arts and more. Instead of "additional courses" to cover these areas, students may learn to cook authentic African food, dance to tribal drums and imitate African folk-lore on stage while studying the continent of Africa during Geography. We intend to recruit volunteers and community members in bringing their many talents and abilities to our school.

As an extension of ACADIA Academy, working families or families in need of extended child care may elect to enroll their children in our before-after school enrichment program. This program, providing child-care to our students and community children pending openings, will allow for enrichment beyond our typical school day. Children enrolled in this program will choose from a host of daily clubs and activities that range from art to dance to scrapbooking to pottery, pending the interests of our enrolled children. Students will also be given the opportunity to engage in quiet leisure and relaxation activities or the opportunity to engage in personal study of interest. This program will run from 7:00-7:50 and 2:10 to 6:00 on a daily basis. The program will be in session during teacher workshop days, the first week of summer vacation, the Monday and Friday of summer institutes (as well as before and after school) and the last weeks of summer vacation. The childcare program will not be open over Thanksgiving, Christmas break or the 4th of July week. However in recognizing the challenges that many families find in identifying quality child care for their children in this area, the childcare program will be open during April and February vacation.

This program will be funded by family fees, DHHS child-care subsidies and waivers and fund-raising efforts designed to provide scholarships for families in need. In addition, ACADIA will seek grants in the hopes that eventually all child-care programming can be offered to any family, free of charge.

In further support of assisting children in their pursuit of special interests, ACADIA will maintain a bulletin board and section within our website devoted to community "happenings" and programs for each community in our surrounding area. We will provide information about athletic programs, hobbyists, clubs and recreational opportunities from our surrounding communities. During special open-house events, area clubs and representatives will be invited to set-up informational booths and tables for our students in an effort to link them to their home communities.

Finally, it is our hope and belief that we can actively work towards developing relationships with local superintendents and community school principals, as well as Charter School Principals, in order to share enrichment opportunities and programs for all students.

Additional Academic Considerations for ELLs

ACADIA'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 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 will also utilize cooperative learning strategies such as Pear 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 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.

ACADIA faculty members will conference with students regularly to develop and implement on-going personalized learning plans, referred to as **My Achievement Plans (MAPS).** The **MAPS** will incorporate individualized goals from the following areas: *Academic Content* (aligned to the Common Core/Maine Learning Results), *Social and Emotional Skill Development* (driven by the Maine Learning Results, Strong Kids Curriculum, Community Expectations and Classroom Observation Data), *Community Involvement and Participation* (measures student progress and participation within the school community and within the larger community), and progress towards **WINK Projects (What I Need to Know Projects)**. The **MAPS** will include differentiated objectives, if needed, for acceleration or remediation, and will include student preference and interest extensions. Students will partner with faculty to create measurable goals and will together monitor progress, adjusting learning opportunities, instructional time and intervention to match their skill acquisition and performance. Consistent utilization of the **MAPS** allows for ongoing faculty/student partnership and collaboration, consistent and direct feedback, student participation and increased accountability for learning outcomes.

Student-directed, project based learning is an essential program component at ACADIA. The **WINK Projects (What I Need to Know)** allow students to utilize instructional time and faculty support towards the design of, study of, and completion of topic-based projects that are student selected and interest driven. **WINK Projects** begin with our youngest students in pre-school, allowing for "choices" of study within the classroom and evolve as children age and mature, allowing for expansion of independent or collaborative project-based learning and inquery. Using differentiated criteria for grade level/skill level, students are expected to outline their topic of interest. Following initial research and inquiry, students are expected to develop goals and objectives that will guide the finished **WINK Project**. **WINK Projects** will be

completed and presented to the faculty and learning community on a trimester basis, with additional opportunity to present to families, friends and community supporters.

The personalized learning plan is an important component in developing self-determined learners. ACADIA 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.

Why Direct Instruction?

Direct Instruction is the single most powerful pedagogy to be consistently ignored within regular education classrooms. An unfortunate misconception is that Direct Instruction is only intended for students with disabilities. This could not be further from the truth. While it is absolutely true that Direct Instruction is effective with students with various disabilities, Direct Instruction has been proven to be effective with an incredibly diverse group of learners, ranging from gifted and talented learners to individuals with cognitive impairments. Direct Instruction was developed to meet the needs of the broadest range of learners possible and continues to be the most interactive, widest-reaching approach for academic skill development available.

In recent decades Direct Instruction has become a critical component of some of the nation's most successful charter schools. Charter schools like Appleton Classical in Appleton, WI, Mystic Valley Regional Charter School in Malden, MA, and the Arthur Academies in Oregon have implemented Direct Instruction programs to teach the foundational core academic skills children need to tackle bigger problems, develop remarkable innovations, and pursue their unique and worthy dreams. The pairing of Direct Instruction and project-based learning has resulted in some of the most prepared, resourceful young students in our modern educational landscape.

From the National Institute for Direct Instruction: "Direct Instruction (DI) is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning."

Direct Instruction is quite simply the most effective approach **ever developed** for teaching academic skills. ACADIA recognizes that the road to higher level academic adventures begins with the mastery of basic skills. Given its commitment to evidence-based, **gold-standard** instructional approaches, ACADIA cannot ignore the preponderance of evidence that points to Direct Instruction as the most efficient and effective method for fostering skill mastery.

"There are four main features of DI that ensure students learn faster and more efficiently than any other program or technique available:

Students are placed in instruction at their skill level.

When students begin the program, each student is tested to find out which skills they have already mastered and which ones they need to work on. From this, students are grouped together with other students needing to work on the same skills. These groups are organized by the level of the program that is appropriate for students, rather than the grade level the students are in.

The program's structure is designed to ensure mastery of the content.

The program is organized so that skills are introduced gradually, giving children a chance to learn those skills and apply them before being required to learn another new set of skills. Only 10% of each lesson is new material. The remaining 90% of each lesson's content is review and application of skills students have already learned but need practice with in order to master. Skills and concepts are taught in isolation and then integrated with other skills into more sophisticated, higher-level applications. All details of instruction are controlled to minimize the chance of students' misinterpreting the information being taught and to maximize the reinforcing effect of instruction.

Instruction is modified to accommodate each student's rate of learning.

A particularly wonderful part about DI is that students are retaught or accelerated at the rate at which they learn. If they need more practice with a specific skill, teachers can provide the additional instruction within the program to ensure students master the skill. Conversely, if a student is easily acquiring the new skills and needs to advance to the next level, students can be moved to a new placement so that they may continue adding to the skills they already possess.

Programs are field tested and revised before publication.

DI programs are very unique in the way they are written and revised before publication. All DI programs are field tested with real students and revised based on those tests before they are ever published. This means that the program your student is receiving has already been proven to work." – National Institute for Direct Instruction

Numerous myths about DI circulate in education circles, usually by people who have never taught the program or never seen it used by teachers who have received proper training and support. These myths have to do with the supposed rigidity of DI, its inappropriateness for certain populations and its restrictions on creativity. ***These myths are myths.***

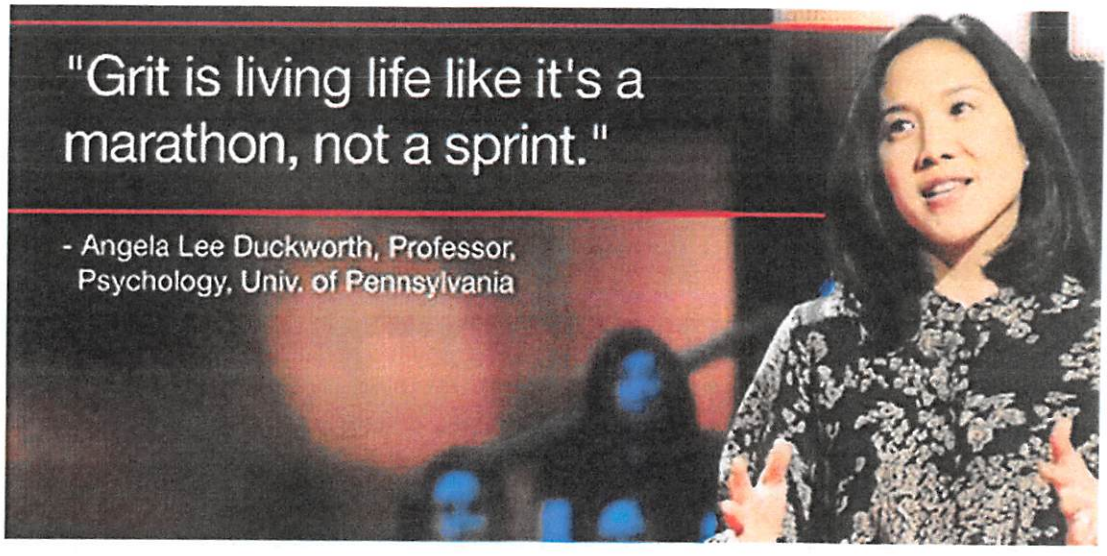
Direct Instruction programs have the flexibility to accommodate the needs of lower and higher performing students, and it allows teacher creativity within the confines of the script, much as a play script allows an actor to be creative within its confines. The DI programs provide teachers with a powerful tool for presenting an instructional sequence that has been **verified** to be highly effective with the full range of learners. By providing effective wording and examples, the scripts allow teachers to focus on students' responses.

Teachers don't need to worry about how to present critical skills and concepts. Instead, they can concentrate on what students know, what they don't understand, and where they need additional practice or support. Interaction with students will increase with DI because the DI programs elicit high rates of student responses in each lesson. With DI, teachers have a much

better understanding of students' skill levels than ever before. **DI is effective with all students as long as they are placed and grouped at their skill levels and taught to mastery every day.**

Instructional groups at ACADIA will be homogeneous with respect to students' current performance level, and these groups will be flexible in order to incorporate different rates of student learning. Some students master skills and concepts quickly and may be ready to move to a higher group. Other students need additional practice and might need to be moved to a lower group. These adjustments to student placement are made on a weekly basis through the analysis of student performance data with the RTI/MTSS framework. At ACADIA, Direct Instruction will be individualized for students through flexible grouping. Quite simply, Direct Instruction provides the most direct path to academic skill mastery and gives students a head start on their individual journeys to project-based, self-directed learning.

Growth Mindset and Grit



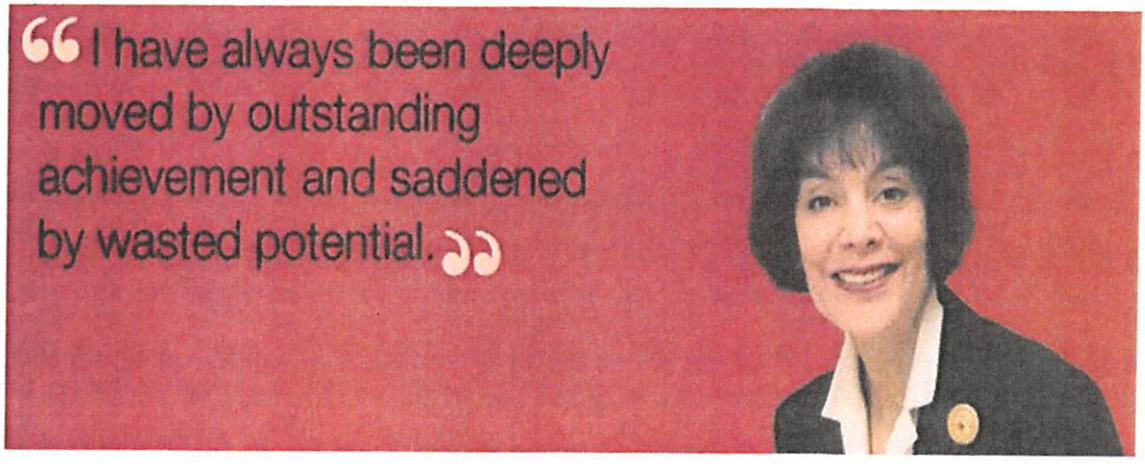
In aligning ourselves with cutting edge educational research, ACADIA is remarkably dedicated to incorporating the concepts of Growth Mindset and Grit into all of our educational programming. Angela Duckworth is a maverick investigator of the traits that predict success in school and beyond. In addition to considering cognitive strengths (e.g., processing speed, working memory), Duckworth has explored the role of non-intellectual strengths such as motivation and self-discipline. Her most famous contribution to the literature is the trait she affectionately calls "grit", inspired by the John Wayne character Rooster Cogburn. In addition to grit, Duckworth has been an important contributor to the study of self-control.

"The Duckworth Lab focuses on two traits that predict success in life: grit and self-control. Grit is the tendency to sustain interest in and effort toward very long-term goals. Self-control is the voluntary regulation of behavioral, emotional, and attentional impulses in the presence of momentarily gratifying temptations or diversions. On average, individuals who are gritty are more self-controlled, but the correlation between these two traits is not perfect: some individuals are paragons of grit but not self-control, and some exceptionally well-regulated individuals are not especially gritty." – Statement from the Duckworth lab at the University of Pennsylvania

In Duckworth's most famous study, she and her colleagues examined the role of grit in the lives of thousands of adults, West Point cadets, Ivy League undergraduates, and National Spelling Bee competitors. For the purpose of the study, grit was defined as "perseverance and passion for long-term goals" as evidenced by "working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress." Achievement was defined as "vocational and avocational achievements that are recognized by other people, in contrast to those that are primarily of subjective value to the individual." There were Gritty implications: Duckworth and colleagues concluded that "in every field, grit may be as essential as talent to high accomplishment." Duckworth also cited the work of Benjamin Bloom, who documented that 10-15 years of deliberate practice and mastery learning is necessary to reach the highest level in one's field, not prodigious talent. Bloom found that among all of the high achievers he studied was one common trait: the desire to reach the highest level in their field coupled with the willingness to put in the time and effort to get there.

Duckworth urged that any child that demonstrates "exceptional commitment to a particular goal" should be given the same supportive resources as a child deemed to be "gifted and talented." Duckworth also urged that parents and educators must encourage children to work with intensity and stamina. Particularly, she suggested explicitly teaching children that failures and misfortunes are inevitable in any grand pursuit. Finally, Duckworth suggested that children are explicitly taught that "excellence in any discipline requires years and years of time on task."

ACADIA is incredibly dedicated to fostering Grit in each and every one of our students. The commitment to long term, challenging, and entirely worthwhile goals is a noble trait that we wish to shape in all of our students. Dr. Duckworth has offered the most viable approach to creating gritty kids. It's an approach that did not grow directly out of her work, but comes from the research of a colleague, Dr. Carol Dweck. "One thing we've found is that children who have more of a growth mindset tend to be grittier. The correlation isn't perfect, but this suggests to me that one of the things that makes you gritty is having a growth mind-set. The attitude 'I can get better if I try harder' should help make you a tenacious, determined, hard-working person." – Angela Duckworth, 2013



Dr. Carol Dweck, through years of research, has coined the term Mindset to describe the tendencies of people when faced with failure and achievement. In a fixed mindset, people believe that their talents, abilities, intelligence and personality are all fixed traits. People with a fixed

mindset tend to attempt to prove the existence of their good attributes, rather than actively develop them. They may have great talents, but also believe that talent alone can lead to success.

In a growth mindset, people believe that they can develop and foster their basic abilities including intelligence, talent, and personality through hard work and dedication (i.e., grit). A growth mindset leads to resilience in the face of failure, and a love of learning. Dr. Dweck has repeatedly found that children who believe their traits are fixed became helpless when faced with failure, because they perceive the failure as a reflection of their innate (in)abilities. In contrast, children who believe their traits are malleable are more likely to persist following failure and exhibit a mastery-oriented response.

In general, a growth mindset can be fostered by praising process and effort rather than fixed traits like intelligence and innate talent. Praising (i.e., reinforcing) the process increases the probability that the child will exhibit the process again in the future under similar circumstances. This is true even if the process has not resulted in success. Reinforcing process and effort helps to create a growth mindset in children and in turn shapes the behaviors associated with grit. In order to help cultivate a growth mindset in children, parents and educators can use four powerful language-based interactions with children:

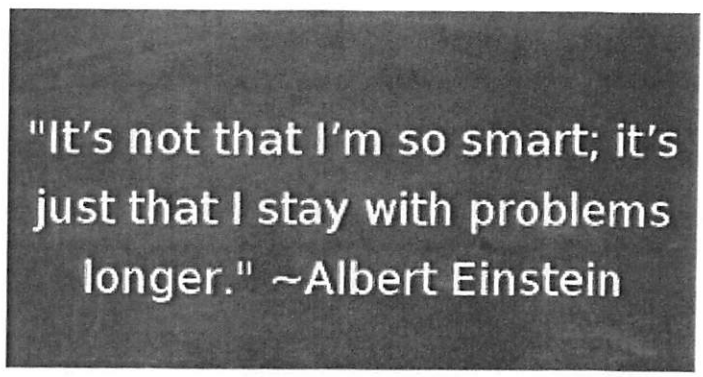
Provide process praise

Reinforce persistence and challenge-seeking

Provide constructive, process-oriented criticism

Emphasize that mistakes are valuable learning opportunities

This is a corner of educational science that ACADIA understands well and is ready to employ from day one. Dr. Duckworth and Dr. Dweck have outlined two **incredibly potent** educational strengths that ACADIA intends to harness in order to help students achieve their incredible dreams.



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SPECIAL POPULATIONS A3

SPECIAL EDUCATION

ACADIA, A Charter Academy for Developing Independence and Achievement, will provide a rigorous, comprehensive educational program for children of the Lewiston/Auburn area in grades pre-k through 6th. ACADIA will promote high educational achievement through directed teaching experiences that are entwined with extensive experiential learning opportunities. ACADIA faculty and staff will support the development of the whole child as each student develops academically, socially and emotionally in a safe community that requires personal accountability and meaningful participation. It is our intent to support our individual students in developing their full potential, while teaching them the value of belonging, connectedness and contribution to our larger community.

ACADIA students will fully participate within our learning community, experiencing rigorous daily instruction comprised of carefully selected curricula to allow for academic acceleration, small group interaction and meaningful application. Authentic, relevant experiential activities will provide critical opportunities for our students to grasp real world application of concepts and skills, through the delivery of multi-modal learning opportunities that are necessary to meet the learning preferences of our students.

ACADIA will promote learning in all domains and address all the needs of children...from movement and play, to math and science. The day will incorporate flexible small group instruction in specific skill-building, large group instruction when introducing projects or shared reading activities, for example; as well as project-based and experiential learning opportunities. Students will have the opportunity to learn essential skills within topics of interest to them, providing a much higher level of motivation and authenticity. Direct, mastery-level learning will provide the individualization needed for students to learn at their pace and level while still being part of the larger community. Flexible groupings allow for all students needs to be met, as group content and student make-up change according to need. This includes students who require an accelerated curriculum.

We anticipate that students for whom English is not the primary language spoken in the home, children from a low socio-economic environment, and students with special learning and behavioral needs will make up a percentage of ACADIA's population. Providing students with authentic learning experiences, real community involvement projects, experiences that they would not otherwise have, in a supportive, safe, positive environment is critical to their learning, motivation, investment in education, and development as independent, successful, community-minded adults.

Instruction at ACADIA will be delivered within the Response to Intervention (RTI) model. This Multi-tiered System of Student Supports (MTSS) combines high quality instruction, frequent formative assessment, and data-based decision making. Tier I instruction is comprised of the universal curriculum that all students will receive. Typically 80% of students should make adequate progress with Tier I instruction and interventions. Tier II typically consists of smaller group instruction, extra practice, and more diverse interventions to address the students for whom Tier I is not enough to make adequate progress. Tier III is for a small number of students,

who need more individualized instruction and alternative strategies or programs and more time for practice and generalization in order to make adequate progress.

Regular conferences between faculty and students at ACADIA will occur to develop and implement on-going personalized learning plans, referred to as My Achievement Plan for Success (MAPS). The MAPS will incorporate individualized goals from the following areas: Academic Content (aligned to the Common Core/Maine Learning Results), Social and Emotional Skill Development (driven by the Maine Learning Results, Strong Kids Curriculum, Community Expectations and Classroom Observation Data), Community Involvement and Participation (measures student progress and participation within the school community and within the larger community), and progress towards WINK Projects (What I Need to Know Projects). The MAPS will include differentiated objectives, if needed, for acceleration or remediation, and will include student preference and interest extensions. Students will partner with faculty to create measurable goals and will together monitor progress, adjusting learning opportunities, instructional time and intervention to match their skill acquisition and performance. Consistent utilization of the MAPS allows for ongoing faculty/student partnership and collaboration, consistent and direct feedback, student participation and increased accountability for learning outcomes. For students with IEPs the MAPS will incorporate objectives from the IEP.

Student-directed, project based learning is an essential program component at ACADIA. The WINK Projects (What I Need to Know) allow students to utilize instructional time and faculty support towards the design of, study of, and completion of topic-based projects that are student selected and interest driven, allowing for "choices" of study within the classroom which will promote motivation and investment in their learning. WINK projects will evolve as children age and mature, allowing for expansion of independent or collaborative project-based learning and inquiry. Using differentiated criteria for grade level/skill level, students are expected to outline their topic of interest. WINK Projects will be completed and presented to the faculty and learning community on a trimester basis, with additional opportunity to present to families, friends and community supporters.

ACADIA will provide a culture which values each student and involves each student in the educational process and culture of the school. 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 the School-wide Positive Behavioral Interventions and Strategies (PBIS) framework. PBIS provides students with explicit expectations and instruction around behavior in all areas of the school.

In addition to school-wide teaching of positive school behaviors, a school-wide reinforcement system will be implemented to reward students for meeting expectations and demonstrating appropriate school behavior. Praise systems will utilize cutting edge technology such as 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, independent learners.

The STRONG KIDS curriculum will be used daily by all faculty and woven into community expectations. This curriculum addresses specific social skills, behavioral expectations, de-

escalation and calming strategies as well as instruction for proactive skills and tools to tach children appropriate "emotional" talk to identify and talk about their feelings. Families will be offered training in this program on a routine basis. Students will be assessed on their ability to incorporate the STRONG KIDS skills into their daily practice, with results documented within their cumulative PRIDE (Personal Record and Individual Documentation of Excellence) portfolio.

ACADIA will provide an extended school year for all students, including optional summer learning institutes. Students will have access to summer programming during the traditional summer break, which will continue to provide them with rich experiences and continuity in learning. Though this is beneficial to all students, the extended school year may be critical to some students with identified special learning needs who regress without the consistency of participating in a learning environment and/or continuity of behavioral interventions.

Smaller class size also contributes to the success of many students. ACADIA's class size will be capped at the following ratios: 12 for Pre-K; 16 at grades K-1; and 18 for grades 2-6. Smaller class sizes allows for more individualized attention and instruction, and a less overwhelming environment, which is beneficial to all students, but can be a determining factor in the educational and behavioral success of some students.

ACADIA is confident that given the learning environment described above that the majority of students, including those with special needs, English Language Learners, and Accelerated students will be successful and able to participate for most or all of the school day with their peers.

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.

"...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. [20USC 1412 (a) (5) and 34 CFR 300.114] p. 120 MUSER, 2015

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." [34 CFR 300.115], p. 120-121 MUSER, 2015

Federal and State special education laws apply to Charter Schools as to public schools, and ACADIA will abide by all the regulations of IDEA and MUSER. ACADIA recognizes its responsibility to locate, identify and evaluate all incoming students who are known to have or

suspected of having a disability so that a Free Appropriate Public Education (FAPE) can be provided to all students. A comprehensive evaluation, by qualified personnel will be completed in all areas of suspected disability within the time-lines set forth in MUSER in order to determine eligibility and special education needs which will be defined in the student's IEP.

ACADIA 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 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 will make every effort to educate all students in the general education classroom.

The IEP Team will determine the identified student's need for specialized instruction, frequency, intensity and setting. Students will spend the maximum time appropriate for the student to benefit from the general education program. 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. The student will continue to participate in direct instruction, MAPS, WINK projects, STRONG KIDS, community involvement, and the positive culture of ACADIA. A variety of specialized instruction and accommodations will be made as appropriate and indicated by the comprehensive evaluation and progress monitoring.

Specific interventions may have been introduced to the student in Tier II or III interventions, but may require more intensive or individualized instruction. Some of these interventions may include, but are not limited to: timed computation or fluency practice, Sounds Sensible by SPIRE, Orton-Gillingham-based phonics and phonemic awareness strategies, Repeated Reading, Story Mapping, A Positive Behavior Support Plan based on Functional Behavioral Assessments, small group instruction in social skills, Check In-Check Out, Behavior self-monitoring, other alternate reading or math programs, specific strategies/interventions, computer programs, technology, etc.

However, for students who require more interventions than can be provided an inclusive 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 small group or individual instruction. Should a student's IEP Team determine that the student requires more restrictive programming such as a self-contained classroom, an appropriate setting/placement within the ACADIA facility will be provided, unless the IEP Team determines that placement in a separated, private special-purpose school is most appropriate and least restrictive for the student's needs, in which case that would be pursued.

It is acknowledged that some students may present with more significant behavioral difficulties that require a higher level of intervention than outlined above. For these students it may be appropriate to complete a Functional Behavioral Assessment; develop an individualized positive behavior plan, provide small group or individual social skills training, Check In-Check Out, behavioral self-monitoring, token systems, or a variety of behavioral interventions and strategies.

Should a student's behavior become unsafe to the extent that a suspension is needed, ACADIA will follow the regulations as outlined in MUSER, 2015 for students who have an identified disability or for whom there was knowledge that the student may be a child with a disability (as outlined in Section XVII, MUSER 2015). A Manifestation Determination meeting will be held as appropriate and parents will be provided with their Procedural Safeguards.

ACADIA will also provide parents with the Chapter 33, Restraint and Seclusion Policy annually, which will be posted on the ACADIA website. ACADIA will abide by all state and federal regulations.

The Individuals with Disabilities Education Act (IDEA) mandates that student with disabilities participate in statewide and districtwide assessment programs. All students will participate in the local assessment system and in required state assessments. Students grades 3-6 will participate in the assessments selected by the Maine DOE as part of the Maine Comprehensive Assessment System. Students with an IEP or 504 Plan will participate in the standard administration without or with accommodations as documented in the IEP or, for student with significant cognitive disabilities, in alternate assessments. For students who are identified as ELL and have significant cognitive disabilities, the Alternate *ACCESS for ELLs®2.0* will be administered, per the IEP.

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 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 will be approximately 128 students. If the ratio holds true to the catchment area of Lewiston-Auburn, whose special education population ratio is approximately 16%-18% of the student body, ACADIA could expect the special education census to be 22 students. This would suggest the need for one teacher and 2 Special Education Ed Tech III's, in addition to the 2 classroom Ed Techs. However, it is reasonable to assume that the special education population may be higher, and an additional Educational Technician would be warranted. In that case, additional resources and staffing would be provided.

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.

ACADIA's Coordinator of Teaching and Learning will oversee the Special Student Populations (Special Education, ELL, 504 and Gifted/Talented) policies and procedures. These are included in this section under Tabs 2, 3, 4, 5, 6 and 7. Also included in this section is ACADIA's General Education Intervention Plan, which is part of the pre-referral procedure; and further description of identification procedures and services for 504, ELL and Gifted/Talented populations.

ELL POPULATION

At ACADIA, we believe that students will flourish in response to a learning environment that embraces a unique and comprehensive blend of direct academic instruction, extended and supported with frequent and carefully designed opportunities for experiential learning. This comprehensive blend of instruction will allow students to participate in both directed instruction and in teacher supported exploration and investigation- generalizing and expanding their knowledge into a deeper and more complex understanding of instructional material. Recognizing the vast learning needs and preferences of our students is significant, and the first step to creating relevant learning environments and opportunities for our students. Our core curricula have been carefully selected based on extensive research and clear evidence of support, are aligned with current Maine Learning Results and are comprised of teacher-friendly, appealing materials, manipulatives and instructional guides. The curricula offer extension activities for acceleration as well as remediation and differentiation activities. A secondary curriculum has been identified in order to support students who are identified as English Language Learners. Language for Learning provides direct instruction in language and vocabulary acquisition, an excellent supplement to general classroom instruction and experiential learning. A clear scope and sequence for skill development is evidenced in each specific curriculum and many include data based assessments for progress monitoring to be used in addition to the PRIDE Portfolio and FAST measures of student progress.

ACADIA 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. 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 IQ. Given the rate of students qualifying for free and reduced lunch in the ACADIA catchment area, these data must be strongly considered.

In recognizing this language gap that many children will be coming to school with, ACADIA 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.

This approach fits with ACADIA's philosophy that every foundational 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.

At ACADIA, we believe that the language gap should not be a roadblock for any student on their journey to achievement. Providing high quality, evidence-based language development is one of the priorities of ACADIA. The language gap cannot be ignored and certainly cannot be allowed to hold students back from reaching the enormous potential possessed by each and every one of our individual learners. Explicit language instruction will be integrated with high quality natural environment language exposure to help students to build rich, deep vocabularies. Our students will be tasked with endlessly exploring a world that holds so much to be discovered; we must equip them with the language to articulate every brilliant thought they develop. We will know we have been effective in fostering language development when our students can eloquently express their passions, goals, and dreams.

It is consistent with the ACADIA's philosophy to provide a linguistically rich learning and teaching environment and experiential opportunities which are responsive to the child's needs, abilities, and interests and in which the child can be successful across domains. Students are expected to progress through the standards regardless of disability, English language proficiency or socio-economic status. ACADIA 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.

It is the policy of ACADIA to comply with all federal and state laws prohibiting discrimination against students on the basis of all civil rights categories. Students with limited English or limited resources/vocabulary due to environmental situations will not be discriminated against. Federal law mandates equal educational opportunity for non-English or Limited English Proficient students. It is the policy of ACADIA to provide equitable access for non-English and Limited English Proficient students. Beyond the opportunities that all students will access at ACADIA, qualifying students will be identified and receive services according to statutory guidelines.

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®2.0 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. The Alternate *ACCESS for ELL®2.0* will be administered to students for whom this is documented in their IEP.

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 ®2.0* 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®2.0* testing.
- Students who are able to competently perform in a general education setting without support from ELL staff and score a level 6 in English Language Proficiency on the *ACCESS®2.0* testing, will be exited from ELL programming. These students will be reclassified as Fluent English proficient and monitored for a two year period. Parents will be notified.

ELL students will be provided instruction during regular school hours. ELL staff will extend instruction into the classroom, providing support for the ELL student and sharing cultural diversity. It is anticipated that ACADIA 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% of the general school population in the catchment area qualifies as ELL, ACADIA can expect approximately 18 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. 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.

Services through ELL do not negate the student's participation in the General Education Interventions if these are needed as well. When making these determinations the team should include the ELL teacher so that the student's English proficiency can be part of the discussion of the child's progress and needs.

Individual Education Program (IEP) Policy

It is the policy of ACADIA to maintain 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, and who is in attendance at ACADIA. ACADIA will develop these IEP's in a manner consistent with the procedural requirements of state and federal special education laws.

An IEP Team Meeting to develop the IEP will be held within 30 days of determination that the student needs special education and related services, and as soon as possible following the development of the IEP, special education and related services will be made available to the student in accordance with the IEP.

Each student identified with a disability in need of special education services will have a current IEP in effect at the start of each school year.

All efforts will be made to fully implement the IEP as developed. If, however, professional staff necessary to implement the IEP is not available, to hire or contract, the IEP Team shall reconvene to identify alternative service options. This meeting shall occur no later than 30 days after the start of the school year or the date of the development of the IEP. The IEP Team shall determine any amendments to the IEP necessary to reflect the inability to commence services as originally anticipated.

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.

The student's IEP will be made available to each general education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation. Each teacher/provider will be informed of his/her specific responsibilities related to implementing the student's IEP, and specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP [34 CFR 300.323(d)]

For students with an IEP who transfer from another district in Maine to ACADIA, ACADIA will (in consultation with the parents) provide FAPE and implement the IEP with services comparable to those described in the student's IEP and adopt the IEP from the previous district; or meet to develop, adopt and implement a new IEP that meets applicable requirements in 300.320 through 300.324 [34 CFR 300.323(e)]

If a student with an IEP transfers from another State, the above statement holds true with the exception that ACADIA may conduct an evaluation pursuant to 34 CFR 300.304 through 300.306, if determined to be necessary.

(MUSER, 2015 pp98-100)

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 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 Assistant Principal.

The 504 Coordinator or designee 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 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.

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:

___ School record review	___ Observations	___ Grades/report card
___ Parent/student report	___ Medical reports	___ Checklists/rating scales
___ Standardized testing	___ Teacher reports	___ 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:

___ seeing	___hearing	___caring for oneself	___ breathing
___ walking	___learning	___working	___ eating
___sleeping	___standing	___ lifting	___ bending
___ reading	___ concentrating	___ thinking	___ communicating
___ speaking	___performing manual tasks	___ 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.

A.3 Gifted Students

ACADIA will identify and provide services to Gifted and Talented Students (as defined in Chapter 104 of the Maine Department of Education Law). ACADIA will establish a wide-ranged identification process which includes continuous screening and opportunities for identification beyond standardized test scores. Based on research by Renzulli[1], 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 and identified 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.) Documents of achievement from the PRIDE Portfolios will be considered as data points in determining eligibility for G/T consideration.

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 for G/T. Final qualification will include a designated screening team to examine nominations and make identifications. Those entering ACADIA from previous education settings with a G/T identification 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 at ACADIA will work to develop an Individualized Gifted and Talented Plan on an "as needs" basis. Further, students in all grades at ACADIA will be considered for identification. The NAGC suggests that,

> "It is imperative that young gifted children's needs are not ignored and that responsive learning environments are provided as soon as they formally enter school. There is no research to support waiting for a gifted child to hit third grade or later before he or she should have access to developmentally appropriate educational services. Early recognition and intervention is critical for enabling young children from economically impoverished environments to develop and demonstrate high potential."[2]

ACADIA will seek to recognize giftedness in all aged students in order to provide the most appropriate educational experience available.

ACADIA 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. As suggested by the NAGC, program components will include:

- Recognition of students as individuals who enter school with a unique set of experiences, interests, strengths, and weaknesses that will influence their readiness to learn
- Informal and formal observations about student strengths and readiness that inform the planning of learning opportunities
- Flexibility in the pace at which learning opportunities are provided (Some gifted learners benefit from acceleration to prevent needless repetition while others make gains with additional time to explore a topic in a more in-depth manner than same-age peers.)
- Opportunities to build advanced literacy skills
- Ample and varied materials including but not limited to technology, print material, and manipulative resources
- Instructional strategies that foster an authentic construction of knowledge based on exploration, manipulative resources, and experiential inquiry
- Interaction and collaboration with diverse peer groups of children having like and different interests and abilities
- Experiences that range from concrete to abstract
- Opportunities for social interaction with same-age peers as well as individuals with similar cognitive abilities and interests

It is the intent of ACADIA 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 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.

It is ACADIA's goal to put learners first and encourage learner-centered instruction. Our assessment tools will provide timely and accurate data on the growth and achievement of the students' individual progress. All students will have enrichment opportunities and utilize individualized MAPS (My Achievement Plans). The MAPS will include differentiated objectives, student preference and interest extensions. The MAPS will encourage acceleration allowing students to explore topics that are of particular interest to them while continuing to hone fundamental academic skills. Academic acceleration through an RTI framework is one of the most powerful ways to allow students to reach their potential at the pace that best fits their learning profile. Basic skill acquisition, or competence, is central to developing independent, successful 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.

References:

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.

Guilbault, K.M. "Early Enrichment for Young Gifted Children". *National Association for Gifted Children.* 29 March 2013. http://mcgate.org/early-enrichment-for-young-gifted-children/ 12 Aug. 2014.

PROCEDURAL SAFEGUARDS COMMUNICATION-Tab 2

ACADIA will provide a copy of the procedural safeguards to the parents of a child with a disability annually as well as:

(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 (*as outlined in the Procedural Safeguards, which are attached in this section)*
(4) Upon request by a parent

ACADIA will place a current copy of the procedural safeguards notice on its website.

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 ACADIA violated a requirement under the Maine Special Education Regulations (as described in Dispute Resolution in the Procedural Safeguards attached).

XV. PROCEDURAL SAFEGUARDS

All SAUs shall adopt and implement procedural safeguards contained in 34 CFR 300.500-300.520 and 300.530-300.537. *All SAUs must distribute the notice of procedural safeguards set forth in Appendix 1 of this rule at the time specified in the notice.*

Independent Educational evaluations, Attorneys' fees and discipline are not applicable to children and their families' birth through age two. The parents of a child eligible under the Part C program may determine whether they, their child, or other family members will accept or decline any early intervention service under this rule, and may decline such service after first accepting it, without jeopardizing other early intervention services under this rule.

For Part C, the Dispute Resolution process includes Early Intervention providers.

NOTE: Throughout Appendix 1, areas in which Maine's Special Education Regulations exceed the federal statute are indicated by italics.

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.**

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 *and takes the necessary steps to ensure that there are appropriate safeguards to protect the integrity of the process*, you may choose to receive the following by e-mail:

1. Written notice;
2. Procedural safeguards notice;
3. Advance written notice;
4. IEP;
5. Progress reports; **and**
6. 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 any time.

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.* A *hearing request* will be considered received, and the regulatory timelines applicable to a hearing in

effect, once the State Educational Agency has received its copy of a request containing the required information and has received written confirmation that the opposing party has also received the 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 form 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.
D.

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

An 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.

Transmittal of records

If a SAU reports a crime committed by a child with a disability, the SAU:

1. Must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; **and**
2. May transmit copies of the child's special education and disciplinary records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

Requirements for Unilateral Placement by Parents of Children in Private Schools at Public Expense
General
34 CFR §300.148

Part B of the IDEA does not require a SAU to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the SAU made a free appropriate public education (FAPE) available to your child and you choose to place the child in a private school or facility. However, the SAU where the private school is located must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

Reimbursement for private school placement

If your child previously received special education and related services under the authority of a SAU, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the SAU, a court or a hearing officer may require the agency to reimburse you for the cost of that enrollment if the court or hearing officer finds that the agency had not made a free appropriate public education (FAPE) available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. A hearing officer or court may find your placement to be appropriate, even if the placement does not meet the State standards that apply to education provided by the State Educational Agency and SAUs.

Limitation on reimbursement

The cost of reimbursement described in the paragraph above may be reduced or denied:

1. If: (a) At the most recent individualized education program (IEP) meeting that you attended prior to your removal of your child from the public school, you did not inform the IEP Team that you were rejecting the placement proposed by the SAU to provide FAPE to your child, including stating your concerns and your intent to enroll your

child in a private school at public expense; or (b) At least 10 business days (including any holidays that occur on a business day) prior to your 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 *(age 18 in Maine)* 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 Tab 3

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 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.

It is the policy of ACADIA to refer all students suspected of having a disability that requires special education to the IEP Team for an evaluation in the suspected areas of disability.

Referrals of student to the IEP Team may be made by parents at any time and by professional school staff and other persons knowledgeable about the child's educational needs. Any such referral should be made in accordance with pre-referral/referral procedures.

Regardless of the source of the referral, a referral will be considered received by ACADIA on the date that written referral is received by the Assistant Principal or designee. It will be signed and dated by the Assistant Principal or designee, thereby indicating the date of the receipt of that referral.

ACADIA in accordance with MUSER has a General Education Intervention system to address the needs of students in a timely manner, and based upon ongoing formative assessments that continuously monitor student progress. It is expected that provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns will be implemented prior to referral to the IEP team for consideration of special education services.

Parents will be notified about the process and given the opportunity to participate in instructional decision-making, and kept informed of their child's progress during targeted general education interventions.

The team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 days thereafter. At each meeting the team shall review data on the child's progress to determine if modifications are needed and/or if a referral to special education is indicated.

The parent of a child receiving general education interventions may request that ACADIA conduct a full and individual evaluation for possible special education eligibility determination at any time during the process.

PRE-REFERRAL PROCEDURE TAB 4

It is required that by MUSER that all schools will develop and implement general education interventions, kindergarten to grade 12, that provide each child who is not progressing toward meeting the content standards of the Parameters for Essential Instruction and graduation requirements with different learning experiences or assistance to achieve the standard. These interventions must be specific, timely, and based upon ongoing formative assessment that continuously monitor student progress.

The journey to independence and achievement must begin with the mastery of foundational skills. A century's worth of elementary education research has demonstrated that students who master basic academic skills are most prepared to tackle the rigorous, self-directed challenges inherent to project-based learning. The ultimate goal of ACADIA is to empower students to learn through the projects that capture their imaginations. In order to make this goal achievable for each of our unique learners, ACADIA is dedicated to helping all students master content and skills in each of the content areas outlined within the Maine Learning Results.

In keeping with this philosophy, ACADIA will implement research-based core curriculum aligned with the Common Core State Standards and Maine Learning Results in a systematic, direct instruction format. Students will set academic and personal goals using a personalized learning plan, referred to at ACADIA as My Achievement Plan for Success or MAPS, with which students will learn to self-assess and self-monitor their growth.

Flexible groupings will provide students with opportunities to learn specific skills at their level. Some students will master skills and concepts quickly and may be ready to move to a higher group. Other students need additional practice and might need to a lower group. These adjustments will be made on a weekly basis through the analysis of student performance with the RTI/MTSS framework. Direct Instruction provides the most direct path to academic skill mastery and gives students a head start on their individual journeys to project-based, self-directed learning.

We believe that at ACADIA, students will flourish in response to a learning environment that embraces a unique and comprehensive blend of direct academic instruction, extended and supported with frequent and carefully designed opportunities for experiential learning. Students at ACADIA will engage in student-directed, project-based learning through the development of WINK Projects (What I Need to Know). WINK Projects will allow student to design, study, and complete topic-based projects that are student selected and interest driven. Through experiential learning opportunities, community projects, and development of projects around topics of their interest, students will have meaningful experiences that promote academic achievement, motivation and ownership in the learning process, independence, a sense of self and community, and social/emotional growth.

The first tier of this model is to assure that all students are provided with appropriate instruction in reading, including the essential components of reading instruction; appropriate mastery based instruction in math, appropriate instruction in the writing process, and positive behavioral supports.

ACADIA will use a tiered model of interventions while addressing the General Education Interventions mandate. Besides the MAPS and WINK projects, as well as other experiential and community experience, Tier I will provide 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 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
Lucy Calkins-The Units of Opinion, Information, and Narrative Writing

These curricula are fully described in Section A2-Academic Programming, along with the rationale for these choices. Given these opportunities, at least 80% of the student population is expected to meet grade level standards.

In order to determine that adequate progress is made, and interventions or changes made in a timely manner, all students will be benchmarked three times per year and progress will be monitored in the areas of reading, math, writing, and social/emotional growth.

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 measures five early literacy measures and four early numeracy measures. The numeracy measures are known as the Preschool Numeracy Indicators (PNIs)

FAST BRIDGE will be used to screen and monitor students who are in the beginning stages of reading development.

AIMSWEB and *FAST BRIDGE* will be used for math grades K-6.

AIMSWEB will be used to screen and monitor students in the later stages of reading development. *AIMSWEB* provides normative data on students who are English Language Learners as well.

aMath (Adaptive Math) and *aReading* (Adaptive Reading) will be administered three times a year to student grade K-6 to estimate tri-annual growth rates for all students as the local assessment system.

For writing, students will be monitored using the Lucy Calkins built-in monitoring tools.

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 will monitor their progress in their PRIDE (Personal Records and Individual Documentation of Excellence) portfolios, which are inclusive of written/tangible products, photographs, videos and documented teacher observations. (Further discussion of assessments will be provided in the Section A4: Assessment.)

Data analysis of benchmarking results will identify which students are not making adequate progress towards the goals of meeting content standards, and are in need of targeted general education interventions. Teams, including teachers and other school professionals, will identify the students in need, and the intervention(s) that are most appropriate according to the data that has been gathered and observations of student work and behavior. English Proficiency levels will also be considered when reviewing student progress for those students whose primary language is other than English.

Parents will be notified about the process, given the opportunity to participate in the instructional decision-making, and will be kept informed of their child's progress at least every 2 to 3 weeks, or more frequently if appropriate.

Tier II will provide targeted interventions for students who need additional support in addition to core instruction. At ACADIA 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

Students who are in need of Tier II interventions will have progress monitored at least every 2 to 3 weeks. If the student does not show adequate progress after 4-6 weeks given Tier II interventions, the team will meet to review the data and reassess the student's needs. Parent will be notified and invited to participate in any decisions that are made.

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
Small group or individual instruction utilizing Tier I and II interventions listed above

Tier III interventions will have progress monitoring at least weekly. Parents will be included in the general education intervention process, and will be involved in on-going discussions about their child's interventions and progress.

No later than 60 school days after the start of the general education interventions, a team meeting shall take place to review the data on the child's progress to determine if changes are needed or if a referral to special education is indicated.

Should it be determined to continue the interventions for a period of time, the team shall meet at least every 30 days thereafter to review progress and determine if a referral is warranted, if changes to the interventions are needed, or if adequate progress is being made. If the student qualifies as an ELL student, the team will include the ELL teacher in order to discuss whether changes in this service should also be considered. Progress will continue to be monitored at least weekly.

Parent may request that the agency conduct a full and individual evaluation for possible special education eligibility determination at any time during the general education intervention process. Targeted general education interventions continue during the special education referral process.

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. Should a student not qualify as a student with a disability, the data collected through the general education intervention process will become a part of the student's cumulative file.

Provisions for targeted general education interventions continue during any special education referral process.

Given the smaller class sizes, emphasis on direct instruction; high quality, evidenced based curriculum; flexible groupings, direct 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, students will be referred to the IEP Team for further evaluation and determination of eligibility and services if the general education interventions do not result in adequate progress. The IEP Team will have the obligation of determining eligibility; what direct services and related services are necessary, the intensity and frequency of services, and the least restrictive setting needed for the student to benefit. ACADIA will provide services according to each student's IEP. This may range from a consultative model, to resource room services, to more restrictive self-contained or day treatment services.

(MUSER 2015, pp 13-14)

Referral Procedures TAB 4

Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

A referral must be submitted in writing to the Assistant Principal or designee of ACADIA. An oral referral will be reduced to writing by designated school personnel.

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.

A. Referral by Parent: A parent may refer at any time. The referral will be made in writing to the Assistant Principle or designee of ACADIA. Should the parent seek to make a referral through other professional staff, that staff member shall directly assist the family in making the referral in writing. Should a parent make an oral referral, the professional staff shall assist the parent in reducing that referral to writing and submitting to the Assistant Principal or designee. The parent of a child receiving general education interventions may request that ACADIA conduct a full and individual evaluation for possible eligibility determination at any time during the implementation of the general education interventions. The pre-referral procedures shall continue during the referral process.

B. Referral by Staff: Any professional employee may make a referral regardless of the results of the initial Child Find activities, but after completion of the general education intervention process, when fully implemented, unless the parent and school agree that one is not needed. However, pre-referral interventions will continue during the referral process. The referral must be made in writing and submitted to the Assistant Principal or designee. The referral will include the specific concerns of the staff member, alternatives attempted prior to referral, and parent notification of concerns are documented.

C. Referral by Others: Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial Child Find activities but only after the completion of any pre-referral intervention process, unless the school and parent agree to move directly forward with the referral process. However, pre-referral interventions will continue during the referral process. Should the referral be made orally, the professional staff shall assist the referring person in reducing that referral to writing and submitting it to the Assistant Principal of ACADIA or the designee.

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 will give parent *The Consent to Evaluate Form* within fifteen school days of the receipt of the referral.

Once signed and returned, ACADIA 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.

Evaluations will be completed by qualified, licensed or certified professionals that are either contracted by ACADIA or employees of ACADIA Academy.

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.

MUSER 2015, pp23, 24

CHILD FIND POLICY TAB 5

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. [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.

Acadia will accomplish this 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.

Results of the Child Find activities will be placed in the student's cumulative file.

If there is evidence of child find activities and a statement of the results can be found in the student's cumulative file, or the school has a reason to believe the student has previously been identified as a student with a disability from another district, child find is not necessary.

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.

When Child Find activities are conducted during Pre-K or Kindergarten enrollment in the spring prior to the start of the school year, ACADIA will refer the child to the regional CDS site within 10 school days.

If any referral is made to the IEP Team, including a referral requesting evaluation of existing data on the child, the parents of the child shall be sent prior written notice of the referral.

(MUSER 2015, pp. 21-23)

GRIEVANCE PROCEDURES TAB 6

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 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 . 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.

NOTIFICATION OF RIGHTS UNDER FERPA
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT TAB 7

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
        - May inspect and review records within 45 days of making a request. Request must be made in writing to Principal of ACADIA and must identify the records to be inspected. Parent will be notified where and when the record may be inspected.
        - 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 if they are believed to be inaccurate, misleading or in violation of the student's right to privacy. Requests must be made in writing to the Principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.
        - Parent will be notified of the decision, their right to request a hearing, and information about the hearing procedure.
        - 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 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. Disclosure of Records: ACADIA designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school, and honors and awards received. Parents who do not want to disclose directory information must notify the Principal in writing by September 15th or within 30 days of enrollment, whichever is later.
    e. 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.
6. In addition, ACADIA 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. Health or Safety Emergencies: ACADIA may disclose education records without prior written consent in a health and safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.
8. Other School Units: ACADIA sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).
9. Complaints Regarding ACADIA compliance with FERPA: Parents who believe that ACADIA has 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 _____ Circle One: Parent/Guardian or Employee

Signature _____ Date _____

A4 Assessment

LIFE IS A JOURNEY

...and only you hold the map

In order to know where you are going, you must know where you have been, where you are now, and *how* you are going. The process of ongoing, multi-modal formative and summative assessment helps to pave the road to success for students. Holding students to rigorous, meaningful standards requires having accurate evidence of progress toward skill and knowledge mastery. The construction of knowledge requires ever evolving blueprints. As architects of their own learning, ACADIA students will be equipped with the vision and tools they need to map their unique visions of success, but also with the travel log that allows them to share the incredible stories of their journeys. That map will be in the form of **MAPS (My Achievement Plan for Success)**; the travel log will be in the form of **PRIDE (Personal Records and Individual Demonstrations of Excellence) portfolio.**

ACADIA faculty members will conference with students regularly to develop and implement on-going personalized learning plans, referred to as ***My Achievement Plans (MAPS).*** The **MAPS** will incorporate individualized goals from the following areas: *Academic Content* (aligned to the Common Core/Maine Learning Results), *Social and Emotional Skill Development* (driven by the Maine Learning Results, Strong Kids Curriculum, Community Expectations and Classroom Observation Data), *Community Involvement and Participation* (measures student progress and participation within the school community and within the larger community), and progress towards **WINK Projects (What I Need to Know Projects)**. The **MAPS** will include differentiated objectives, if needed, for acceleration or remediation, and will include student preference and interest extensions. Students will partner with faculty to create measurable goals and will together monitor progress, adjusting learning opportunities, instructional time and intervention to match their skill acquisition and performance. Consistent utilization of the **MAPS** allows for ongoing faculty/student partnership and collaboration, consistent and direct feedback, student participation and increased accountability for learning outcomes.

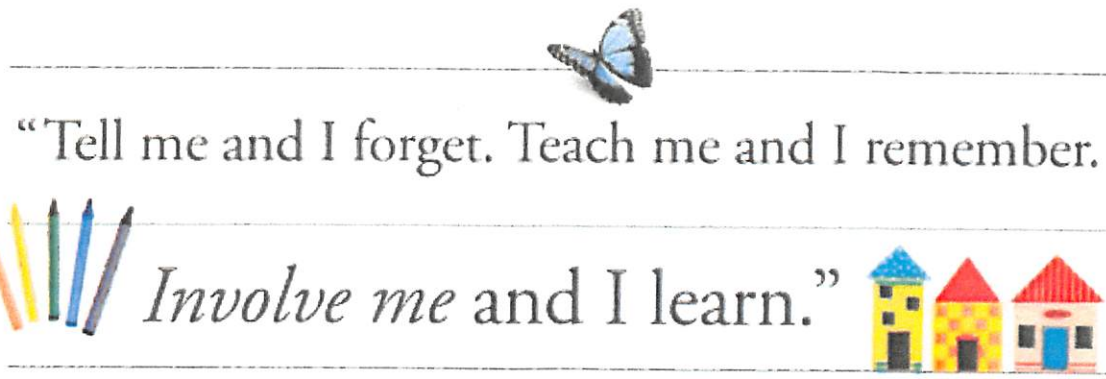
ACADIA *students will demonstrate increased independence and academic achievement,* as measured by assessment data, a cumulative **PRIDE** (Personal Records and Individual

Demonstrations of Excellence) portfolio; inclusive of written/tangible product, photographs, videos and documented teacher observations. In addition to academic achievement, students will demonstrate increased competency in their social and emotional development, as evidenced by assessment data and a "personal growth" component of their cumulative "works" portfolio, inclusive of written/tangible product, photographs, videos and documented teacher observations. Evidence of the demonstrated independence and academic achievement will be inclusive of both "classroom" instruction and experiential learning and application opportunities.

All instruction at ACADIA 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 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 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 BRIDGE). 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 BRIDGE) 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 BRIDGE program there are several levels which break the progress monitoring and benchmarking by skills. FAST BRIDGE'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 BRIDGE's *earlyReading* assessments are comprised of twelve subtests. Of those twelve subtests, FAST BRIDGE 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 BRIDGE 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 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 BRIDGE 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's local assessment system will include additional formative and summative assessment using the computer adaptive measures of math and reading offered by the FAST BRIDGE suite of assessment tools. FAST BRIDGE offers the Adaptive Math (aMath) and Adaptive Reading (aReading) alongside its comprehensive collection of CBMs. The following is a description of the FAST BRIDGE 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)."

The FAST BRIDGE 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 BRIDGE'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."

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 BRIDGE Computer Adaptive assessments will be used to measure percentage of students meeting or exceeding yearly growth goals.

For writing, all students at ACADIA will be regularly and systematically monitored using the Lucy Calkins built in monitoring tools from the packaged 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 the comprehensive science curriculum. Once students enter 5th grade, they will take the MEA standardized assessment.

ACADIA is prepared to utilize the assessment instruments selected by the state DOE 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 these assessments will be utilized to measure percentage of students scoring at "proficiency" or above for mathematics and English language arts. In addition to these 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."

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 *pre*LAS® language assessment system will be used to determine the English language skill levels of ELL students. According to the publisher's website, the *pre*LAS® 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. *pre*LAS 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. *pre*LAS 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. *pre*LAS Oral is designed for children ages 4–6, while Pre–Literacy is appropriate for children ages 5–6."

Data from the *pre*LAS 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

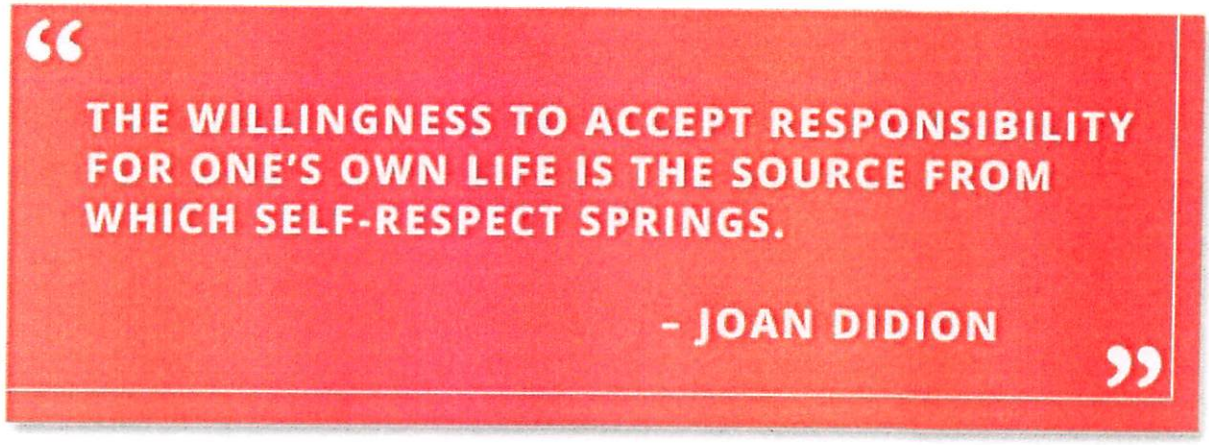
language proficiency assessment given to grades K-12 students who have been identified as English learners. Maine schools administer the test annually to monitor students' progress in acquiring academic English."

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."

In order to align with the Maine department of education's emphasis on proficiency-based education, ACADIA will promote students based on demonstration of proficiency with the standards outlined in the Maine Learning Results. Although results from standardized assessments (e.g., FAST BRIDGE 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 has developed a criterion-referenced assessment that covers the entirety of the Common Core State Standards from kindergarten through sixth grade. 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'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.



With the school-wide social-emotional and behavioral 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 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 supports. 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

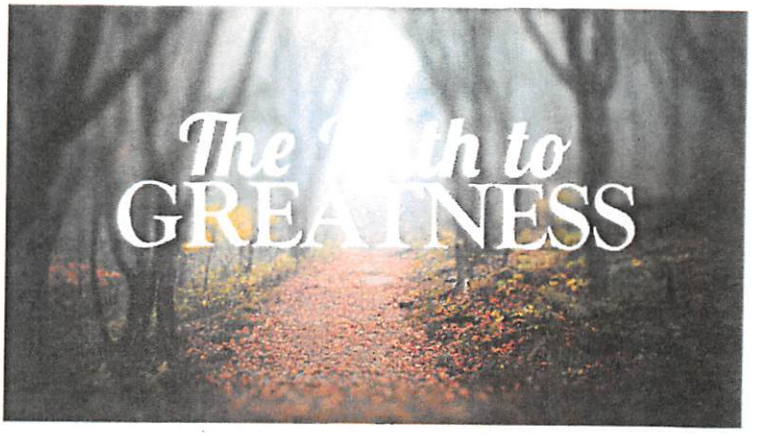
assessment (FBA) in order to develop an individually-tailored positive behavior support plan. Additionally, more intensive social-emotional intervention will be provided to small groups at the secondary level, or individually at the tertiary level. These interventions might include more practice with 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 networks of mental health specialists, educators, and others in the community work together with students and their families. ACADIA 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.

Grade Level	**Integrated Assessment**	**Math Assessments**	**Literacy Assessments**	**Behavioral Assessment**	**ELL Population**
PreK	PRIDE (Personal Records and Individual Demonstrations of Excellence) Portfolio.	My Individual Growth and Development Indicators (MyIGDIS)	My Individual Growth and Development Indicators (MyIGDIS)	Student Risk Screening Scale (SRSS) Student Internalizing Behavior Scale (SIBS);	*pre*LAS
KG	PRIDE Portfolio	Fast Bridge earlyMath Fast Bridge aMath	Fast Bridge earlyReading Fast Bridge aReading	SRSS SIBS;	*pre*LAS
1	PRIDE Portfolio	Aimsweb Fast Bridge CBM Math Fast Bridge aMath	Aimsweb Fast Bridge CBM Reading Fast Bridge aReading	SRSS SIBS;	*pre*LAS WIDA ACCESS FOR ELLs 2.0
2	PRIDE Portfolio	Aimsweb Fast Bridge CBM Math Fast Bridge aMath	Aimsweb Fast Bridge CBM Reading Fast Bridge aReading	SRSS SIBS;	WIDA ACCESS FOR ELLs 2.0
3	PRIDE Portfolio	Aimsweb Fast Bridge CBM Math	Aimsweb Fast Bridge CBM Reading	SRSS SIBS;	WIDA ACCESS FOR ELLs 2.0

		Fast Bridge aMath	Fast Bridge aReading		
4	PRIDE Portfolio	Aimsweb Fast Bridge CBM Math Fast Bridge aMath	Aimsweb Fast Bridge CBM Reading Fast Bridge aReading	SRSS SIBS;	WIDA ACCESS FOR ELLs 2.0
5	PRIDE Portfolio	Aimsweb Fast Bridge CBM Math Fast Bridge aMath	Aimsweb Fast Bridge CBM Reading Fast Bridge aReading	SRSS SIBS;	WIDA ACCESS FOR ELLs 2.0
6	PRIDE Portfolio	Aimsweb Fast Bridge CBM Math Fast Bridge aMath	Aimsweb Fast Bridge CBM Reading Fast Bridge aReading	SRSS SIBS;	WIDA ACCESS FOR ELLs 2.0

NOTE: All students will also participate in yearly MeCAS mandated state-level tests unless they qualify for the state alternate system.

ACADIA recognizes that parents desire assessment procedures that result in meaningful, concrete information that directly guides the path of learning for their children. Assessments should be as efficient as possible in order to minimize the amount of instructional time lost to testing. ACADIA, through the use of the assessment procedures outlined in this section, is dedicated to efficiently gathering the data needed to help students along their paths to greatness.



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Performance Measures (Indicators)

TAB 8

Charter School Name: ACADIA

Indicator and Measure	Target	Documentation to be Provided by School
Student Academic Proficiency: State Assessments Measure 1: Proficiency on State Assessments in reading.	In year 1 ACADIA will only have grades PreK-2 with a grade added each year; by year 2 ACADIA will serve third graders. Year 2 will be the first year ACADIA students can participate in the Maine Educational Assessment. 80% of students scoring proficient or above on Maine Educational Assessment for English Language Arts/Literacy by year 2. 80% of students scoring proficient or above on Maine Educational Assessment for English Language Arts/Literacy years 3-5.	Formal school-wide academic data report
Student Academic Proficiency: State Assessments Measure 2: Proficiency on State Assessments in math.	In year 1 ACADIA will only have grades PreK-2 with a grade added each year; by year 2 ACADIA will serve third graders. Year 2 will be the first year ACADIA students can participate in the Maine Educational Assessment. 80% of students scoring proficient or above on Maine Educational Assessment for Mathematics by year 2. 80% of students scoring proficient or above on Maine Educational Assessment for Mathematics years 3-5.	Formal school-wide academic data report
Student Academic Proficiency: School Selected Assessments Measure 1: Growth on school selected standardized test in reading.	In Years 1-5: Using the FAST Bridge Computer Adaptive Assessment for Reading (aReading), 80% of students will exhibit a Rate of Improvement (ROI) from Fall to Spring that is at the 85th percentile or higher nationally	Formal school-wide academic data report

Student Academic Proficiency: School Selected Assessments Measure 2: Growth on school selected standardized test in math.	In Years 1-5: Using the FAST Bridge Computer Adaptive Assessment for Mathematics (aMath), 80% of students will exhibit a Rate of Improvement (ROI) from Fall to Spring that is at the 85th percentile or higher nationally	Formal school-wide academic data report
Student Academic Proficiency: School Selected Assessments	In Years 1-5: 100% of students will make measurable progress toward 100% of the MAPS (My Achievement Plans for Success) goals they outlined at the beginning of the school year as evidenced by the work samples, videos, teacher observations, and other data within their PRIDE Portfolio. Progress determinations will occur during student-led conference at the end of the year. In Years 1-5: 80% of students will meet the MAPS goals they outlined at the beginning of the school year as evidenced by the work samples, videos, teacher observations, and other data within their PRIDE Portfolio. Proficiency determinations will occur during student-led conference at the end of the year.	Formal school-wide academic data report
Student Academic Proficiency: School Selected Assessments Measure 4: Proficiency on school selected standardized test in reading.	In Years 1-5: Using the FAST Bridge Computer Adaptive Assessment for Reading (aReading), 80% of students will score at or above the national cut-score on the Spring administration of the test	Formal school-wide academic data report
Student Academic Proficiency: School Selected Assessments Measure 5: Proficiency on school selected standardized test in math.	In Years 1-5: Using the FAST Bridge Computer Adaptive Assessment for Mathematics (aMath), 80% of students will score at or above the national cut-score on the Spring administration of the test	Formal school-wide academic data report
Student Academic Proficiency: School Selected Assessments Measure 6: Proficiency on school designed assessment program measuring reading growth	In Years 1-5: Using either the FAST Bridge collection of Curriculum Based Measures for reading and early literacy, or the Aimsweb curriculum-based assessments of reading and early literacy, 80% of students will exhibit a Rate of Improvement (ROI) from Fall to Spring that is at the 85th percentile or higher nationally	Formal school-wide academic data report
Student Academic Growth: State Assessments Measure 1: Same cohort growth on State Assessment in ELA	In Years 2-5: Each cohort will demonstrate 20% growth from year to year on the Maine Educational Assessment for English Language Arts/Literacy.	Formal school-wide academic data report
Student Academic Growth: State Assessments Measure 2: Same cohort growth on State Assessment in math	In Years 2-5: Each cohort will demonstrate 20% growth from year to year on the Maine Educational Assessment for Mathematics.	Formal school-wide academic data report

Student Academic Growth: State Assessments Measure 3: Successive cohort growth on State Assessment in ELA	In Years 2-5: Each successive cohort will demonstrate 2% growth from year to year on the Maine Educational Assessment for English Language Arts/Literacy.	Formal school-wide academic data report
Student Academic Growth: State Assessments Measure 4: Successive cohort growth on State Assessment in math	In Years 2-5: Each successive cohort will demonstrate 2% growth from year to year on the Maine Educational Assessment for Mathematics.	Formal school-wide academic data report
Achievement Gaps Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.	Year 1: determine performance gaps between major student subgroups on the Maine Educational Assessment for math and reading Years 2-5: close gaps identified in baseline assessments by 10% each year	Formal school-wide academic data report
Achievement Gaps Measure 2: Gaps in proficiency and growth between major student subgroups on school selected assessment	Year 1: determine performance gaps between major student subgroups on the Fast Bridge aMath and aReading assessments Years 2-5: close gaps identified in baseline assessments by 10% each year	Formal school-wide academic data report
Student Attendance Measure 1: Average Daily Attendance Rate	In years 1-5, have 95% of students attending 95% of days of the regular school calendar	Formal year-end enrollment and attendance report
Student Enrollment Measure 1: Maintaining student enrollment throughout the year.	In years 1-5, maintain 95% student enrollment throughout the year	Formal year-end enrollment and attendance report
Student Enrollment Measure 2: Student re-enrollment from one year to the next	Maintain 95% year-to-year re-enrollment for years 2-5	Formal year-end enrollment and attendance report
Student Enrollment Measure 3: Student enrolled continuously for multiple years	Maintain 90% continuous enrollment during years 2-5 for all eligible students	Formal year-end enrollment and attendance report
Financial Performance and Sustainability Measure 1: Budget versus actual revenue and expenditures	Year 1: Operating costs within 15% of budget plan. Years 2-5: Operating costs within 10% of budget plan.	Formal year-end fiscal report

Governance Board Performance & Stewardship Measure 1: Public accountability – Transparent, responsive, and legally compliant Board operations	In Years 1-5: 100% of ACADIA Governance Board meetings will be open to the public; minutes will be kept and available for public review including posted on school website.	Formal minutes of all board meetings will be submitted at year end
Adequacy of Facilities Maintenance in Support of Program Measure 1: Facility meets State standards	Capital improvement plan adopted by Summer of 2016; plan adhered to in Years 1-5 of operation.	Formal year-end fiscal report
Transportation & Food Service Measure 1: Record of costs and student utilization	In Years 1-5: Transportation costs within 10% of budget plan. In Years 1-5: Student utilization of transportation will be formally tracked and recorded in quarterly reports.	Formal year-end fiscal report Formal year-end transportation utilization report
School Social and Academic Climate Measure 1: Instances of bullying, harassment, or other abusive practices.	Year 1: All incidences of bully, harassment, or other abusive practices will be formally documented and reported to parents or guardians. Baseline data on frequency of these occurrences will be determined during year 1. Years 2-5: Reduction goals of bullying, harassment, and other abusive incidents will be established.	Formal year-end report of school climate and discipline
School Social and Academic Climate Measure 2: Confidential survey of parents, staff, and students.	In Years 1-5: confidential surveys concerning social and academic climate will include at least a 90% response rate from parents, staff, and students. In Years 1-5: confidential surveys concerning social and academic climate will result in at least an 80% satisfaction rate with ACADIA climate.	Formal year-end report of school climate and discipline
Parent and Community Engagement Measure 1: Monthly school-wide newsletters	In Years 1-5: monthly school-wide newsletters will be distributed to all parents	Newsletters will be distributed to Commission
Parent and Community Engagement Measure 2: Host monthly events open to family and community members	In Years 1-5: ACADIA will offer monthly events (e.g., back to school BBQ, WINK project presentation night) open to parents and community members	Year-end scrapbook documenting each of the 12 (or more) community events

Parent and Community Engagement Measure 3: Parent volunteer hours	Year 1: establish baseline of parent volunteer hours per month Years 2-5: establish goals to increase parent volunteer hours per month by 10% each year	Formal year-end parent participation report
Parent and Community Engagement Measure 4: Parent participation in student-led conferences	Years 1-5: maintain 90% parent participation in student-led conferences	Formal year-end parent participation report

A.5 School Climate and Discipline

School Climate

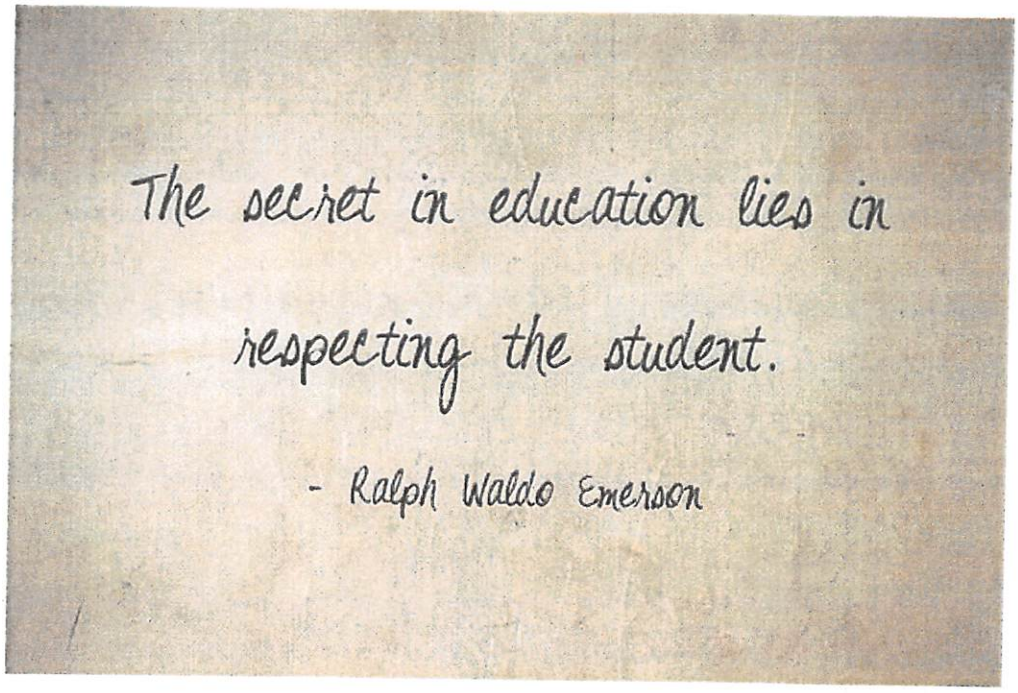
In keeping with our mission, ACADIA faculty and staff will support the development of the whole child, in a safe community that requires personal accountability and meaningful participation. It is our intention to develop our student's full academic potential while teaching them the value of belonging, connectedness and contribution to our larger community.

The establishment and maintenance of a positive and safe school culture and community at ACADIA is critical. We believe that our students will not evidence sustained, global, consistent and increased academic achievement without addressing their complex social and emotional needs. Our potential students may face many risks that challenge their potential academic success, including poverty, neglect, lack of opportunity to participate in language enriched environments, English as a second language, poor models of appropriate behavior, transiency, lack of community, and familial drug and alcohol abuse. Researchers have found that a positive school climate can help address many critical issues. Studies find that it decreases absenteeism, suspensions, substance abuse, and bullying, and increases students' academic achievement, motivation to learn, and psychological well-being. It can even mitigate the negative effects of self-criticism and socioeconomic status on academic success. In addition, working in this kind of climate lessens teacher burnout while increasing retention.

Our children, even coming from the best of environments, are struggling to cope with our changing society. In addition, behavioral disorders and chronic behavioral disruptions are rampant in schools today. Children do not know how to, or are not expected to, behave in a manner that is acceptable or appropriate in the school setting. This "misbehavior" is disruptive to all students and detracts from instructional time and administrative resources. Research indicates that the pairing of clear community expectations with consistent consequences, frequent teaching opportunities paired with reinforcement and simultaneous social/emotional skill instruction is critical in both decreasing behavioral challenges and increasing academic achievement.

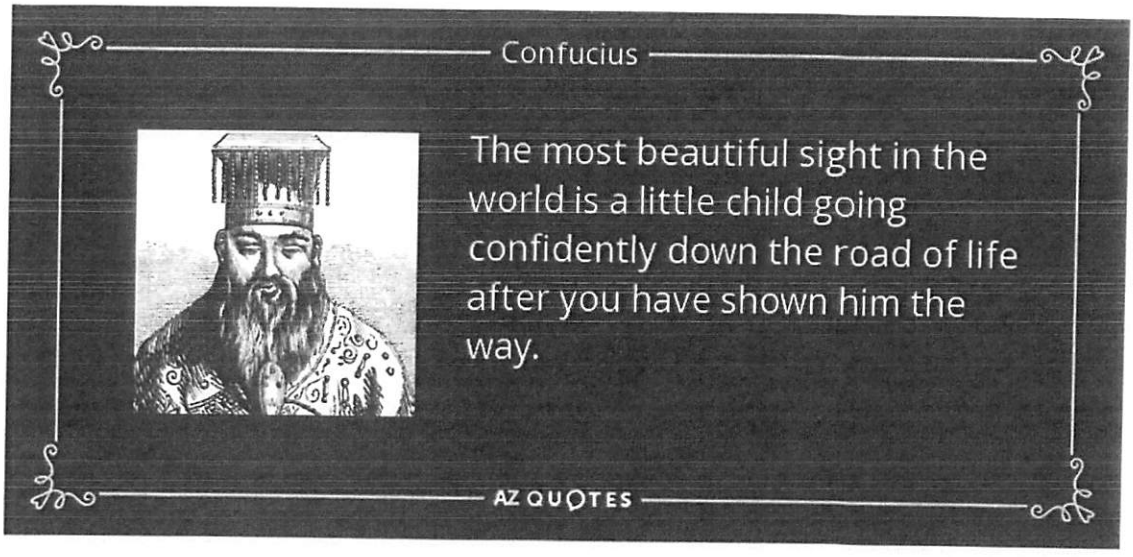
At **ACADIA**, we will provide a safe environment with clear behavioral expectations and responses, with consistent understanding and implementation across faculty, students and family members. We will also provide extensive social and emotional training within each and every classroom, beginning with our pre-k children. We have selected the Strong Kids social and emotional curriculum, based on clear evidence-base. This social and emotional curriculum address specific social skills, behavioral expectations, de-escalation and calming strategies as well as instruction for proactive skills and tools to teach children appropriate "emotional" talk so

that they can identify and talk about their feelings. This curriculum is intended to be utilized daily, by all faculty, and woven into our community expectations, norms and ongoing discussions with children, faculty and families. Families will be offered training in this program on a routine basis. Students will be assessed on their ability to incorporate the Strong Kids skills into their daily practice, with results documented within their cumulative **PRIDE** portfolio.



As we develop our school culture, we will expect that at **ACADIA** students represent themselves as socially and emotionally competent individuals, developing critical communication, social, behavioral, and emotional skills necessary to succeed in the larger world. Academic achievement is not sufficient towards promoting independence and success in today's market. We expect our students to be socially savvy, to be excellent communicators using verbal speech and written expression, able to represent themselves with decorum and respect, and able to manage emotions with appropriate response. In order to develop these skills, students must receive instruction and feedback in these areas of development. These areas of development are addressed daily and are embraced within our community norms and expectations, with instruction provided and modeled by faculty and staff. Progress towards behavioral, social and emotional development will be measured by assessment data, a cumulative **PRIDE** (Personal Records and Individual Demonstration of Excellence) portfolio inclusive of written/tangible product, photographs, videos and documented teacher observations.

We believe that in order for children to achieve academically, they must feel as though they are an important member of a community, valued for their contributions while being able to value others for their contributions. Recognizing the importance of personal accountability is critical towards developing individual responsibility for ones' own learning. Through our community, we are able to establish and uphold individual and group expectations and accountability for behavior, for participation, and for achievement. While establishing our community culture and expectations, addressing the vast social and emotional needs of our students, we expect to prepare our children for academic success.



A Shared Vision:

Research suggests that having a shared vision in the kind of climate they want increases the likelihood that the vision will actually be carried out. ACADIA's vision is that all members have personal accountability and are allowed meaningful participation, leading to full academic potential and social and emotional needs that are monitored and met.

In order to ensure that all members feel safe sharing their ideas (maintaining meaningful participation) ACADIA will develop positive, supportive safe spaces where all members can generate ideas safely. Positive emotions are elicited through gratitude and acknowledgement of others' deeds. When positive emotions are generated, trust is cultivated and creative and flexible thinking occurs.

We will establish a positive culture and climate and teach appropriate behavior and foster a sense of community by using criteria that were established by both the *National School Climate Council and The Framework: Whole School Climate Improvement from the Inside-out,* which aligns well with ACADIA's mission. These include, but are not limited to building relationships, minimizing and managing conflict and monitoring the social and emotional health of the school community.

ACADIA will develop norms, values, and expectations that support social, emotional, and physical safety. A key component of school climate is that relationships exist among students and students, students and adults, staff to staff, as well as the relationships among schools, families and their communities. People are engaged and respected. Students, families, and educators work together to develop and live a shared school vision. Educators' model and nurture attitudes that emphasize the benefits gained from learning. Each person contributes to the operations of the school and the care of the physical environment. By supporting every child, we pledge that we reach every student. To this end, ACADIA will ensure that:

Student to Student:

- Each student has friends who can provide support in difficult times

- Students resolve everyday conflicts in productive and prosocial ways, using appropriate emotional talk, enabling them to identify their feelings
- Daily check in with students to assess physical or emotional needs
- Students feel safe and protected from peer aggression, intimidation, and bullying

Student and adults:

- Teachers are warm and caring, thereby better able to meet students' personal and developmental needs.
- Ensure pro-active problem solving approaches
- Empowering students to work in partnership with adults as a very successful and cost- effective way to create and maintain a positive climate.
- Teachers show high expectations for their students; thereby promoting self-efficacy
- Celebrate successes often, loudly and with delight
- Teachers show confidence in their students ability to be successful
- High rates of positive reinforcement is provided throughout the day
- Teachers provide routines and consistency, promoting self-control
- Students and teachers take pride in their physical environment and help to maintain it
- Use collaborative goal setting and decision making when possible

Staff to Staff:

- Teacher are given adequate training and opportunities for professional development including training on building relationships and promoting "connected-ness" with all students.
- Teachers have opportunities to interact with colleagues in order to promote respect, trust and friendships
- Teachers and administrators work collaboratively to resolve conflicts in productive and prosocial ways
- Staff feels safe and protected from administration and peer aggression, intimidation, and bullying.
- Use collaborative goal setting and decision making
- Staff is given the physical environment that they need to enhance the learning, social emotional and academic needs of students and staff.

Relationship among families:

- Teachers have relationships with families that are familiar and comfortable, based on mutual expectations and values for the students, including training in the Strong Kids Curriculum (discussed below)
- Actively seek family engagement by including them in school routines, activities and decision making

- By working with families routinely and encouraging their participation in the school culture, relationships thrive and discussions are open, honest and welcome
- Ongoing communication through newsletters, video reports, family friendly conferences and community activities, in appropriate languages as necessary
- Respond to families' cultural and language needs

Relationship with Communities:

- Realize that each and every adult they encounter can be a mentor, role model and someone who supports the climate improvement efforts of the local schools. Create a "wrap around" community by realizing the importance of interactions in and out of school. Students hear consistent messages, witness healthy adult behavior and hear a common vocabulary
- Gain input of all school-community stakeholder groups for a shared vision
- Use collaborative goal setting and decision making
- Invite stakeholders to volunteer and visit
- Keep open communication about what is working and what needs improvement
- Ongoing evaluation of school and community needs

Code of Conduct

We must assume that our students may begin school without the appropriate skill set and understanding of appropriate behavior. We must teach our students what the ACADIA Code of Conduct and expectations are.

1. **Faculty will work collaboratively to broadly define the ACADIA Code** (a Community Code of Conduct) during our pre-opening professional development. These broadly agreed upon Codes will cover general expectations such as 1. We are Safe, 2. We are Supportive, 3. We are Responsible, 4. We are Respectful, etc. These Codes will be selected and defined with an understanding about the potential impact on the community. These "broad" codes will then be transformed into specific student expectations and defined behaviors. These specific expectations will include classroom behavior, school-wide behavior, and community behavior. Expectations will be developed and are expected to be upheld by students, faculty, family, community members and visitors. As each of these identified groups is integral to our community, each must adhere to the Code and contribute positively to our culture.

2. **Faculty will work extensively during the first three weeks of school to teach and establish the "Codes" from the Code of Conduct with their students, in the classroom, the larger school environment and within the community.** This will be done through small classroom discussions and larger group assemblies with students. Visual "Codes" will be created and displayed. Students will participate in teacher developed games and activities designed to support instruction about the Codes. For example, second graders may create videos with "incorrect" examples of behavior and

"correct" examples of the behavior. Pre-k children may practice the routines and incorporate simple rhymes for reminders. For example, within the code "We are Respectful" pre-k children may practice saying "One, Two, Eyes on You", in response to the teacher saying "One, two three, eyes on me" as a way to define the expectation that full attention is given to the teacher when she is speaking. Specific codes will be identified in developmentally appropriate ways, discussed and practiced during each classroom routine. First graders may dictate creative stories about the importance of a particular Code. Kindergarteners may act out different scenarios, with the consequences of "broken" codes and "followed" codes.

Appropriate behavior and expectations will be highly reinforced with praise and kudos. Inappropriate or incorrect behavior will be interrupted and corrected immediately, allowing for positive practice and positive feedback. Each classroom will utilize a positive behavioral intervention and support system designed to reinforce desired behavior. During this initial intensive teaching phase, students will be highly reinforced to increase motivation to use the correct behavior. Students "caught" following the codes will be used as models for the classroom. Students may be paired with "buddies" who remind one another to follow the Code. Older students may be paired with younger students or students needing assistance in learning to follow the Codes.

Once established, the ACADIA Code will be included in the 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 Codes are being upheld and implemented. An example of the Parent/Student Handbook is included in Exhibit A.5.1.

Adherence to this Code of Conduct ensures a safe, positive culture for all members of the ACADIA community.

What if the Code is not followed?

We recognize that some students will need much more practice than others in adopting and utilizing the Codes to manage their own behavior. Individual goal setting about the Codes will be completed using the MAPS (My Achievement Plan for Success) and students will be expected to work towards mastery of these goals. Additional instructional support, practice and reinforcement may be necessary to make progress towards these goals.

In the event that the child has special education needs, and is struggling to adhere to the Code (for non-aggressive behavior), the child may need additional support measures put into place. For example, perhaps the child needs an individualized reinforcement system or positive behavioral support plan. Perhaps a child is unable to remember the Code and expectations in different environments. That child may need to transition to the environment a few minutes early and practice the expectations. Behavioral needs will be discussed during IEP meetings and/or support team meetings for each child with specific goals, modifications, and/or accommodations identified to increase success.

Please see the Discipline Policy for more direct response, if needed for serious behavioral offenses.

ACADIA 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 elicit feelings of competence during action will enhance social emotional and academic competence for tasks[4]. 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'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 within our Community. Deci and Ryan suggest that positive esteem and autonomy occur when a sense of belongingness and connectedness to the persons, group or culture disseminating a goal is present[5]. Teachers at ACADIA 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 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 will encourage extended family of all students to be working members of the school community. ACADIA 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 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 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 postsecondary[6]

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.

Positive Behavioral Supports and Interventions

ACADIA 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[7]. 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 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 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[9]. Several randomized, controlled experiments have shown school-wide PBIS to be highly efficacious in creating safe, supportive learning environments[10].

Praise systems will utilize cutting edge technology such as recognition that a 5:1 ratio of praise to corrective feedback is ideal for promoting student learning[11], 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.

Social-emotional Learning

In addition to proactively teaching all students what is expected of them in the school environment, ACADIA 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."

ACADIA will implement 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. The ACADIA 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 disability. These disparate numbers indicate a critical need for social emotional intervention within the ACADIA 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 problems. 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 mindfulness. According to Bishop and colleagues, mindfulness is "the self-regulation of attention so that it is maintained on immediate experiences ... an orientation that is characterized by curiosity, openness, and acceptance." Mindfulness has been demonstrated to be effective in reducing stress, increasing attention, and boosting achievement in elementary school students. Mindfulness can be incorporated seamlessly into social-emotional learning at the Tier 1 level. ACADIA 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 classrooms. 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 with-in an optimal range of human functioning, one that connotes goodness, generativity, growth, and resilience." These traits can be explicitly developed in children through evidence-based activities such as the gratitude letter and what went well. ACADIA 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 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 supports. 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 trained ACADIA staff (or contracted staff) 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 networks of mental health specialists, educators, and others in the community work together with students and their families. ACADIA 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 behavior. PBIS has been proven to maintain appropriate social behavior in schools, an outcome which makes schools safer places. ACADIA is dedicated to teaching all students and staff what it to 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 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."

Discipline Policy

> *We believe that the PBIS framework and Positive School Culture will eliminate a great deal of necessary disciplinary measure and punishment. However, when necessary the following Disciplinary Policy will apply.*

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 simply because children do not know better until taught. 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. From the day children enter ACADIA, they are taught the specific behaviors and skills that are expected of them. Using a Positive Behavioral Interventions and Supports Philosophy, paired with the Strong Kids social and emotional curriculum, we address appropriate behavior and skill development each and every day.

During instances of minor behavioral issues, not following directions, inappropriate conversation, off-task behavior, etc., Students will be interrupted immediately. They will be told the expected behavior and asked to show the expected behavior. The Individual MAPS, skill-building plans for all students, will address individual behavior and skill goals for students. All efforts will be made to provide ways to demonstrate how to repair relationships and to make amends with peers when behavior negatively impacts those around us. Direct, explicit language will be used with children in a safe, non-threatening manner to coach students making their amends and apologies and from students accepting the apology and moving forward. These skills are not inherent in children and explicit coaching has been documented to be extremely effective in teaching children the importance of their decision-making, impulse control, self-regulation and peer relationships. We also must teach children that we all make mistakes and that there is power in forgiveness and giving those around us a second chance. 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.

For repeated or problematic behaviors, the faculty members will conference with the parents and guardians to develop and implement a more extensive plan to address these concerns. Data will be assessed to ensure student progress. The Director or Coordinator of Learning and Teaching may observe the student to make recommendations for further intervention. The student may be referred for a functional behavior assessment to determine how to best support a student behaviorally with a formal plan to be developed.

In order to develop a positive community culture, safe for all students at ACADIA, the following will not be tolerated:

- **Violence or threats of Violence with Weapons**; any student who threatens to use a weapon or brings a weapon to ACADIA faces severe discipline charges with possible referral for a threat assessment and/or expulsion to the Board. The Board will review the child's history and comprehension of the threat prior to making the decision and will review information provided by the faculty, parents, outside evaluator if utilized and student if appropriate, when making their decision.
- **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 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/Board of Directors will make decisions based on the emotional, physical, academic and safety needs of all students involved. If aggressive behavior (physically or verbally), targeted or intentional bullying towards students continues, despite staff intervention and education, the student will be recommended for expulsion to the Board.

- **Severe Disruptive Behavior**; in the event that a non-identified child (special education) exhibits severe, significant behavior that is disruptive to the learning environment and/or impacts others ability to feel safe, for any reason, a brief suspension may be implemented in order for faculty and parents to meet to plan for successful re-entry, in order to meet the emotional needs of the peers and to repair relationships with peers.

  In both instances, the Director/Board of Director's may stipulate intervention or additional supports to increase the student's success and demonstration of appropriate behavior if it is deemed that the child acted because of extreme skill deficits versus engaging in willful, opposition behavior.

Anti-Bullying and Harassment Policy

ACADIA 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. If bullying is persistent the Director will make decisions based on the emotional, physical, and academic and safety needs of all students involved. Although, it is the goal of ACADIA 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.

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Tab 9: School Discipline Policy

Positive Behavioral Supports and Interventions

ACADIA 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."

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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 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 is dedicated to teaching all students and staff what it to 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.

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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, and academic and safety needs of all students involved. Although, it is the goal of ACADIA 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.

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- **Violence or threats of Violence with Weapons**; any student who threatens to use a weapon or brings a weapon to ACADIA faces severe discipline charges with possible referral for a threat assessment and/or expulsion to the Board. The Board will review the child's history and comprehension of the threat prior to making the decision and will review information provided by the faculty, parents, outside evaluator if utilized and student if appropriate, when making their decision.
- **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 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/Board of Directors will make decisions based on the emotional, physical, academic and safety needs of all students involved. If aggressive behavior (physically or verbally), targeted or intentional bullying towards students continues, despite staff intervention and education, the student will be recommended for expulsion to the Board.
- **Severe Disruptive Behavior**; in the event that a non-identified child (special education) exhibits severe, significant behavior that is disruptive to the learning environment and/or impacts others ability to feel safe, for any reason, a brief suspension may be implemented in order for faculty and parents to meet to plan for successful re-entry, in order to meet the emotional needs of the peers and to repair relationships with peers.

In both instances, the Director/Board of Director's may stipulate intervention or additional supports to increase the student's success and demonstration of appropriate behavior if it is deemed that the child acted because of extreme skill deficits versus engaging in willful, opposition behavior.

Tab 10: School Seclusion and Restraint Policy

ACADIA

STATEMENT OF POLICY

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, 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 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. TRAINING REQUIREMENTS

A. All school staff shall receive an annual overview of this policy/procedure.

B. ACADIA will ensure that there are a sufficient number of administrators/designees, 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 Director's office, and within each MMCC location.

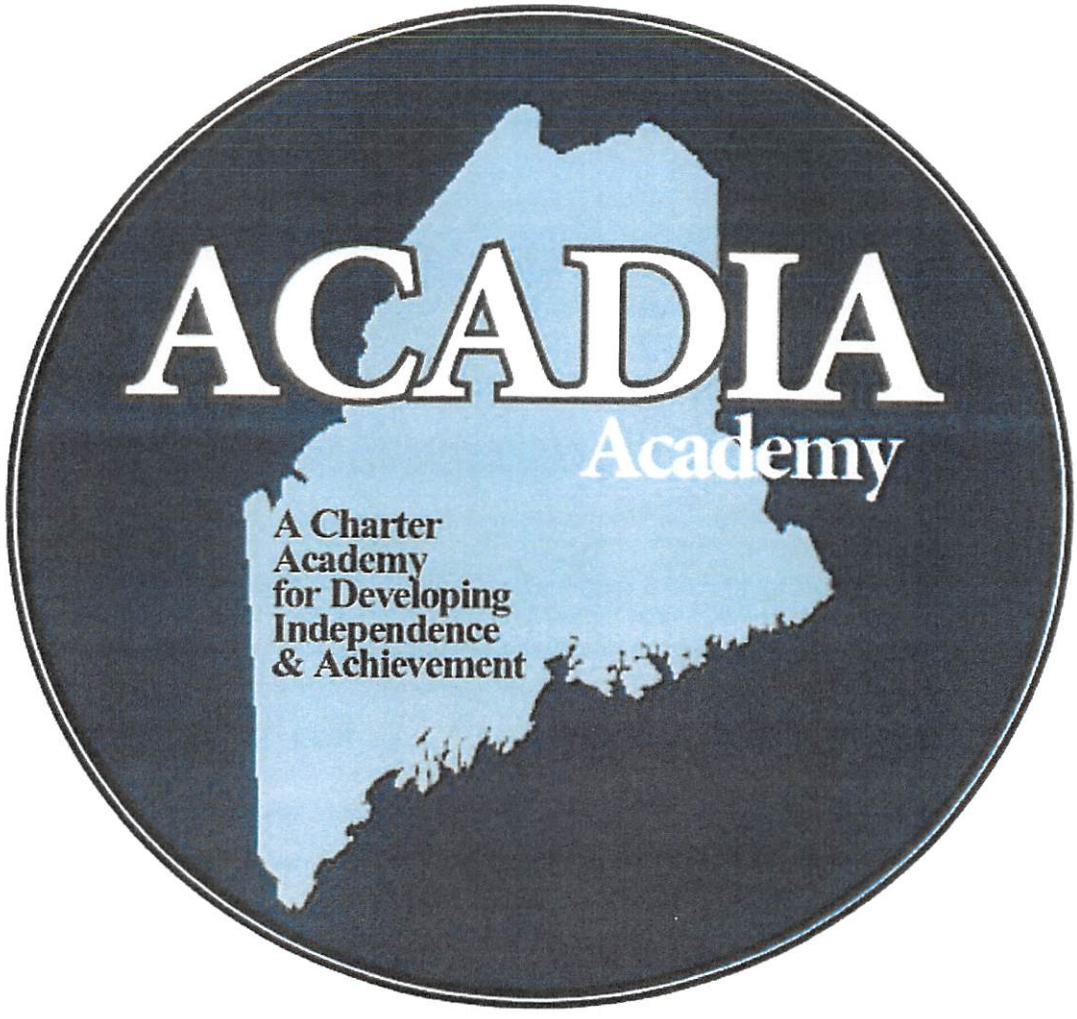
IV. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE

A parent/legal guardian who has a complaint concerning implementation of this policy/procedure must submit in writing to the school administrator of ACADIA. 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.

TAB 11

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 Bomb threat or suspicious package
___ Yes ___ No Building collapse
___ Yes ___ No Contamination of food, drinking water, air, or soil
___ 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 Medical emergency on campus
___ 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 Weather: flooding, including flash flood
___ Yes ___ No Weather: severe heat or cold
___ Yes ___ No Weather: severe storm

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: • The number of entrances and exits is limited.			
• All infrequently used rooms and closets are locked.			
• Access to utilities, roofs, and cleaning closets is secured.			
• Bus lots are secured and monitored.			
• 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: • suspended ceilings, hanging lights, and hanging plants			
• large windows			
• tall bookcases and cabinets and other heavy furniture and appliances			
• computers and other equipment and heavy objects			
• hazardous materials storage areas and other sources of radiation, gas, or vapor			
• 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.

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* 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	___ students ___ teachers and staff ___ visitors ___ ___ ___ emergency responders [list] ___ other [list]	[various]	[if yes, list]
Evacuation with Primary Exit Blocked	___ students ___ teachers and staff ___ visitors ___ ___ emergency responders [list] ___ other [list]	[various]	[if yes, list]
Reverse evacuation and Secure Campus	___ students ___ teachers and staff ___ visitors ___ ___ ___ emergency responders [list] ___ other [list]	[various]	[if yes, list]
Lockdown	___ students ___ teachers and staff ___ visitors ___ ___ ___ emergency responders [list] ___ 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	___ students ___ teachers and staff ___ visitors ___ ___ ___ emergency responders [list] ___ other [list]	[various]	[if yes, list]
Student and staff accounting (attendance) *Check your sign-out procedure and account for everyone.	___ students ___ teachers and staff ___ visitors ___ ___ ___ emergency responders [list] ___ other [list]	[various]	[if yes, list]
Internal and external communications *cell phone operable *walkie-talkies *page system	___ teachers and staff ___ ___ ___ ___ ___ emergency responders [list] ___ other [list]	[various]	[if yes, list]
Other:	___ students ___ teachers and staff ___ visitors ___ ___ ___ emergency responders [list] ___ 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	Designate Name/title/contact info	Assistant/backup 1 Name/title/contact info	Assistant/backup 2 Name/title/contact info
Incident command • 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.			
Liaison • 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.			
Communications • 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
Public information • 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.			
Evacuation • 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	Designate Name/title/contact info	Assistant/backup 1 Name/title/contact info	Assistant/backup 2 Name/title/contact info
Student accounting and release • 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 • Keep a record of events, actions, and communications. • When the emergency ends, turn these records over to the administrator.			
Transportation • 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.

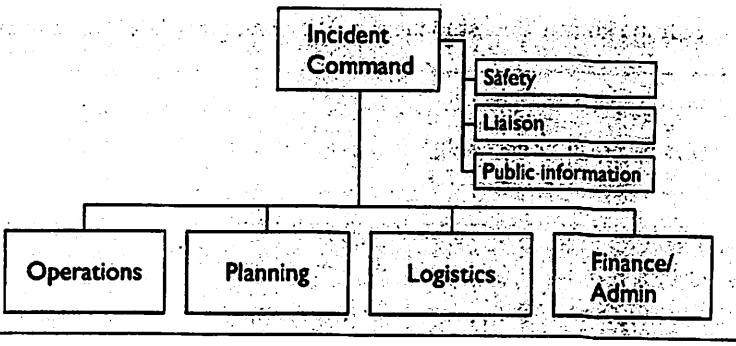
Help whoever is handling Media Relations _____ for the school to coordinate their efforts with public information officers from other responding agencies.

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 _____

sign 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: **Each child's transportation contact is in the Red Binder.**

Commercial/backup: _____

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 steps[5] (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] • 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.	___ Administrator ___ 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 campus[12] 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.

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[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, televisions, 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

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[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 notfiable 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.maineflu.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] *(give address of site and contact person's name, phone number, and alternate phone number)*	
Relocation site 2 *(give address of site and contact person's name, phone number, and alternate phone number)*	
Relocation site 3 *(give address of site and contact person's name, phone number, and alternate phone number)*	
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@wcsh6.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 aids[20]

[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 emergency kits[21]

	Classroom	Principal	Main office	Evacuation	School bus
First aid kit	small		large	small	small
Batteries	x		x	x	x
Duct tape	x		x		x
Flashlight(s)	x		x	x	x
Gloves, disposable	x		x	x	x
Radio, portable			x		
Radios, two-way	x	x	x	x	x
Whistles	x	x	x		x
Emergency plan or flip chart	x	x	x	x	x
Keys/master key		x	x		
Laptop				x	
Paper, pens, markers, scissors				x	
Sign-making supplies including tape				x	
Instructions for shutting off fire alarm, utilities, sprinkler system, cable			x		
List of staff with emergency skills such as first aid, firefighting, search and rescue, counseling, or negotiation			x	x	
Site maps and blueprints			x	x	
Roster, staff — with phone and cell phone numbers, and emergency contacts		x	x	x	
Roster, student			x	x	
Roster, current day	x	x	x		
Emergency care cards			x		
Student photos			x	x	
Forms, student release			x	x	
Forms, other (specify)			x	x	
Hand sanitizer and sanitizing wipes	x		x	x	x
Toilet supplies (large bucket, 100 plastic bags with ties, large plastic trash bags, privacy shield, toilet paper, and hand washing supplies)			x		
Manual can-opener	x				
One gallon of water per 4 children/staff			x		

It is recommended that schools be prepared to care for children for up to 72 hours if possible when gathering supplies and medications. Expiration dates should be checked and the items replaced when required. Kits can be stored in suitcases with wheels, coolers with wheels, backpacks and other equipment that is easy to move when loaded with supplies.

---

[21] Planning issues: Where will you keep items that need to be updated frequently (like attendance lists)? Items that contain confidential information (like emergency care cards and special-needs lists)? Can you anticipate needing anything else to keep your students safe, comfortable, and accounted for during an evacuation or lockdown?

Bomb threat

Place this card under your telephone, this side up.

Bomb threat

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:

Caller's voice: ___ male ___ female

___ child ___ teen ___ adult

___ calm
___ angry
___ excited
___ slow
___ rapid
___ soft
___ loud
___ laughing
___ giggling
___ drunken
___ crying
___ slurred

___ stuttering
___ lisping
___ raspy
___ deep
___ ragged
___ clearing throat
___ deep breathing
___ cracking
___ disguised
___ well spoken
___ incoherent
___ message read

If familiar, who did it sound like?

Background noises:

___ street noises
___ motors ___ horns
___ airplanes
___ house noises
___ office machinery
___ factory
___ other:

___ dishes/crockery
___ music
___ TV/radio
___ bells
___ party sounds
___ animal noises

Date:

Time:

Length of call:

Who received call:

At what number:

Bomb threat

Bomb threat

Report call to office immediately.

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)

Phone log

Date: _____

Start time	End time	Caller	Message	Initials

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.

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.neahin.org/crisisguide)

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.

Plan approval

I have reviewed and approved the emergency operations plan for ACADIA located at

_____

_____ _____

Building Administrator **Date**

_____ _____

Director **Date**

Plan coordination with community responders

I have reviewed and coordinated on the emergency operations plan for ACADIA located at

_____

_____ _____

[Insert name], Emergency Management Director Date

school building plans: municipal EMD.

_____ _____

[Insert name and title] Date

Law enforcement representative
school building plans: municipal police chief.

_____ _____

[Insert name and title] Date

Fire and emergency services representative
school building plans: municipal fire chief.

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.

Record of changes for _____'s emergency plan

Date of change	Nature of change	Page(s)	Admin's initials	Date distributed

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 12: Anti-bullying Policy

Anti- Bullying and Harassment Policy

ACADIA 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.

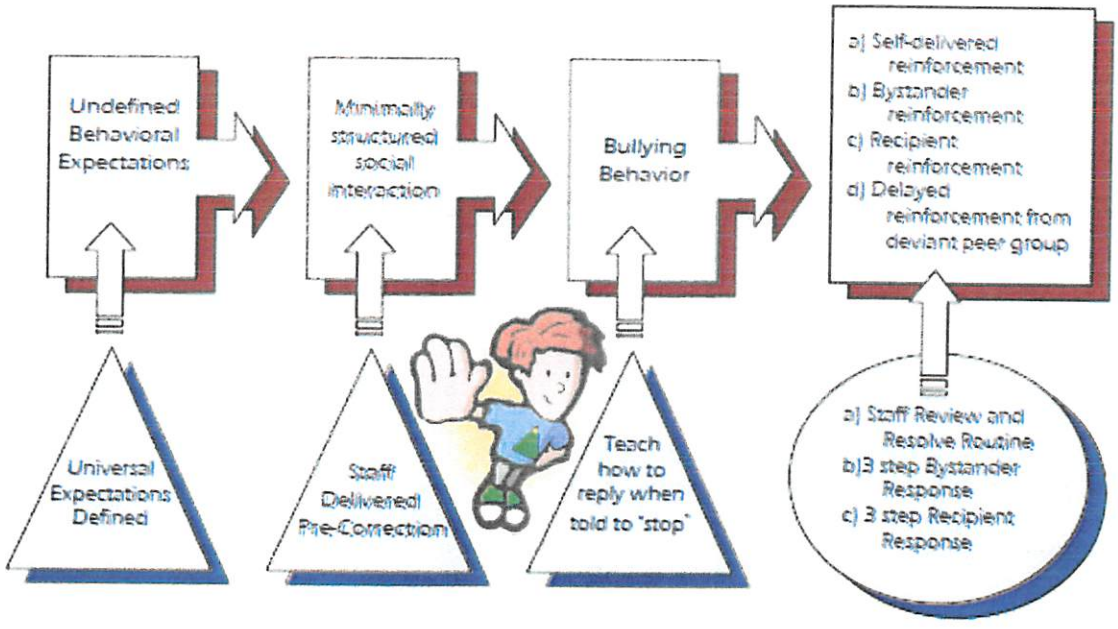
3. Specific instruction and pre-correction to prevent bullying behavior from being rewarded by victims or bystanders.

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 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 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.

Tab 13: Anti-Harassment Policy

Anti- Bullying and Harassment Policy

ACADIA 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.

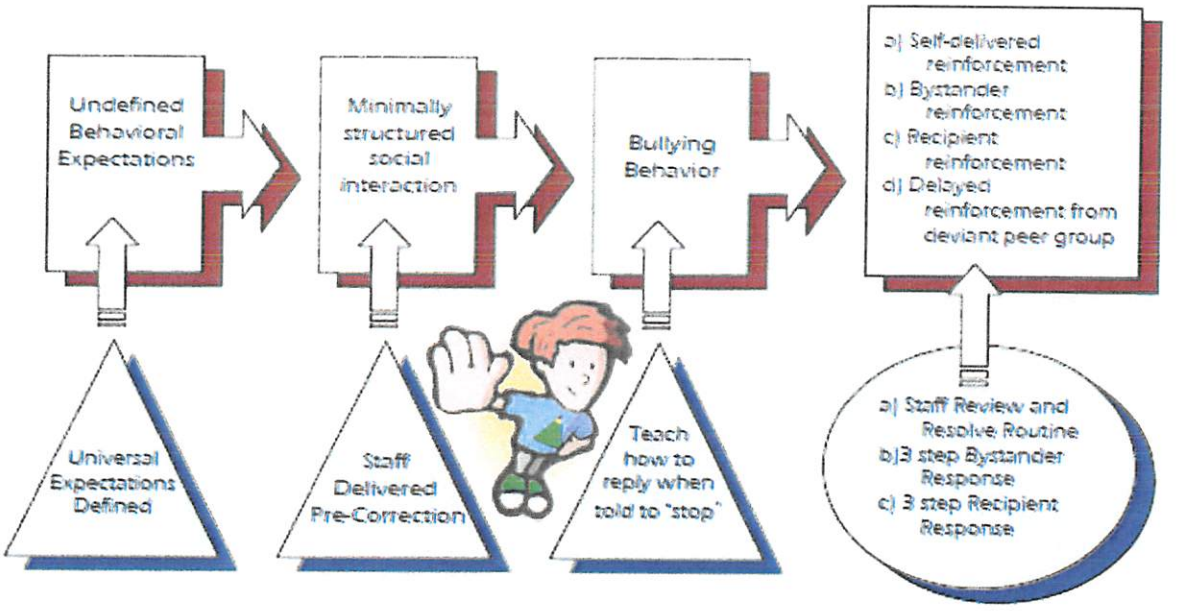
3. Specific instruction and pre-correction to prevent bullying behavior from being rewarded by victims or bystanders.

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.

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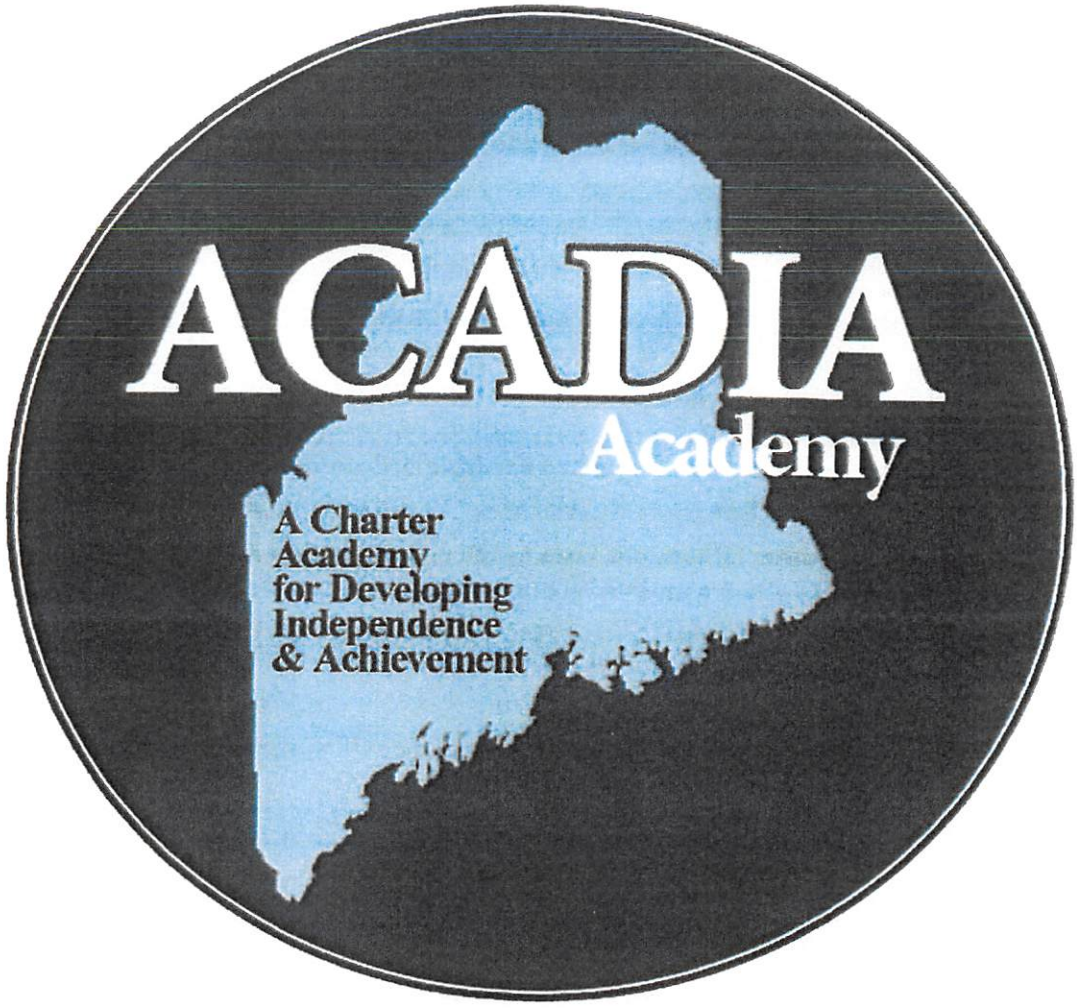
B. Organizational and Operational Plan



B. 1 School Calendar and Daily Schedule

ACADIA, A Charter Academy for Developing Independence and Achievement, will provide for a unique and innovative educational experience. **ACADIA** students will fully participate within our learning community, experiencing rigorous daily instruction comprised of carefully selected curricula to allow for academic acceleration, small group interaction and meaningful application. Authentic, relevant experiential activities will provide critical opportunities for our students to grasp real world application of concepts and skills, through the delivery of multi-modal learning opportunities that are necessary to meet the learning preferences of our students

The school calendar (see Tab 15) represents extended year programming for all students enrolled in ACADIA. During the initial school year, 2016-2017, ACADIA will be in session for students for 179 days during the traditional school year, with an additional and optional 18 days during the months of July and August. The extended calendar allows for 16 teacher-in-service days on predictable and well- spaced intervals. This calendar allows our families to prepare for appropriate alternative options for their children and allows teachers and faculty appropriately spaced professional development time.

ACADIA will close in the event of severe weather (primarily snow or ice), determined by driving conditions within the Lewiston/Auburn area. In the event that the weather or other significant emergency (power failure, etc.) forces the closure of school, students and families will be notified via postings on Channel 6, 8 and 13. Families and students may sign up for "Text Alerts". Barring loss of power, a recording will be left on the school's answering machine.

Prior to the onset of winter weather, Faculty and Students will conference on approved Storm Day Enrichment Packs. These packs will be reviewed with students and parents prior to being sent home. Packs include all necessary materials to complete Storm Day Enrichment assignments. In the event that severe weather within the Student's residing district effects his/her ability to travel to school (indicated by the Resident District Canceling School for the Day) permission will be granted to those students to remain at home. In to promote student safety and to minimize learning loss, students will be allowed to complete their enrichment packs and will not be considered out of program for that day. Alternative Credit will be given for that student providing completed assignments are turned in upon the student's return to school. Assignment postings and reminders will be posted on classroom moodles, blogs, and through email if internet access is available.

Daily, ACADIA will be in session from 7:50 to 2:10, for a total of six hours and twenty minutes per day. The sample daily schedule (see Tab 14) includes two proposed schedules, one for half-day pre-k and one for full day elementary programming (K-6). The daily schedule allows for classroom based instruction, experiential activities and learning, MAPS conferencing (My Achievement Plans for Success) and WINK Time (What I Need to Know). After-school activities (differentiated from the extended hour child-care program) are scheduled throughout the year and not held on a daily basis.

Classroom Schedules allow for predictable daily routines for our students. However, all students and classrooms will be participating in routine outings into the community to immerse themselves into experiential learning opportunities. On these days, our schedules are replaced with the schedule for the outing, including a more comprehensive weaving of all academic content area. Students will arrive and depart from the school at typically scheduled times UNLESS you are notified about different times. Occasionally students may participate in distance learning opportunities (Boston, Plimouth, Acadia Park, etc.) and these trips will necessitate extended school days to maximize student benefit. These trips will be planned well in advance for your planning purposes.

Classroom Schedules act as a guide for our students and faculty. However, in keeping with our mission, there will be times when experiential opportunities within our classroom or on school grounds become all encompassing. Faculty has the ability to extend time for opportunities that present for engrossed student involvement and learning benefits. If children are highly engaged and immersed in learning beyond the scheduled "time", faculty may pursue the activity using their judgment and training as teachers. It is critical that we engage our students and capture their motivation to learn...learning and love for learning does not typically follow a clock!

The proposed number of school days provides 22 more instructional days than is required by law. The daily schedule and hours in session provides for more daily/weekly instructional time than required by law. This extensive calendar and daily schedule is created to provide for maximized student growth, reduction of summer skill loss and the provision for extra time necessary to incorporate an appropriate balance of instructional methodologies.

In aligning with our Mission, the calendar and daily schedule allows for the time necessary to deliver a comprehensive educational program. The proposed number of school days provides 22 more instructional days than is required by law. The daily schedule and hours in session provides for more daily/weekly instructional time than required by law. This extensive calendar and daily schedule is created to provide for maximized student growth, reduction of summer skill loss and the provision for extra time necessary to incorporate an appropriate balance of instructional methodologies.

Our commitment to the implementation of experiential learning and student directed learning requires this additional time. We believe this allows our faculty and students the additional opportunities necessary to fulfill our entire mission, without forsaking one learning activity, curricula content or community opportunity.

Sample Daily Schedule Tab 14

Pre-K Schedule (AM SESSION)

7:50 Welcome/What Do You Need Time?
Universal check-in, allow for Movement, Breakfast, Emotional Check-In and
Community Circle
(Social Emotional Skills)

8:20 Literacy
Whole groups, Small group, Centers

8:50 M, W, F MAPS Conferencing, Individualized Instruction and WINK Work/Exploration
T, Th HWOT/Con. Fine Motor (ART)

9:20 Movement
15 Minutes Recess
10 Minutes Structured Physical Education, Motor Planning, Coordination, Self-Regulation

9:50 Numeracy
Whole groups, Small group, Centers

10:20 Community Circle

10:30 Snack: fruit/vegetable, grain, and protein

10:50 Dismissal

Experiential Learning Opportunities and Lessons will impact daily schedules when they include community based opportunities. These community days allow for inclusion of all content area.

Daily Total: 3 hrs Weekly Total: 15 hrs

Pre-K Schedule (PM SESSION)

11:10 What Do You Need Time?
Universal check-in, allow for Emotional Check-In and
Community Circle
(Social Emotional Skills)

11:30 Lunch

11:55 Movement
15 Minutes Recess
10 Minutes Structured Physical Education, Motor Planning, Coordination, Self-Regulation

12:25 Literacy
Whole groups, Small group, Centers

12:55 M, W, F MAPS Conferencing, Individualized Instruction and WINK Work/Exploration
T, Th HWOT/Con. Fine Motor (ART)

1:25 Numeracy
Whole groups, Small group, Centers

1:55 Community Circle

2:10 Dismissal

Experiential Learning Opportunities and Lessons will impact daily schedules when they include community based opportunities. These community days allow for inclusion of all content area

Daily Total: 3hrs. **Weekly Total:** 15 hrs.

Kindergarten/1st grade Schedule

Monday-Friday

7:50 playground/breakfast/snack – Universal Check-in Time
Community Circle: Social/Emotional Skill Development
8:20 journal/independent work (late start on Mondays)
8:35 morning message (calendar, numeracy, social skills) and group read-a-loud
9:00 reading instruction/small groups
9:45 Focused Movement Group (yoga, stretches, Tai Chi- movement engaging students in mindfulness and movement to allow for stretching and deep breathing)
10:00 handwriting/writing and language
10:30 MAPS Conferencing and WINK Time (not on Mondays, replaced by School Wide Community Meetings to be held at 8:20. This meeting advances the schedule through MAPS Conferencing and WINK Time)
11:00 math
11:40 lunch/recess
Recess allows for unstructured free play and small group fitness activities to promote self-regulation, coordination, motor planning, spatial awareness
12:30 Experiential Activities (weaving content of science, social studies, the arts and movement)
1:45 Community Circle, Prepare for Dismissal
2:10 - Dismissal

- *Monday mornings will allow for School Wide Community Meetings (K-6th)*
- **Classroom Schedules allow for predictable daily routines for our students.** However, all students and classrooms will be participating in routine outings into the community to immerse themselves into experiential learning opportunities. On these days, our schedules are replaced with the schedule for the outing, including a more comprehensive weaving of all academic content area.
- **Classroom Schedules act as a guide for our students and faculty**. However, in keeping with our mission, there will be times when experiential opportunities within our classroom or on school grounds become all encompassing. Faculty has the ability to extend time for opportunities that present for engrossed student involvement and learning benefits. If children are highly engaged and immersed in learning beyond the scheduled "time", faculty may pursue the activity using their judgment and training as teachers.

2nd-6th grade Schedule

Monday-Friday

7:50 playground/breakfast/snack – Universal Check-in Time
Community Circle: Social/Emotional Skill Development
8:20 journal/assigned independent tasks (late start on Mondays)
8:35 morning message (calendar, numeracy, social skills) and group read-a-loud
9:00 reading instruction/small groups
9:45 handwriting/writing and language
10:30 Recess: Recess allows for unstructured free play and small group fitness activities to regulation, coordination, motor planning, spatial awareness
11:10: Lunch/Social Connections Groups (extension of Social/Emotional Development Curriculum)
11:45 MAPS Conferencing and WINK Time (not on Mondays, replaced by School Wide Community Meetings to be held at 8:20. This meeting advances the schedule through MAPS Conferencing and WINK Time)
12:30 Focused Movement Group (yoga, stretches, Tai Chi, ballet- movement engaging students in mindfulness and movement to allow for stretching and deep breathing)
12:45 Experiential Activities (weaving content of science, social studies, the arts and movement)
1:45 Community Circle, Prepare for Dismissal
2:10 Dismissal

- *Monday mornings will allow for School Wide Community Meetings (K-6th)*
- **Classroom Schedules allow for predictable daily routines for our students.** However, all students and classrooms will be participating in routine outings into the community to immerse themselves into experiential learning opportunities. On these days, our schedules are replaced with the schedule for the outing, including a more comprehensive weaving of all academic content area.
- **Classroom Schedules act as a guide for our students and faculty**. However, in keeping with our mission, there will be times when experiential opportunities within our classroom or on school grounds become all encompassing. Faculty has the ability to extend time for opportunities that present for engrossed student involvement and learning benefits. If children are highly engaged and immersed in learning beyond the scheduled "time", faculty may pursue the activity using their judgment and training as teachers.

Tab 15

2016-2017

September 2016						
S	M	T	W	Th	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 2016						
S	M	T	W	Th	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 2016						
S	M	T	W	Th	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 2016						
S	M	T	W	Th	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

January 2017						
S	M	T	W	Th	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				

February 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
S	M	T	W	Th	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 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
S	M	T	W	Th	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 2017						
S	M	T	W	Th	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 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017						
S	M	T	W	Th	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		

	September 6th 2016 – first day of school, August 30, 2017-first day of school
	Vacation days for both students and staff
	Weekends
	Staff development days – no school for students

B.2 Student Recruitment and Enrollment

Student recruitment and advertising will be essential for full enrollment at ACADIA. However, based on family interest and query, volume of elementary-aged children within our catchment area and lack of school choice, we are confident that public interest will necessitate a lottery in our initial year.

We intend to open our school in the Lewiston/Auburn city limits. On August 31st, a second meeting was held with Dave Gendron, of Gendron & Gendron, with an offer to partner with us and to provide, rent-free, one of several buildings he owns. We believe that the location will be secured and identified officially for our September 30th review meeting.

Our intended catchment area includes the cities of Lewiston and Auburn, with over 50,000 residents, including 5,000 (and growing) students, grades pre-k through 6th grade. Though some districts have seen lessening enrollment, Lewiston continues to see a large influx of students leading to over-crowded classrooms, unmanageable classroom sizes and construction of schools designed for 700-900 plus elementary students. Auburn has maintained steady enrollment numbers. We anticipate our enrollment will also include students from our surrounding communities including RSU 52, Mechanic Falls, Gray, Lisbon, Durham, and Monmouth.

There is no shortage of potential students in the L/A area. Current data reported by the Department of Education indicates that there are over 5,000 students, pre-k to 6th, located in the cities of Lewiston and Auburn alone. Less than 5% of these students would fill ACADIA's five year maximum enrollment numbers, without enrolling children from other towns. Children in these areas are already showing interest in the current available Charter options. Lewiston reports that 24 students have enrolled in existing Charter schools. As the Bangor Daily News reported this Spring, the need for Charter Schools and School Choice is strong, evidenced by wait lists.

We intend to advertise towards the 5,000 and growing homeschooled children within the State. Most recent Department of Education data indicates that there are over a hundred families within the L/A catchment area home-schooling their children. There are multiple organizations designed to support home-schooling families. We believe that our small community design, educational philosophy, positive school culture and community involvement may be appealing to some of these families.

Knowing that our potential families have varied access and understanding of printed materials, we will utilize multiple efforts to advertise ACADIA. We currently have a Face Book page and are creating a webpage. A photographer and graphic artist has been recruited (donating time and resource) to these projects. Recent photos of future students were taken and are being edited and selected for the Face Book page and webpage. This artist has agreed to create brochures and other written advertising materials to be distributed throughout our area.

We intend to be very thorough in our measures to reach families and to share information about ACADIA. We intend to seek out advertising measures and places that will identify and reach families across socio-economic status and cultures. Brochures, written materials and "PR" packs (containing ACADIA crayon packs and coloring books) will be left at local pediatric offices, family physicians, pediatric dentists, optometrists, local child-care and pre-school programs, head-start programs, churches and synagogues, Child Development Services, local family restaurants, local family businesses, local centers that include karate, dance, gymnastics, community rec centers to include the Boys and Girls Club of Auburn, the YMCA, YWCA, grocery stores, laundry mats, libraries, food pantries, and service centers such as adult education offices, Tri-County, DHHS, etc. These sites will reach thousands of potential students across socio-economic status, educational level, are inclusive of sites serving children with special needs and ELL students.

Materials translated in Somali will be left at the sites described above, as well as in local Somali-owned business.

Materials will be created to include stickers and magnetic, removable signs will be placed on vehicles driven by development staff and board members.

We intend to operate booths and distribute promotional materials during huge upcoming community events. In November, large craft fairs with vendors for children draw thousands of people through Auburn and Lewiston. Advocates for Children host a Christmas celebration attended by thousands of Lewiston and Auburn residents with young children. Touch-A-Truck, hosted at Central Maine Community College provides hundreds of families the opportunity to interact with sponsoring vendors. Local "agritainment" centers such as Chipman Farms and Ricker's Orchards allow educational programs to host "free" events at their sites, drawing families with young children.

We will saturate the cities of Lewiston-Auburn in attempts to reach every level of socio-economic status and family. We will extend our efforts into surrounding towns where small businesses thrive. Again, through fliers, brochures and "PR" packs, we will provide information to the businesses that families utilize on a daily basis.

Historically, the media has been quite supportive of and interested in new ventures in our area. We will be submitting requests for media coverage from Channel 6, 8, and 13. Our local paper, the Sun-Journal, will be invited to chronicle our steps from Charter approval to opening day....and to document the journey of our first year. The small town "Country Courier" provides front page coverage for new businesses and is delivered to every home within the neighboring RSU 52 district. "Macaroni Kids", a distributed newsletter of family friendly activity, has encourages us to submit our information and will disseminate this information in each newsletter, popular with home-schooling families across the State.

We have provided a sample of community support letters, including families wishing to enroll and community support letters, indicating our need for a school and willingness to partner with us in this new endeavor. We have a list of families ready to register their children now for the Fall of 2016, including enough to fill a pre-k and kindergarten classroom. In our rejected bid last year, we disappointed so many families and it is my sincere hope that this year we can offer them much better news.

Although our approach may seem "grass roots" in some sense, we have seen the power of facebook and the impact that low-tech PR efforts have had with young families in search of school choice. There is a community need and we will be accessible.

Timeline

Now- Facebook Page

September 10th-update the FB page to include newly taken photographs and updated logo

September 20th- Basic Webpage goes live with new logo, photographs, our educational vision and contact information

PENDING COMMISSION DECISIONS....

October 1, 2015- PR materials (brochures, PR packs, business cards) are ready for mass production and distribution

PENDING COMMISION DECISIONS....

November, December, January, February, March: Distribution of thousands of brochures, PR packs to the described businesses, vendors, etc.

December 1st: Website enables families to pre-register for lottery, names will be "officially collected" to be entered into the lottery

Informational Nights/Sessions to be hosted for ACADIA in community centers and on-site (pending construction) weekly, from January through March 14th.

March 15th- Lottery will be held for the initial enrollment, with confirmation and registration to be completed by families by April 1, 2016.

Prior to the Lottery, 10% of student slots may be awarded to the children of Board Members and currently employed ACADIA staff. In the event that the request for slots exceeds 10%, a small lottery will be held, mirroring the public lottery, for Board members and faculty children. The remaining names will be added to the larger lottery pool.

The Lottery- we believe that ACADIA will achieve such community interest that a lottery will need to be held to determine student enrollment for the first year. Our lottery will be a low-key event. In recognizing that this is a very emotional, very important opportunity for children, we do not intend to turn this into a public event. We intend to have at least one representative from the Charter Commission attend, with Board Members and Development Members, in addition to any ACADIA staff that has been hired at that time. All names that have been submitted for admission will be written on a standard sized, white index card with their name, age, expected enrollment for grade, parents contact information. Any siblings wishing to enroll, with age and grade information, will be included on the back of the card.

Class Rosters will be posted on the walls, with maximum slots provided. As each card is pulled, the name of the students, in addition to any siblings, will be written onto the class roster. When the roster is full, additional names for that grade may be pulled, and will be written, in order, onto a wait list for that grade. This lottery will continue until all slots are full. Names will then continue to be drawn and added to the wait list.

Families will have two weeks to verify and confirm enrollment by completing registration packets. In the event a family decides not to pursue enrollment, the next child for that grade will be offered a spot. This will continue until all slots are reserved. The wait list will be maintained through the following school year, in the event a child moves or re-locates.

ACADIA Academy
Projected Enrollment Table
TAB 16.

Projected Enrollment Table for ACADIA						
Grades	**Ages**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Pre-K	4	24	24	24	24	24
K	5,6	32	32	32	32	32
1	6,7	36	36	36	36	36
2	7,8	36	36	36	36	36
3	8,9	n/a	36	36	36	36
4	9,10	n/a	n/a	36	36	36
5	10,11	n/a	n/a	n/a	36	36
6	11,12	n/a	n/a	n/a	n/a	36

The Pre-School Enrollment Numbers indicate two half-day sessions with twelve students enrolled in each session.

The Kindergarten Enrollment Numbers indicate two full-day classrooms with 16 students in each classroom.

The 1st through 6th Grade Enrollment Numbers indicate two-full day classrooms per grade with 18 students in each classroom. Classroom sizes are capped at these maximum numbers.

B. 3 Staffing and Human Resources

During the initial year of ACADIA, the following positions will be hired, based on anticipated enrollment and student need; a Director (Chief Executive Officer), A Coordinator of Teaching and Learning (Special Education and General Education), 7 teachers (1 Prek, 2 each for k-2), 3 General Education Aides (1 for Prek), and 2 Special Education Aides. In addition, a half-time ELL teacher will be hired on staff pending the enrollment of children with ELL needs. This initial staffing pattern is based on local demographic data. "Official" enrollment and the needs of our children may initiate changes in personnel duties, including the moving of general aides to special education or ELL staff to general education. The numbers and needs of our students will determine the final staffing patterns to start the school year. A list of staff and draft job descriptions for critical team members has been provided in Tabs 17, 18.

In addition to educational staff, we will employ a janitorial staff, a finance officer, and an administrative assistant.

The staffing pattern has been designed to be fiscally responsible and to support our mission and vision, offering small class sizes and adult support. The personnel will need to commit fully to our mission and vision, but we in turn can offer them the small class sizes, positive culture and necessary materials to feel successful as educators. Our staffing pattern allows us to support students in a continuum of ways. Our Coordinator of Teaching and Learning will oversee and develop specialized programming for children with special needs, be it special education via IEP services, Gifted and Talented students receiving extension services through the classroom, 504 students needing accommodations....We believe the role of this coordinator will be to understand the curriculum and educational offerings within our classrooms and to support students with special learning needs in accessing these offerings to their fullest potential. The Coordinator will be certified in Special Education and may provide direct intervention and supervise Education Technician III's who may offer additional intervention and support.

General Education Aides will be within our classrooms and scheduled to support staff during areas of instruction that are needed the most, as determined by our students! If one group is having a difficult time with math, the Aide may support the teacher in implementing additional small group or 1:1 tutoring. If a group in a neighboring classroom is struggling with the process of creative writing, the Aide may support the teacher so that additional writing intervention can be provided. In addition, our emphasis on experiential learning requires frequent forays into the community. We want "all hands on deck" and the Aides will serve as field trip supervisors and experiential learning facilitators...critical to our mission. It is our first preference to hire Certified Teachers or those seeking certification to fill the positions of Teacher's Aides. As we grow, we anticipate two new teacher positions annually. Our preference would be to hire Aides that can be trained over their first year with us and then, assuming demonstrated ability, would be hired to fill open and expanded teaching position.

All Staff will be recruited using our Web Page, Serving Schools, Jobs for ME and School Spring. This aligns with local district recruitment plans and with success seen by local private schools.

As we recruit our Director, it will be critical to identify a candidate who believes in our Mission and Vision, has vast understanding of curriculum, instruction and leadership ability. Our Director must know the expectation and be able to lead a staff towards this vision. The Director must be supportive, approachable, "child-friendly" and able to lead by example. In addition, the Director must be knowledgeable of Charter expectations, varied legal requirements and/or be able to access this information.

Professional Development:

Professional Development is critical to the development of, and on-going maturation of our teaching staff. Although we anticipate recruiting and hiring talented educators, we also know that we must introduce common language and instructional expectations, including ACADIA specific program components such as MAPS, WINK Time and our PRIDE Portfolios. In addition, our positive culture and belief in the establishment of community necessitates that we work as a staff closely and frequently to align our common goals in the support of one another, our students and our families.

1. The critical and primary initial focus for ACADIA staff and students will be to establish the ACADIA Code/PBIS Structure, a belief system for our behavior and interactions with one another. The ACADIA Code, tied directly into our PBIS measures, will set the foundation for our early first weeks, both in pre-opening staff training and community building, and in the classrooms with our newly arrived students. Several days of PBIS training and ACADIA Code development will occur in pre-opening, involving all staff, inclusive of maintenance and administrative support. We will provide in-service to staff. This may be provided internally or with staff contracted within our Educational Services Agency and Agreement.
2. Curricula: we have targeted specific curricula to be utilized within our classrooms. Staff may come to ACADIA with experience in the implementation of these programs and/or may need specific training opportunities for fidelity. These workshops will be provided as an Introductory training during our pre-opening process and throughout the school year, pairing experienced staff with novel users. Our Coordinator of Teaching and Learning will be able to observe and video tape teachers using the materials and curricula effectively as training tools for other staff, and as a way to reinforce excellent instruction. Some curriculum publishers provide workshops and trainings, typically at no cost, to district's and schools purchasing materials. FOSS has agreed to provide this. In addition, we hope to partner with other schools to foster training in Lucy Culkins Writing. There are excellent on-line tutorials available for Saxon and Reading Mastery with purchase of the curricula. These training tools will be utilized with whole staff, small groups and individuals. In addition, we have designed two classes per grade with

the intent of allowing teachers to support one another at the same grade level and we will incorporate team teaching and sharing of lesson planning, intervention strategies and peer collaboration.

3. Experiential Learning; We expect to provide a continuum of support to staff as they plan for and implement experiential learning for students in their classrooms. This "outside of the box" approach is not well taught in teacher preparatory programs. We intend to start together as a faculty and to plan several school wide events that students will participate in, as a way to share lesson plans and for all students and faculty to experience what has been planned. This will generate discussion, mentoring and allow administration to gauge support levels needed for future growth. We anticipate wanting and needing additional training and will look to our Charter peers in Harpswell, as well as to King Middle School. There are many expeditionary conferences hosted throughout the year in Boston and we intend to send several key faculty members during the summer between year one and two. This will allow us to identify our needs in this area and to identify teachers with leadership ability and interest.
4. Response to Intervention- Our staff will need extensive support in developing and implementing our RTI structures. This will require extensive development and implementation time, resulting in a two to three year development, implementation, revision and implementation phase. Tied to RTI will be our system of assessment, including standardized measures (FAST, IGDI's, State assessment to be Identified). Staff will need training and support in assessment use and data analysis. These services will be provided by USM, faculty and within our Educational Service Agreement.

During the pre-opening phase, the Administration team will assemble information based on our mission, vision, scope and sequence for curricula and instruction, ACADIA program components (MAPS, WINK Time, PRIDE Portfolios) and will develop a drafted Professional Development Plan for all teaching staff at ACADIA, inclusive of Teachers and Aides. Though there will be some differentiation at mastery levels between the two, it is expected that our teacher's Aides are skilled instructor's. They will not have the same responsibilities for Mapping and Assessment as teachers, but will demonstrate competency in the implementation of instruction, engagement and interactions with students.

The Professional Development Plan draft will be presented to staff during our pre-opening training time in order to 1. Gather feedback in order to inform revisions, 2. For staff to use as a self-evaluation of their current skills and comfort level,3. To provide data necessary to drive PRIORITY staff development activities and training and 4. To serve as baseline data for the development of a teacher development plan, similar to the MAPS (My Achievement Plans for Success) developed for our students. These development plans will document short term goals, "I need to preview Saxon Math Year One Scope and Sequence in its Entirety" and long-term goals, "I will effectively implement the

Morning Meeting Components of Saxon Math, incorporating Calendar Skills, Counting, Time Telling and Sequencing on a daily basis" and " I will extend sequencing activities into our experiential lesson using beaver dam construction and animal habitats".

Professional Development Plans will be reviewed and revised with staff on a quarterly basis, including self-evaluations and evaluations conducted by the Director, Coordinator of Teaching and Learning and in future years, Teacher Leaders. These evaluations will be made, based upon observations, lesson plan reviews, student outcomes and demonstrated progress through the use of classroom videos, student projects, etc. Again, similar to our MAPS and PRIDE Portfolios, teachers will demonstrate progress using multiple examples and pathways. We have established a comprehensive model for engaging our students and we believe there is great applicability to the support of their teachers.

We will routinely participate in research review and book study groups as a way to continue our shared understanding of knowledge and in a way to hone our research skills and to stay abreast of current and best-practices for our students.

Staff will be sent to attend outside trainings and we will encourage relationships with other schools, Charter, Private and Public. Excursions to visit other schools will be supported when presented with clear learning objectives. Staff that attend outside trainings will be expected to report their findings, to share an overview and to provide access to materials from the conference.

Feedback: We know that consistent feedback is critical to our teachers. We will conduct frequent walkthroughs, aiming for daily sessions ranging from 3 to 15 minutes in length. We want our teachers to expect our visits and to view them as regular, positive occurrences. We want "business as usual" and do not want administrative/leadership presence to be out of the ordinary.

We will develop simple "walk-through" sheets that capture representational data of our mission and vision, as well as current development goals. This data will be shared with staff on an individual basis, on the same day of the walk-though. Check-ins will occur to give praise or to consult on an issue or concern. Staff will be encouraged to schedule walk-throughs during times they want consultation, assistance or to share times when everything is going really well!

Teacher training will be provided on a continuum, including whole group, small group and individual supports, as needed by our community of teachers.

Over time, it is our hope that a tuition reimbursement program can be developed in order to allow staff to access funds for on-going development at the University level.

We have provided a calendar that allows for two to three weeks of initial induction training, pending position. This time, including trainings outlined in the beginning of this section, also provides time for classroom set-up, training in ACADIA policies and procedures and team building activities.

The calendar further provides for monthly in-service days for all staff. Students participate in a 6 hour and 20 minute instructional day, allowing for staff development and preparation time for an additional 1 hour and 40 minutes per day. Staff will be expected to attend a daily ten minute morning review from 7:30 to 7:40, with students starting their school day at 7:50. This ten minute review will cover urgent situations or schedule changes, to check-in with staff for needs, to celebrate the proper days' achievements and to prepare for the day as a group.

Students will leave at 2:10. With the occurrence of daily morning reviews, after-school meetings can be devoted to training and mentor, preparation and mentoring activities. Whole group, weekly training activities will be scheduled on Wednesdays to provide for a consistent and expected opportunity. Small group trainings and individual trainings will be established on other days. The expectation is that staff will need to be in the walls of ACADIA forty hours per week. In the event a planned training will need to extend until 4:30, staff will be notified in advance. The expectation is that they will make all efforts to stay and in return, may leave earlier on Friday. Our expectation is that commitment to training requires flexibility and problem solving.

Our calendar provides for end-of-year development days to officially "wrap-up" the year. Staff will complete surveys developed and tied to the mission of ACADIA prior to these wrap up sessions. Data will be shared as a way to identify what went well and to identify areas needing to be addressed in the new school year. Staff will be asked to celebrate the success of student's with their peers, inclusive of the journey towards that success. Staff will also share struggles they had, and the journey towards identifying and supporting that student. Classroom assignments will be determined and materials surveyed and ordered. Any additional staff hired for the following year will be invited to attend. Final assignments for Summer Institutes will be shared.

Although ACADIA will operate under a hire/fire at will policy, we value our teachers. We will make all reasonable efforts to support teachers in their endeavors to grow. Barring unacceptable and poor teaching skills and interactions, we believe in supporting our teachers towards growth and mastery. It is expected that all teachers will master

short term objectives identified within their professional development plans during each review. In addition, it is expected that all teachers will demonstrate meaningful progress towards long-term goals, with evidence supporting this growth.

In the event a teacher is not making progress in a timely or suitable manner, a remediation plan will be identified, including more frequent administrative check-ins for progress and assigned supports. If this does not correct the performance issues, ACADIA will terminate this staff. A suitable replacement will be completed and a Teacher's Aide may fill in during the interim, supervised and supported by the Coordinator of Teaching and Learning.

Please review the Handbook following this page.

TAB 17

ACADIA Academy

First Year Staffing Chart

Principal (full time)

Ast. Principal/ Coordinator of Learning and Teaching (Certified Special Education Teacher) (full-time)

1 Pre-Kindergarten Teacher (full-time)

1 Pre-Kindergarten Teacher's Aide (full-time)

2 Kindergarten Teachers

2 First Grade Teachers

2 Second Grade Teachers

I secretary/administrative assistant (full-time)

1 maintenance position (full-time)

2 General Teacher Aides/Ed-Tech III's (can be used for Special Education if necessary, pending enrollment needs)

2 Special Education Aides/Ed-Tech III's (can be used for General Education if not needed, pending enrollment needs)

English Language Teacher, ½ time (can be used for additional Teacher Aide position if not needed, pending enrollment)

- Consultants will be contracted for during the first five years to include nursing services, training, educational consultation as described by the Service Agreement.

- In the event that a child enrolls with the needs for speech, OT or other clinical interventions, services will be contracted from a local provider, as determined by the IEP.

Tab 18

DRAFT

ACADIA Academy

A Charter Academy for Developing Independence & Achievement

EMPLOYEE HANDBOOK

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Employee Acknowledgment Form

Dear Employee:

On behalf of the Board of Directors and the Administrative Team, I would like to introduce this initial edition of the ACADIA 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 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!

Sincerely,

Director,
ACADIA

Introduction

MISSION

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 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 Administration 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 has developed personnel policies and procedures, which you can access through your Principal at any time.

Educational Philosophy of ACADIA

The proposal for **ACADIA** has been developed over the last two years by a group of passionate educators, parents and community board members. In response to current research and community need, **ACADIA** has been developed to meet the needs of area children in a unique manner, incorporating knowledge of local student demographics, child development, importance of community, best practices for educational achievement, and social and emotional development.

At **ACADIA**, *we believe that our students will not evidence sustained, global, consistent and increased academic achievement without addressing their complex social and emotional need.* Our children face many risks that challenge their potential success, including poverty, neglect, lack of opportunity to participate in language enriched environments, English as a second language, poor models of appropriate behavior, transiency, lack of community, and familial drug and alcohol abuse within the home. Other children, without facing such dramatic risk factors, are still challenged by the complex demands of our technology driven society. By four years of age, a growing number of children are able to use an IPad but are unable to shake the hand of a newly introduced adult. Our social norms and expectations are no longer being explicitly taught and our children are floundering socially, emotionally and behaviorally. Childhood emotional and mental health diagnoses are skyrocketing, anxiety disorders and depression being identified routinely in very young children.

Our children, even coming from the best of environments, are struggling to cope with our changing world. In addition, behavioral disorders and chronic behavioral disruptions are rampant in schools today. Children do not know how to, or are not expected to, behave in a manner that is acceptable or appropriate in the school setting. This "misbehavior" is disruptive to all students and detracts from instructional time and administrative resources. Research indicates that the pairing of clear community expectations with consistent consequences, paired with social and emotional instruction is critical in decreasing behavioral challenges and with increasing academic achievement.

We anticipate the enrollment of students with a broad range of skills, strengths and potential challenges. We must expect that any child could walk through our door and we must be ready to meet their unique needs. It is our duty to develop programming at the onset that will prepare our faculty to address the needs of all children who enroll in our program.

At ACADIA, we will provide a safe environment with clear behavioral expectations and responses, with consistent understanding and implementation across faculty, students and family members. We will also provide extensive social and emotional training within each and every classroom, beginning with our pre-k children. We have selected the Strong Kids social and emotional curriculum, based on clear evidence-base. This social and emotional curriculum address specific social skills, behavioral expectations, de-escalation and calming strategies as well as instruction for proactive skills and tools to teach children appropriate "emotional" talk so that they can identify and talk about their feelings. This curriculum is intended to be utilized daily, by all faculty, and woven into our community expectations, norms and ongoing discussions with children, faculty and families. Families will be offered training in this program on a routine basis. Students will be assessed on their ability to incorporate the Strong Kids skills into their daily practice, with results documented within

their cumulative **PRIDE** (Personal Records and Individual Demonstration of Excellence) portfolio.

As we develop our culture, we will expect that at **ACADIA** *students represent themselves as socially and emotionally competent individuals*, developing critical communication, social, behavioral, and emotional skills necessary to succeed in the larger world. Academic achievement is not sufficient towards promoting independence and success in today's market. We expect our students to be socially savvy, to be excellent communicators using verbal speech and written expression, able to represent themselves with decorum and respect, and able to manage emotions with appropriate response. In order to develop these skills, students must receive instruction and feedback in these areas of development. These areas of development are addressed daily and are embraced within our community norms and expectations, with instruction provided and modeled by faculty and staff. Progress towards these expectations will be measured by assessment data, a cumulative **PRIDE** (Personal Records and Individual Demonstration of Excellence) portfolio inclusive of written/tangible product, photographs, videos and documented teacher observations.

We believe that in order for children to achieve academically, they must feel as though they are an important member of a community, valued for their contributions while being able to value others for their contributions. Recognizing the importance of personal accountability is critical towards developing individual responsibility for ones' own learning. Through our community, we are able to establish and uphold individual and group expectations and accountability for behavior, for participation, and for achievement. While establishing our community culture and expectations, addressing the vast social and emotional needs of our students, we expect to prepare our children for academic success.

We believe that at **ACADIA,** *students will flourish in response to a learning environment that embraces a unique and comprehensive blend of direct academic instruction, extended and supported with frequent and carefully designed opportunities for experiential learning.* This comprehensive blend of instruction will allow students to participate in both directed instruction and in teacher supported exploration and investigation- generalizing and expanding their knowledge into a deeper and more complex understanding of instructional material. Recognizing the vast learning needs and preferences of our students is significant, and the first step to creating relevant learning environments and opportunities for our students. Our core curricula have been carefully selected based on extensive research and clear evidence of support, are aligned with current Maine Learning Results and are comprised of teacher-friendly, appealing materials, manipulatives and instructional guides (evidence of support provided in Section A2). The curricula offer extension activities for acceleration as well as remediation and differentiation activities. A secondary curriculum has been identified in order to support students who are identified as English Language Learners. Language for Learning provides direct instruction in language and vocabulary acquisition, an excellent supplement to general classroom instruction and experiential learning. A clear scope and sequence for skill development is evidenced in each specific curriculum and many include data based assessments for progress monitoring to be used in addition to the **PRIDE Portfolio** and FAST measures of student progress.

At **ACADIA,** *we believe that technology, when used responsibly, can be a powerful tool within the classroom.* Our faculty will utilize technology to incorporate "real world" exploration within our classroom, to extend curricula applications, to document student

progress for **PRIDE Portfolios,** to increase individualized instructional opportunity, to offer repeated practice opportunities and to create communication tools and forums via blogs, moodles, web pages, and email correspondence. Through the use of IPads, interactive white boards, computers and projection systems, technology will be incorporated throughout the school in a manner designed to enhance learning opportunities in an integrated and balanced manner. Technology etiquette will be established and taught, with clear expectations and defined parameters for use.

ACADIA faculty members will conference with students regularly to develop and implement on-going personalized learning plans, referred to as **My Achievement Plan for Success (MAPS).** The **MAPS** will incorporate individualized goals from the following areas: *Academic Content* (aligned to the Common Core/Maine Learning Results), *Social and Emotional Skill Development* (driven by the Maine Learning Results, Strong Kids Curriculum, Community Expectations and Classroom Observation Data), *Community Involvement and Participation* (measures student progress and participation within the school community and within the larger community), and progress towards **WINK Projects (What I Need to Know Projects**). The **MAPS** will include differentiated objectives, if needed, for acceleration or remediation, and will include student preference and interest extensions. Students will partner with faculty to create measurable goals and will together monitor progress, adjusting learning opportunities, instructional time and intervention to match their skill acquisition and performance. Consistent utilization of the **MAPS** allows for ongoing faculty/student partnership and collaboration, consistent and direct feedback, student participation and increased accountability for learning outcomes

Student-directed, project based learning is an essential program component at ACADIA. The **WINK Projects (What I Need to Know**) allow students to utilize instructional time and faculty support towards the design of, study of, and completion of topic-based projects that are student selected and interest driven. **WINK Projects** begin with our youngest students in pre-school, allowing for "choices" of study within the classroom and evolve as children age and mature, allowing for expansion of independent or collaborative project-based learning and inquiry. Using differentiated criteria for grade level/skill level, students are expected to outline their topic of interest. Following initial research and inquiry, students are expected to develop goals and objectives that will guide the finished **WINK Project**. **WINK Projects** will be completed and presented to the faculty and learning community on a trimester basis, with additional opportunity to present to families, friends and community supporters.

At **ACADIA**, *our community is an extension of our classrooms as there are no walls to contain our learning adventures.* An "outdoor classroom", complete with water, sinks and counter tops will allow for space to "get our hands dirty" and to conduct experiments and field work. A community farm, the Whiting Farm, has offered field space, greenhouse space and a farm store for regular use and agricultural study. Students will embrace the larger world as their classroom, with **ACADIA** faculty facilitating partnerships and relationships with the many talented members of our community. This comprehensive blend of instruction and experiential learning will allow students to participate in both directed instruction and in teacher supported exploration and investigation- generalizing and expanding their knowledge into a deeper and more complex understanding of instructional material. Recognizing the vast learning needs and preferences of our students is significant, and is the first step to creating comprehensive learning environments and opportunities.

ACADIA *students will demonstrate increased independence and academic achievement*, as measured by assessment data, a cumulative **PRIDE** (Personal Records and Individual Demonstration of Excellence) portfolio; inclusive of written/tangible product, photographs, videos and documented teacher observations. In addition to academic achievement, students will demonstrate increased competency in their social and emotional development, as evidenced by assessment data, and a "personal growth" component of their cumulative "works" portfolio, inclusive of written/tangible product, photographs, videos and documented teacher observations. Evidence of the demonstrated independence and academic achievement will be inclusive of both "classroom" instruction and experiential learning and application opportunities.

At **ACADIA**, *a non-traditional school calendar offers extended summer learning institutes, free of charge and open to all students*. In an effort to prevent loss of skills over traditional summer breaks, ACADIA students may participate in summer programming that consists of three full days per week, six weeks throughout the summer. This innovative schedule allows for time-off at the beginning of the summer, over the fourth of July and prior to the start of the new school year. These institutes will allow for application of current skills and knowledge towards in-depth unit study, in topics and areas selected by students. Multiple units of study will be offered each week and students will select their unit of study.

At **ACADIA**, *we believe that parents are the experts on their children, and the most important members of any partnership that we can forge*. School and home collaboration and support are critical to the long-term success of our students. We must not overlook the importance of forging this relationship with our families as they seek school choice for their child (Ren). At **ACADIA**, parents are encouraged to meet with the school faculty before the beginning of the school year in large, small group and individual meetings. Large group meetings will be held to discuss the overall functions, faculty members, community expectations and policies within the school. "Big Picture" ideas will be shared about the scope and sequence of our curriculum, the PRIDE portfolios, WINK Projects and MAPS. Small group meetings will be held to discuss grade specific curriculum, expectations, daily schedules and volunteer opportunities. These meeting agendas and minutes will be posted on-line, available in the office and mailed home upon request. In addition, individual meetings will held with parents and students prior to the school year, providing an opportunity to build rapport, to communicate openly about student needs and to establish first critical steps to reciprocal communication.

Ongoing parent education opportunities will be held, hosted minimally on a monthly. Such topics of education may include; "Curricula Nights" to explore varied curriculum, Strong Kids Social and Emotional Curriculum/Strategies to Implement in the Home, Reading In the Home, Community Resources and Places to Explore, Money Matters and Age Appropriate Finance Education in the Home, Sleep Hygiene- Establishing Healthy Sleep Habits at Home, Technology-the Strengths and the Dangers. These topics for trainings were identified in a recent informal discussion of twenty school aged families. Ongoing assessment of **ACADIA** parent needs would inform needs for parent education. Our intention is to provide activities for children during these trainings so that parents may attend without making childcare arrangements. Potlucks, spaghetti suppers, pizza nights and other inexpensive ways to incorporate dinner for attendants will be incorporated in

effort to recruit large numbers of participants and to build community within our **ACADIA** families, faculty and students.

Frequent communication with parents by **ACADIA** faculty will be expected. Weekly newsletters will be sent home from each teacher. Classroom blogs, models and/or webpages will be utilized and updated regularly. Families without internet access will be invited to use a community computer designated for such purpose within the central office. Monthly newsletters from the principal will be sent home to supplement a web page with frequent updates, reminders, forums for showcasing student activity and community involvement. **ACADIA** staff will develop appropriate norms surrounding communication and these norms and expectations will be shared with parents. Faculty may contact parents by phone to touch base or to connect. Parents are encouraged to call faculty or to meet with them before and after school or by appointment. Students will work with faculty to complete bi-weekly progress reports on academic progress as measured within the **MAPS**. These reports will be sent home, documenting student progress in-between formal trimester reports.

Parent participation and volunteer work is highly encouraged and supported at **ACADIA**. Volunteers will be recruited and matched with "jobs" within the school on a re-curing basis or for a special activity. Volunteers will be participating in a brief in-service covering basic school policies and expectations. Student confidentiality and appropriate classroom behavior will be discussed. Parents will be invited to attend school activities, celebrations and outings. Care will be taken to plan events that occur during different times of day, and planned with adequate notice to accommodate working parents or parents with limited access to transportation.

For **ACADIA** *families needing or seeking after-school and summer childcare/enrichment programs,* **ACADIA** *will offer extended day programs.* These services will be offered at a fee to families and will accept DHHS child-care vouchers and subsidies. Fundraising efforts will be held throughout the year in order to provide "tuition-assistance" to this program. Parents may volunteer to assist during the program hours alongside staff in exchange for enrichment tuition. Families who wish to participate with their child may do so daily without additional expense but will be required to participate during the duration of their child's participation. This program will provide supervised physical and motor play, access to the library for reading or technology for enrichment, nutritious snacks, homework assistance, art, and opportunity for quiet relaxation and rest.

This educational approach, blending both directed and experiential learning, paired with unique program components including the ***MAPS****, the* ***WINK Projects*** *and* ***PRIDE Portfolios*** *outline unique components that are not found in traditional school settings.* **The Extended School Year Program**, offered to *all* children and the **Before/After Care Enrichment** program provide the extended enrichment opportunities that many children within our community need, an additional and unique component of the **ACADIA** educational experience. This exciting, innovative and comprehensive approach to education does not exist within the Lewiston/Auburn community. For program comparison and evidence to support the need for **ACADIA** within our community, please review the supporting document titled "A Comparison of Educational Components by School".

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.

- REGULAR Salaried FULL-TIME EMPLOYEES – Teachers, Director, salaried positions
- Regular Hourly Full-Time Employees: staff determined by Labor Board to meet non-exempt status based on position, training/degree status ;includes Aides, maintenance and secretarial positions
- 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.

Anti-Harassment Guidelines

ACADIA 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 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 in 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 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 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 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 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 1-9) 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 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, fingerprint check, 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 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 *I* or other ACADIA 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, 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 *I* 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 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 will take appropriate remedial action.

Re-hires

Former employees may apply and be considered to be re-hired. ACADIA 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 employment, and if eligible, a former employee who left ACADIA 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 employee may hold a job with another organization as long as it does not interfere with the job performance at ACADIA. 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.

Employment Categories

ACADIA 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.

- 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 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 over forty (40) hours per workweek and include Teacher's Aides, Ed-Tech's, Maintenance and Secretarial Staff.

- Exempt employees - Employees classified by ACADIA 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 and include the Director, the Coordinator of Teaching and Learning and Teacher's.

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.

Employees will participate in a professional development process to include objective performance measures, development, monitoring for growth and improvement over time. This evaluation tool will be developed with administration and first year staff to be implemented in accordance with DOE regulations during the initial year of operation.

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.

General Hours of Work

The Director designates days and hours of operation or the modification thereof. ACADIA operates an extended school year program, including educational activities conducted in July and August. Unless otherwise designated on the school calendar, the expected workweek is Monday through Friday. In general, the program Director will develop the annual school calendar. The Director oversees and approves the work schedule or any changes thereto, which are based on operational needs and the needs of the children we educate. Time-Off requests must be submitted to the Director in advance.

Staff will be paid for vacation times in December, February and April. Staff is expected to work on all scheduled in-service days. In March, staff will be assigned to work different Summer Institutes. Not all staff will be expected to work each day of each institute and will be scheduled in advance for planning purposes. Snow days will be compensated for. Staff will earn additional PTO time to be used for personal/sick time at the rate of 7 days per year.

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. 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 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 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. For mandatory deductions such as state and federal income tax, ACADIA 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. Voluntary deductions will not be made without the employee's written authorization.

Administrative Pay Corrections: ACADIA 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 business, that employee may be entitled to be reimbursed. Said reimbursement will be at a rate established by ACADIA for the actual miles driven and in keeping with established ACADIA 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 *I* or any other requested documentation.

Personnel Files and Employee Information

ACADIA maintains a personnel file on each employee, which is kept in the Human Resources (HR) offices. The personnel file is the property of ACADIA 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 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 *I* 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.

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. At ACADIA, ongoing professional development and growth is significant for our school climate and continued success as a Charter. 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. Performance appraisals are done based on weekly walk-through data, the teacher evaluation and

observation tool and student performance.

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 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 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 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 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 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 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 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 may require a note from a medical professional to allow the employee's return to work.

Internal Communication

At ACADIA 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 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 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 strives to stay abreast of how you feel in your jobs by distributing an annual employee satisfaction survey. ACADIA 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 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 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 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 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 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.

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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 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 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 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 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 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. 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'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 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:

Average hours per week	One day equals
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:

Starting on:	Non-Exempt (hourly)	Exempt (salaried)
Date of Hire	16 days	21 days
3rd Anniversary	18 days	23 days
5th Anniversary	21 days	26 days
10th Anniversary	23 days	28 days
15th Anniversary	24 days	29 days
20th Anniversary	25 days	30 days
25th Anniversary	26 days	31 days

Holidays

ACADIA 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 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 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 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 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 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 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 will assume that the employee has resigned. ACADIA 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 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 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 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 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. Employees who are called to active duty will be provided leave entitlements and reinstatement privileges consistent with applicable laws.

Jury Duty

ACADIA 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 determines that the employee's absence would create a serious hardship. ACADIA 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 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 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 schooly. In these instances and as approved in advance, ACADIA 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.

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Meeting Expectations

Employee Conduct and Work Rules

All employees at ACADIA 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 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 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 ACcademy wishes to maintain a work environment that is free of illegal drugs / substances, alcohol, firearms, or other improper materials or devices. As such, ACADIA 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. ACADIA reserves the right to inspect such containers either in the course of an investigation, or to locate ACADIA property. ACADIA 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 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 absence can't be determined, the employee is expected to keep the supervisor informed on the status of their absence. Continuous absenteeism, regardless of reason, will be evaluated and remedied based on the individual situation.
Employees who are absent for less than three (3) days without providing notice or obtaining approval (no-call, no-show), and then subsequently report to work will need to provide a detailed reason for the absence and may be subject to disciplinary action. Unless otherwise covered under applicable laws, employees who are absent for three (3) or more days without providing notification may be considered as having resigned without notice.

Confidentiality

Confidential information obtained during the course of employment with ACADIA may not be used by any employee for the purpose of furthering current or future outside employment or activities or for obtaining personal gain or profit. The protection of confidential information is vital to the interests and the success of ACADIA and the people we serve. ACADIAY employees shall not disclose nonpublic or sensitive information to individuals other than on a need-to-know basis. Any employee who improperly uses or discloses confidential information may be subject to disciplinary and legal action. Some examples of confidential information may include:

- Information about or the conditions of people served or their family affairs
- Financial information and compensation data
- New or pending programs, projects or proposals

- Proprietary information or research and development strategies
- Technological data or prototypes
- Any information that we, ourselves, would want guarded and would only disclose on a 'need to know" basis.

Use of Telephone, Mail and Electronic Systems

ACADIA reserves the right to access and review the contents of voice mail and e-mail messages or information stored on computers in the course of an investigation or as deemed necessary to locate information. ACADIA may inspect these systems when there exists a legitimate legal or business need and the urgency is sufficiently strong to forego employee privacy. Accordingly, a facility supervisor, along with another member of the management team, can access or review said systems at any time, either with or without prior notice, upon prior approval of the HR Director or CEO. ACADIA may disclose voice mail messages, e-mail messages, or information stored on computers to law enforcement officials. Electronic "snooping" by any employee violates confidentiality and may be grounds for disciplinary action.

Sensitive information is not to be sent via electronic mail. For example, performance reviews or information relating to people served that would normally be considered as confidential should not be sent through e-mail. This policy also applies for employees who have access to e-mail through a modem from their homes. Foul, defamatory, or offensive remarks or messages such as racial or religious slurs or jokes are prohibited in e-mail or voice mail. Employees should use discretion in using company telephones when making personal calls and shall reimburse ACADIA for charges resulting from the personal use of the telephone. It is suggested that employees use personal calling cards for long distance personal calls. Except in an emergency, please keep personal calls brief and infrequent. Also, the use of ACADIA paid postage for personal correspondence is not permitted.

Software Usage Policy: ACADIA owns, maintains and operates computer equipment and networks in service for conducting company business. The software used is exclusively authorized and limited for official use on the specified personal computer it was originally installed. The unauthorized use, duplication, or removal of software for personal use is forbidden. ACADIA employees are not permitted to install their own copy of software onto any company owned computer unless specifically authorized to do so. ACADIA employees learning of misuse of software should notify their supervisor.

Conflicts of Interest

An actual or potential conflict of interest may occur when an employee is in a position to influence a decision that may result in personal gain for him or herself, a relative, or a personal acquaintance. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to persons who are related by blood or marriage.

No "presumption" of a conflict of interest is created by the mere existence of a relationship with outside firms or individuals. However, if an employee has any influence involving

purchases, contracts, leases or similar transactions, it is imperative that he or she immediately disclose to ACADIA management the existence and details of the relationship involved so that safeguards can be established to protect all parties. Personal gain may result not only in cases where an employee or relative has some ownership in a firm with which ACADIA does business, but also when an employee or relative receives any money, gift, or special consideration as a result of any transaction or dealings involving ACADIA.

Transactions with outside firms must be conducted within a framework established and controlled by the executive level of ACADIA. Activities that in any way could compromise ACADIA's business interests or operations require executive-level approval. Employees have an obligation to conduct themselves, as well as report any suspicion of actual or potential conflicts of interest.

Personal Appearance & Hygiene

Dress, grooming, and personal hygiene standards contribute to the morale of all employees and affect the image ACADIA presents in the community. As such, employees are expected to present a clean, well-groomed appearance and dress appropriately to the position they hold, consistent with the specific activity for that day. For example, short skirts or revealing attire is not acceptable when providing educational services. Please consult your Director if you have questions as to what is appropriate attire.
Use of Personal Fragrance: Some people are highly sensitive to perfumes, colognes, and other personal fragrances. We ask that you consider the sensitivities of others before you choose to wear fragrances at work. Any employee who is experiencing a problem with fragrances worn by a fellow employee is encouraged to ask, respectfully, that the work area be kept fragrance-free.

Housekeeping

ACADIA strives to provide a work setting and facilities that will make all of us feel that the working conditions are satisfactory and promote good work performance. You can help us achieve this goal by actively taking part in keeping your work area and the general facility in which you work or visit clean and neat. In direct support positions, it is expected that any bathroom messes or the like be clean and left in neat condition prior to leaving the facility. Likewise, office workers are expected to keep office spaces neat and orderly.

Drug and Alcohol Use

It is ACADIA's desire to provide a safe and healthy work environment. To promote this goal, employees are required to report to work in an appropriate mental and physical condition to perform their duties in a satisfactory manner. While on ACADIA premises and while conducting business-related activities off ACADIA premises, no employee may use, possess, distribute, buy, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job if it does not impair an employee's ability to perform the essential functions of the job and does not compromise the safety of other people in the workplace. Employees with questions or concerns about substance abuse, dependency, or seeking helpful resources are encouraged to contact the Human Resources

Director.

Workplace Violence Prevention

ACADIA (ACADIA) is committed to preventing workplace violence and to maintaining a safe work environment. The following guidelines are provided to help deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, pushing, shoving, horseplay, or other conduct that may be dangerous to others or could lead to aggression or violence. Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises of ACADIA. For instance, a hazardous device could include an item that is used to threaten or harm someone, such as a baseball bat that is used in a threatening manner. Workplace conduct that threatens, intimidates, or coerces another employee, a person we serve, or a member of the public at any time, including off-duty periods, is prohibited. This prohibition includes harassing behavior, talk or jokes about violence, including harassment that is based on an individual's sex, race, age, or any characteristic protected by law.

Employees are the first line of defense when it comes to workplace violence. All threats of (or actual) violence, both direct and indirect, or suspicious individuals or activities should be reported as soon as possible to the Director or Assistant Director. Do not place yourself or others in peril; if you see or hear any unusual disturbance, seek the necessary assistance from others who are in the vicinity or call for help. This includes threats or acts by employees, residents, visitors, vendors, or other members of the public. It is important to report signs of unusual behavior, resentment, anger, or subtle comments or innuendoes that causes you concern about a person who might be under significant stress or may be close to reaching a 'breaking point'.

When reporting a threat of violence, you should be as specific and detailed as possible. ACADIA will promptly investigate any reports of threatened or actual violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. As a safety precaution and to maintain the integrity of its investigation, ACADIA may suspend employees, without pay, pending investigation. Any person found to be responsible for threatening (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action.

ACADIA encourages employees to bring their disputes or differences with other employees or other potentially volatile situations to the attention of their supervisors or the HR Director before the situation escalates. ACADIA is committed to help resolve employee conflicts or other disputes that may be brought into the workplace, and will not discipline employees for raising concerns in good faith.

Smoking

ACADIA will comply with all applicable federal, state, and local regulations regarding smoking in the workplace and to provide a work environment that promotes the health and

wellbeing of people served, employees and visitors. Accordingly, smoking is restricted at all of the programs and facilities, and prohibited in ACADIA vehicles. The established smoking policies and guidelines apply to all individuals while on company premises. Furthermore, staff shall not smoke during the school day to prevent residual second hand smoke from negatively impacting students. If a faculty member chooses to smoke cigarettes prior to coming to work, they must change into a freshly laundered shirt to prevent residual second-hand smoke from impacting their students.

Smoking is prohibited inside all school facilities and on school grounds. Staff may smoke off of school grounds, before or after the school day in a location that is not visible to students.

ACADIA does not discriminate against individuals on the basis of their use of legal products such as tobacco "outside the course of employment". However, ACADIA reserves the right to further restrict smoking at individual programs if deemed in the best interest of the people present at that facility.

Types of Discipline

Depending on the nature and circumstances of an incident or workplace violation, discipline will be administered according to the gravity of the situation and shall bear a reasonable relationship to the violation while giving consideration to the employees work history, performance, and prior conduct. ACADIA does not follow any form of progressive disciplinary process, maintaining the basic principle of taking fair, consistent, appropriate remedial action for the violation or problem.

Verbal Counseling

A verbal statement or discussion by the supervisor to an employee usually pointing out an unsatisfactory element of job performance or behavior intended to be corrective and cautionary in nature. A verbal reprimand informally defines an area needing improvement, sets up goals for the achievement of improvement, and informs the employee that failure to improve may result in further corrective action.

Written Counseling

Written reprimands may be issued by the supervisor/manager with a copy to the Director of Human Resources. A written reprimand formally defines the area of needed improvement, sets up goals for the achievement of improvement, and informs the employee that failure to improve may result in further corrective action.

Suspension

If an allegation or reportable event, violation, or infraction requires an investigation, an employee may be suspended without pay during the time of such investigation. The affected employee will be notified as to the decisions reached as a result of the investigation.

An employee may be suspended from work without pay for up to three (3) working days by

authority of the Administrator/Manager. Suspensions of a longer duration require authorization by the Human Resources Director or the CEO.

In the event that the investigation proves there was no wrongdoing, the employee will be paid, at his / her regular rate of pay, for up to two weeks of scheduled hours missed as a result of the suspension. The suspended employee may use personal or vacation time during the time of suspension, which, up to two weeks of time used will be credited to the employee's leave balance in the event the investigation finds there was no wrongdoing.

Under certain circumstances, it may be necessary to remove an employee immediately from the work site. The circumstances may involve possible danger to the people served, the employee, coworkers, the public, or the employee's inability to perform assigned duties satisfactorily. Because of the need for immediate action, the decision to suspend an employee will be the responsibility of the supervisor. The supervisor taking this action will immediately notify Human Resources and, as soon as possible, prepare a written statement of the action taken and the reasons for such action. The Administrator will prepare a statement of charges and document any supporting evidence.

Discharge

Employees of ACADIA are free to terminate the employment relationship at will, with or without cause, at any time. Similarly, ACADIA reserves the right to terminate the employment relationship, at will, with or without cause, and at any time.

In situations where employee behavior or performance is not satisfactory, disciplinary action may be needed to effect a change in the employee's performance or behavior. Although disciplinary measures may be taken, it is important to understand that no formal order or system is necessary, and ACADIA may terminate employment if deemed necessary. A recommendation to terminate employment is to be provided by the supervisor to the HR Director.

Resignations

Resignation is a voluntary act initiated by the employee to terminate employment. Although advance notice is not required, ACADIA requests at least two weeks written notice of resignation from nonexempt employees and four weeks notice from exempt employees.

Return of Property

Employees are responsible for items issued to them by ACADIA, or in their possession or control. Such items may include: Equipment, Keys, Manuals / Written materials, laptop, etc. Employees must return all ACADIA property immediately upon request or upon termination of employment.

Exit Interviews

The Human Resources Director may request an exit interview with employees who voluntarily terminate the employment relationship. This provides the employee an opportunity to reflect on their experience at ACADIA and offer comments, suggestions, or advice pertaining to workplace practice.

Employee Acknowledgment Form

Receipt of Employee Handbook

The employee handbook describes important information about ACADIA, and I understand that I should consult with my supervisor, the Human Resources Director or the ACADIA Director regarding any questions not answered in the handbook. I understand that I am employed at ACADIA voluntarily, and acknowledge that there is no specified length of employment. Accordingly, either ACADIA or I can terminate the employment relationship 'at will', with or without cause, at any time, so long as there is no violation of applicable federal, state or local law.

Since the information, policies, and benefits described herein are necessarily subject to change, I acknowledge that revisions to the handbook may occur, except to ACADIA's policy of employment at-will. All such changes will be communicated through official notices or revisions to this handbook, and I understand that revised information may override, modify, or eliminate existing policies. Revisions to this handbook are as directed by the ACADIA Board of Directors or the Director.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook, and I understand that it is my responsibility to read and comply with its contents and any revisions made to it.

DATE: _____

PRINTED NAME: _____

SIGNATURE: _____

This Employee Handbook is applicable to all employees of ACADIA

B. 4 Pre-Opening Template

Please see the Official Pre-Opening Template, Tab 19

During the initial year of ACADIA, the following positions will be hired, based on anticipated enrollment and student need; a Director (Chief Executive Officer), A Coordinator of Teaching and Learning (Special Education and General Education), 7 teachers (1 Prek, 2 each for k-2), 3 General Education Aides (1 for Prek), and 2 Special Education Aides. In addition, a half-time ELL teacher will be hired on staff pending the enrollment of children with ELL needs. This initial staffing pattern is based on local demographic data. "Official" enrollment and the needs of our children may initiate changes in personnel duties, including the moving of general aides to special education or ELL staff to general education. The numbers and needs of our students will determine the final staffing patterns to start the school year. A list of staff and draft job descriptions for critical team members has been provided in Tabs 17, 18. This hiring will be completed in the Spring of 2016.

All Staff will be recruited using our Web Page, Serving Schools, Jobs for ME and School Spring. This aligns with local district recruitment plans and with success seen by local private schools.

As we recruit our Director, it will be critical to identify a candidate who believes in our Mission and Vision, has vast understanding of curriculum, instruction and leadership ability. Our Director must know the expectation and be able to lead a staff towards this vision. The Director must be supportive, approachable, "child-friendly" and able to lead by example. In addition, the Director must be knowledgeable of Charter expectations, varied legal requirements and/or be able to access this information.

Professional Development:

Professional Development is critical to the development of, and on-going maturation of our teaching staff. Although we anticipate recruiting and hiring talented educators, we also know that we must introduce common language and instructional expectations, including ACADIA specific program components such as MAPS, WINK Time and our PRIDE Portfolios. In addition, our positive culture and belief in the establishment of community necessitates that we work as a staff closely and frequently to align our common goals in the support of one another, our students and our families.

1. The critical and primary initial focus for ACADIA staff and students will be to establish the ACADIA Code/PBIS Structure, a belief system for our behavior and interactions with one another. The ACADIA Code, tied directly into our PBIS measures, will set the foundation for our early first weeks, both in pre-opening staff training and community building, and in the classrooms with our newly arrived students. Several days of PBIS training and ACADIA Code development will occur in pre-opening, involving all staff, inclusive of maintenance and administrative support. We will provide in-service to staff. This may be provided internally or with staff contracted within our Educational Services Agency and Agreement.
2. Curricula: we have targeted specific curricula to be utilized within our classrooms. Staff may come to ACADIA with experience in the implementation of these programs and/or may need specific training opportunities for fidelity. These workshops will be provided as an Introductory

training during our pre-opening process and throughout the school year, pairing experienced staff with novel users. Our Coordinator of Teaching and Learning will be able to observe and video tape teachers using the materials and curricula effectively as training tools for other staff, and as a way to reinforce excellent instruction. Some curriculum publishers provide workshops and trainings, typically at no cost, to district's and schools purchasing materials. FOSS has agreed to provide this. In addition, we hope to partner with other schools to foster training in Lucy Culkins Writing. There are excellent on-line tutorials available for Saxon and Reading Mastery with purchase of the curricula. These training tools will be utilized with whole staff, small groups and individuals. In addition, we have designed two classes per grade with the intent of allowing teachers to support one another at the same grade level and we will incorporate team teaching and sharing of lesson planning, intervention strategies and peer collaboration.

3. Experiential Learning; We expect to provide a continuum of support to staff as they plan for and implement experiential learning for students in their classrooms. This "outside of the box" approach is not well taught in teacher preparatory programs. We intend to start together as a faculty and to plan several school wide events that students will participate in, as a way to share lesson plans and for all students and faculty to experience what has been planned. This will generate discussion, mentoring and allow administration to gauge support levels needed for future growth. We anticipate wanting and needing additional training and will look to our Charter peers in Harpswell, as well as to King Middle School. There are many expeditionary conferences hosted throughout the year in Boston and we intend to send several key faculty members during the summer between year one and two. This will allow us to identify our needs in this area and to identify teachers with leadership ability and interest.
4. Response to Intervention- Our staff will need extensive support in developing and implementing our RTI structures. This will require extensive development and implementation time, resulting in a two to three year development, implementation, revision and implementation phase. Tied to RTI will be our system of assessment, including standardized measures (FAST, IGDI's, State assessment to be Identified). Staff will need training and support in assessment use and data analysis. These services will be provided by USM, faculty and within our Educational Service Agreement.

Although not mandatory, we will welcome staff who have been hired to participate in optional training opportunities scheduled throughout the Spring and Summer. Staff will be welcomed to peruse curricula, to express their interests in materials being ordered and access our staff library with research articles, books for study and development.

"Start-Up" funds have been allocated and secured through our Educational Service Agreement with JFM, Inc., allowing us to order all necessary items; furniture, supplies, curricula and technology, prior to the start of the school year. The Development Committee has offered to assist with the staff at ACADIA to select and order items, set-up and prepare the environment for opening day.

Maine Charter School Commission
Required Elements Pre-Opening Plan
TAB 19.

School Name: ACADIA-A Charter Academy Developing Independence and Achievement

(Approved 1-6-13 Updated 4-23-14) Approved 5-6-14

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Governance	Board Recruitment	Founders	In application	
	Articles of Incorporation and Nonprofit filings	Founders and Governing Board	In application	
	By-laws	Founders and Governing Board	In application	
	Organizational Chart	Founders and Governing Board	In application	
	Organizational Policies and Procedures	Founders and Governing Board	In application	
	Staff Handbook	Governing Board Executive Director	In application	
Enrollment	Enrollment Policy and Enrollment Plan	Governing Board	In application	
	Required min/max enrollments	Governing Board	On contract date	
	Application process for admission	Governing Board/ Executive Director	In application	

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 1st of school year	
	Admissions Acceptance Decisions	Executive Director / Director of Admissions	Prior to April 1st 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	

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: "*Name of Applicant's* 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	
	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	
Finance and Financial Services	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 Procedures Manual	Executive Director /CFO	In application	
	Financial accounting system compatible with MEDMS	Governing Board / Executive Director	On signing of contract	

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
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	
	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 20, Organizational Chart and Tab 21, Key Job Descriptions

ACADIA 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. The Director will report directly to 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 school. 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 draft list of job duties for the Director, the Coordinator of Teaching and Learning, Teachers and Aides (Education Technician's) has been included within Tab 29. This is by no means meant to represent finished products, rather a start and guide for HR and the Director to work from, in conjunction with the Board.

The Board will elect officers in September and October of 2015, having recruited and oriented two key members in the last four months. These members will be reviewing and finalizing job descriptions with the assistance of the ESP human resources department, with provisios for this service stipulated in the Service Agreement. 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.

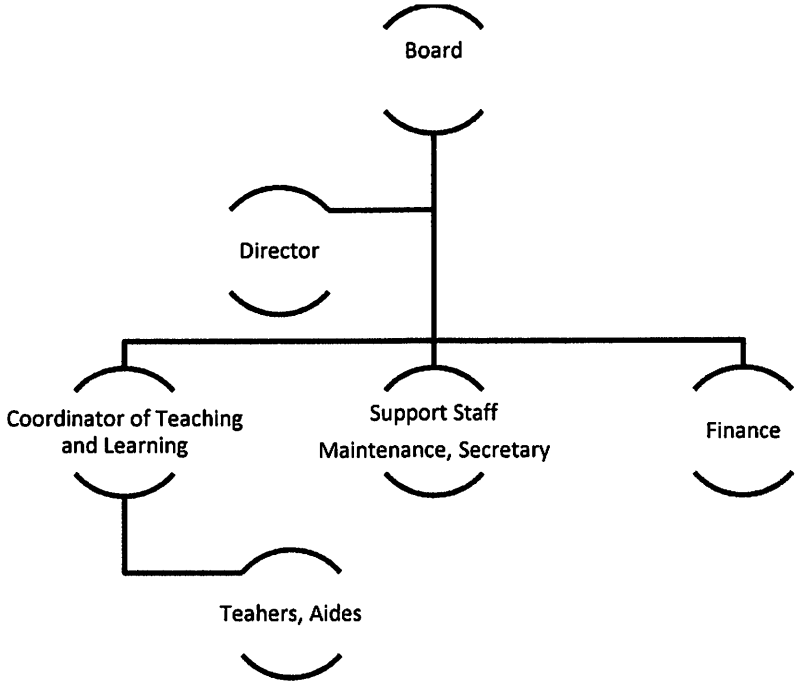
The two administrators shall work closely together, utilizing effective communication and planning strategies to effectively work with staff and families.

ACADIA Academy will contract with JFM, Inc. as stipulated in the Service Agreement for services such as Human Resources, Finance, Safety, Training and Nursing Consultation. By contracting for these services, our Board and educational team will be able to focus on what matters the most- our students and their education. The critical functions identified in the Service Agreement provide for smooth financial functioning, enabling administration to focus on staff development.

Organizational Chart TAB 20

ACADIA

The Director Reports Directly to Board



Tab 21

ACADIA Academy

Job Description: Director/Principal

Responsibilities:

- Oversees Development of Policies and Procedures for ACADIA Academy in conjuction with the Board and Faculty
- Adheres to the Mission and Vision of ACADIA as determined by the Board and Founding Development Members, including the provision of a safe learning environment for all students
- Adheres to and enforces board policy, school guidelines and administrative directives
- Supports the overall school improvement process including teacher observation, modeling best practice, and analyzing student data. Allocates resources and personnel to ensure this process happens with fidelity.
- Supports the implementation of Response to Intervention and monitors its continued implementation across all three tiers. Allocates resources and personnel to ensure this process happens with fidelity.
- Enforces guidelines to maintain proper discipline and conduct within a Positive Behavioral Supports Framework. Allocates resources and professional development opportunities and time to allow this to happen across staff
- Oversees the development and administration of policies dealing with discipline, conduct and attendance, within an RTI and PBIS framework.
- Communicates relevant policies and procedures with regard to student discipline, conduct and attendance to the Board, students, staff and parents.
- Works with and assists faculty in the development of effective classroom discipline, organization and instruction. Provides for adequate resources and professional development opportunities to ensure this happens across staff.
- Oversees the personnel responsible the Identification of Students with Special Learning Needs, including ELL, Special Education, G/T and 504 eligible students
- Responsible for Personnel delivering oversight for Special Education Services
- Recruits, hires and assigns adequate mentoring and support of staff.
- Supervises all staff, including educational, administrative and maintenance staff
- Provides for continued positive interactions with all ACADIA students
- May conduct functional behavior assessments or academic achievement assessments
- Oversees selection of and implementation of curricula and instructional design
- Offers training and supervision to staff in the implementation of curricula, instructional design, student assessment and intervention planning
- Responsible for data collection and data reporting for various state requirements including enrollment, special populations, achievement data, behavior reports, etc.
- Reports to the Board of Directors on a monthly basis
- Provides responsible fiscal management, ensuring adherence to established budget
- Communicates effectively and regularly with Board, Faculty, Parents, Community Members and Students
- Performs other duties as assigned by the Board

Qualifications:

- Master's Degree in Education, Special Education, Educational Leadership or other related field.
- Must pass a background check conducted by DHHS and a fingerprint check by the Maine State Police
- Must have prior experiences to ensure the candidate's ability to complete all required job duties

ACADIA Academy

Job Description: Coordinator of Teaching and Learning

Responsibilities:

- Adheres to the Mission and Vision of ACADIA as determined by the Board and Founding Development Members, including the provision of a safe learning environment for all students
- Adheres to and enforces board policy, school guidelines and administrative directives
- Supports the overall school improvement process including teacher observation, modeling best practice, and analyzing student data.
- Supports the implementation of Response to Intervention and monitors its continued implementation across all three tiers.
- Enforces guidelines to maintain proper discipline and conduct within a Positive Behavioral Supports Framework.
- Oversees the implementation of policies dealing with discipline, conduct and attendance, within an RTI and PBIS framework.
- Communicates relevant policies and procedures with regard to student discipline, conduct and attendance to the students, staff and parents.
- Works with and assists faculty in the development of effective classroom discipline, organization and instruction.
- Oversees the personnel responsible the Identification of Students with Special Learning Needs, including ELL, Special Education, G/T and 504 eligible students
- Responsible for Personnel delivering Special Education Services
- Mentors and supports staff.
- May conduct functional behavior assessments or academic achievement assessments
- May provide direct instruction and specialized instruction to students in 1:1 and small groups
- Oversees selection of and implementation of curricula and instructional design
- Offers training and supervision to staff in the implementation of curricula, instructional design, student assessment and intervention planning
- Reports to the Director on a weekly basis
- Performs other duties as assigned by the Board

Qualifications:

- Master's Degree in Education, Special Education, Educational Leadership or other related field.
- Must hold a Special Education Certification
- Must pass a background check conducted by DHHS and a fingerprint check by the Maine State Police
- Must have prior experiences to ensure the candidate's ability to complete all required job duties

ACADIA Academy
Job Description

Teacher

Responsibilities:
"Implement the mission and vision of ACADIA as developed by the Board and founding members
" Maintain certification as a Teacher under the Maine State Department of Education
" Develop lesson plans/materials that ensure the attainment of state learning standards that utilize curricula selected by ACADIA Board and Administration, interwoven with experiential learning opportunities
" Contribute towards the positive development of school culture and climate, participating fully as an invested community member
" Use meaningful and authentic assessment measures as well as standardized assessment tools to document student progress. Assessment information will be utilized to drive intervention and instruction for children.
"Assist students in the planning and implementation of WINK Projects to provide for meaningful opportunity in self-directed learning projects that are based on student
" Provide an inviting, exciting, innovative learning environment that utilizes a variety of curricula and experiential learning opportunities
" Implement specialized instruction or supports to children with IEP's, 504 Plans, behavior plans or other need for support, as designated by the Special Education Teacher or Coordinator of Learning and Teaching
" Engage in effective and appropriate classroom management strategies within a PBIS framework
" Accept and incorporate feedback and coaching from administration, mentor teachers and consultative staff
"Participate in school-wide clubs and extra-curricular activities and community building opportunities
" Perform other duties, as deemed appropriate by the Principal

Qualifications:
" Minimum of 90 credit hours, with preferred candidates holding a Bachelor's Degree
" Have or be eligible to receive certification as an education technician III from the Maine State Department of Education
"Pass a background check conducted by DHHS
"Pass a Criminal Background/Fingerprint Check conducted by the Maine State Police

ACADIA Academy
Job Description

Teacher Aide/Education Technician III

Responsibilities:
" Seek to implement the mission and vision of ACADIA as developed by the Board and founding members
" Maintain certification as an Education Technician III;
" Assist in the development of lesson plans/materials that ensure the attainment of state learning standards that utilize curricula selected by ACADIA Board and Administration, interwined with experiential learning opportunies
" Contribute towards the positive development of school culture and climate, participating fully as an invested community member
"Assist students in the implementation of WINK Projects to provide for meaningful opportunity in self-directed learning projects that are based on studet
" Assist to provide an inviting, exciting, innovative learning environment that utilizes a variety of curricula and experiential learning opportunities
" Implement specialized instruction or supports to children with IEP's, 504 Plans, behavior plans or other need for support, as designated by teh Special Education Teacher or Coordinator of Learning and Teaching
" Engage in effective and appropriate classroom management strategies within a PBIS framework
" Accept and incorporate feedback and coaching from administration, mentor teachers and consultative staff
"Particiapte in school-wide clubs and extra-curricular activities and community building opportunities
" Perform other duties, as deemed appropriate by the Classroom Teacher or Principal

Qualifications:
" Minimum of 90 credit hours, with preferred candidates holding a Bachelor's Degree
" Have or be eligible to receive certification as an education technician III from the Maine State Department of Education
"Pass a background check conducted by DHHS
"Pass a Criminal Background/Fingerprint Check conducted by the Maine State Police

B6 Parent and Community Involvement

We will actively encourage parent participation through volunteer work and the opportunity to participate in advisory committees. Opportunities to participate will occur during school hours, after school and on the weekend to ensure flexibility with family availability. Volunteer 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.). Parent trainings will occur 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.

In addition to volunteer activities and parent trainings, 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 MAPS (My Achievement Plans), students will collect and report on their educational progress. The MAPS will incorporate individualized goals from the following areas: *Academic Content* (aligned to the Common Core/Maine Learning Results), *Social and Emotional Skill Development* (driven by the Maine Learning Results, Strong Kids Curriculum, Community Expectations and Classroom Observation Data), *Community Involvement and Participation* (measures student progress and participation within the school community and within the larger community), and progress towards WINK Projects (What I Need to Know Projects). The WINK Projects allow students to utilize instructional time and faculty support towards the design of, study of, and completion of topic-based projects that are student selected and interest driven. The information complied within the students' MAPS and WINK Projects will be ways for the students to lead in a formal manner. ACADIA will promote high educational achievement through directed teaching opportunities that are entwined with extensive experiential learning opportunities. It is our goal for our students to be proud of their work in the classroom and in their community experiences and have the ability to share their work and progress with their parents during these conferences.

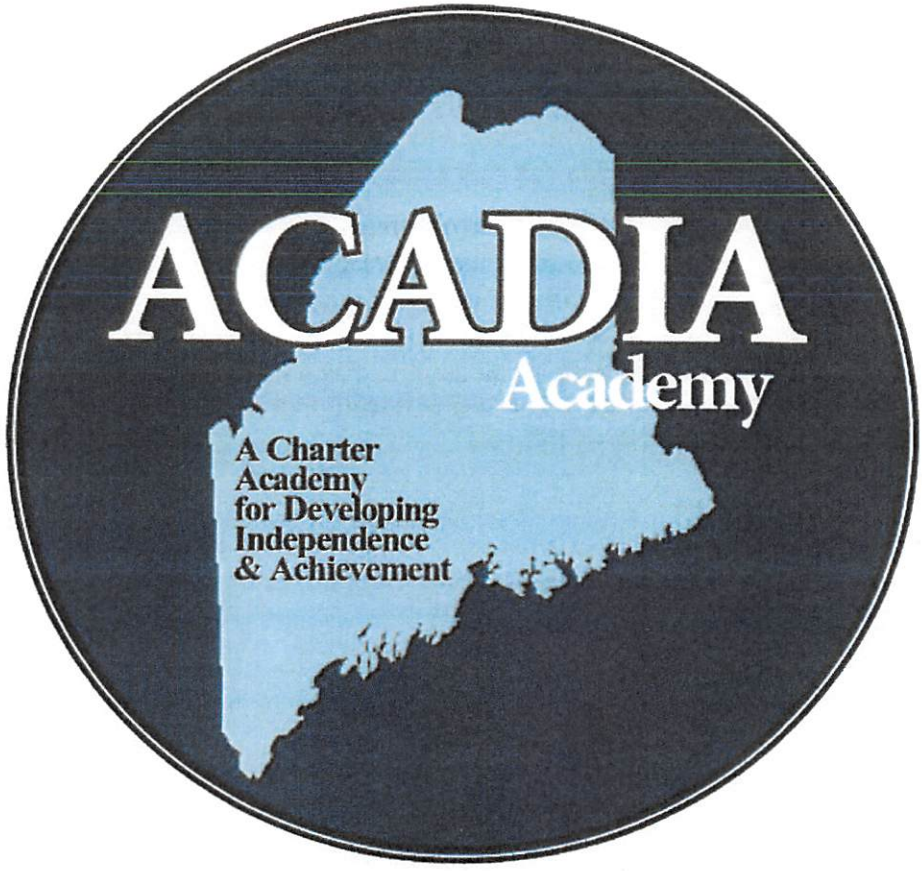
Parents will also be encouraged to communicate via email or by phone with our teachers. Weekly and/or monthly newsletters and informational fliers will be sent home with the students to ensure the parents are informed on the ongoing events and opportunities at our school. We will have a school calendar that all parents will receive as well. We will have a website that provides all the information parents need to know based on school events, parent trainings and volunteer opportunities. We want to provide innovative ways to share student work such as videos and electronic presentations. Our teachers will integrate technology within the classroom, therefore encouraging our students to be excited about presenting their work in various ways.

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 opportunities, allowing authentic ways to initiate community contact and partnership. Our Board of Directors is a group of individuals that are comprised of people within our local area and within our larger catchment. We anticipate that our parent advisory committees will represent a similar demographic. The participation and support from various people in our community will allow for resources our students can utilize throughout experiential learning and volunteer work. Members of our Development Committee and Board of Directors

have long-standing relationships with many of our local community resources such as: the Greater Androscoggin Humane Society and Good Shepard's Food Bank. These relationships will aid in starting volunteer projects for our students and resources for our students' families.

In order to get information out about ACADIA we plan on holding informational meetings at areas in the community such as: public libraries, community centers, churches and human service agencies. It is our goal to recruit students from all socio-economic classes. We have created an ACADIA FaceBook page to spread information via social media. We have also distributed hundreds of fliers within our community. We have provided information letters to pediatrician's offices in the larger catchment. We anticipate hosting tables at nearby shops (Shaw's, Wal-Mart, etc.) 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 Hill, etc.) and churches/places of worship. There are parents within our community that have stated their interest and support in the development of our school.

Exhibit A.5.1



Parent /Student Handbook

Dear Parents and Guardians,

We welcome you to our first year as a Charter School, proudly enrolling children from the cities of Lewiston, Auburn and their neighboring communities! We only hope that you are as excited as we are to start this new school year. Our students mean the world to us, and we are committed to making their school experience a positive one.

This handbook is meant to provide you with essential information about ACADIA Academy. During this first year, we will be checking in with parents regularly. We expect that this handbook will grow with us as we mature during the first weeks and months of operation. Your feedback, ideas and suggestions will be so helpful! During parent events, look for a special table and staff collecting information about our handbook. We know that you have so many ideas and we want to make sure that you can share them with us!

In the meantime, take a look at what we have provided. You will find our mission and vision, school calendar, policies, sample schedules for classrooms and grades, and an explanation of ACADIA opportunities and school wide program components. You will find the various ways that you can contact us....and we want you to contact us! **Please call us, email us, send in letters to us....**you know your child better than anyone else and you have a great deal to share with us. We want you to know that we value you and want to become partners in your child's education. They are your children for a lifetime....we have become so fortunate to share their time for just a few years!

Sincerely,

Director Phone:
ACADIA Email:
webpage:

Coordinator of Teaching and Learning Phone:
ACADIA Email:
webpage:

2016-2017

September 2016

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June 2017

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July 2017

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August 2017

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	September 6th – first day of school
	Vacation days for both students and staff
	Weekends
	Staff development days – no school for students

ACADIA Mission

Mission

ACADIA, A Charter Academy for Developing Independence and Achievement, will provide a rigorous, comprehensive educational program for children of the Lewiston/Auburn area in grades pre-k through 6th. **ACADIA** will promote high educational achievement through directed teaching opportunities that are entwined with extensive experiential learning opportunities. **ACADIA** faculty and staff will support the development of the whole child as each student develops academically, socially and emotionally in a safe community that requires personal accountability and meaningful participation. It is our intent to support our individual students in developing their full potential, while teaching them the value of belonging, connectedness and contribution to our larger community.

Vision

ACADIA, A Charter Academy for Developing Independence and Achievement, will provide for a unique and innovative educational experience. **ACADIA** students will fully participate within our learning community, experiencing rigorous daily instruction comprised of carefully selected curricula to allow for academic acceleration, small group interaction and meaningful application. Authentic, relevant experiential activities will provide critical opportunities for our students to grasp real world application of concepts and skills, through the delivery of multi-modal learning opportunities that are necessary to meet the learning preferences of our students. Our students will be challenged to meet high expectations for academic performance, social and emotional competence, and demonstrate evidence of commitment to their community. We expect students to embrace high standards of personal accountability and commitment to their personal learning journey through innovative, projects of self-study and interest.

We have included sample schedules for you to preview. Prior to the start of the school year, your child's teacher will send home the initial schedule for the school year. Based on the needs of our students and classroom composition, minor revisions may be made during the first few weeks of school. In the event that changes are made, new schedules will be sent home. The school's website will post updated schedules for you to conveniently access.

Within the schedules, you will note the following:

Universal Check-In Time: allows for children to check in with their teacher and express basic needs in an effort to start the school day meeting those needs: emotional check-ins, exciting/sad news to chair, needing to expel energy, use the restroom, have something to eat, etc. This leads into **Community Circle** where the classroom talks about the upcoming day, can share important news or feelings, etc. and takes several minutes to connect with one another. Community Circle is where and when we will be leading students through our expectations for behavior and teaching our social and emotional curriculum. Concepts introduced during Community Circle will be woven through the entire school day.

MAPS *(My Achievement Plans for Success)*: conferencing time allows the teacher and students to conference on progress towards individual goals, to receive additional supports and instruction and to celebrate success! MAPS document student growth towards grade level expectations and are individually tailored to meet the student's needs based on the results of our on-going assessment data.

WINK Time: "What I Need to Know" time allows students structured opportunity to pursue, plan and implement project based learning based on their individual interests. This time reflects developmentally appropriate opportunities. For example, a pre-school students may participate in WINK Time by developing a plan to create a classroom store, using their interest for currency. With/without other students and/or teacher guidance, the student may set-up a store, gather items, create prices, send invitations out for the grand-opening and create money for the store. What appears to be "play" in this scenario incorporates art and fine motor skills, hand-writing, spelling, cognition-logistics and planning, numeracy, literacy, social skills, and social studies over a four week process. The culminating "project" allows for classroom students to participate in the Classroom Store, becoming a long-term center in the classroom.

WINK Time for a pre-school student appears very different than WINK Time for a 2nd grade student. A 2nd grade student with an interest in ants may research ants using the internet and library books. After developing a small research paper, the student may submit a proposal for a classroom "ant farm" including purchase price for necessary items and available sites to acquire these items. During a persuasive presentation, the student will have the opportunity to present their request to ACADIA faculty. If the presentation is persuasive, the student may purchase and

set-up the ant farm. The ant farm will be presented to classroom peers, with student expectations and assigned tasks to maintain the ant farm.

Classroom Schedules allow for predictable daily routines for our students. However, all students and classrooms will be participating in routine outings into the community to immerse themselves into experiential learning opportunities. On these days, our schedules are replaced with the schedule for the outing, including a more comprehensive weaving of all academic content area. Students will arrive and depart from the school at typically scheduled times UNLESS you are notified about different times. Occasionally students may participate in distance learning opportunities (Boston, Plimouth, Acadia Park, etc.) and these trips will necessitate extended school days to maximize student benefit. These trips will be planned well in advance for your planning purposes.

Classroom Schedules act as a guide for our students and faculty. However, in keeping with our mission, there will be times when experiential opportunities within our classroom or on school grounds become all encompassing. Faculty has the ability to extend time for opportunities that present for engrossed student involvement and learning benefits. If children are highly engaged and immersed in learning beyond the scheduled "time", faculty may pursue the activity using their judgment and training as teachers. It is critical that we engage our students and capture their motivation to learn…learning and love for learning does not typically follow a clock!

If you have any questions about the classroom schedule, please contact your child's teacher. We are more than happy to answer any of your questions and want you to be fully aware of your child's time with us!

The following pages include sample classroom schedules.

Sample Daily Schedule

Pre-K Schedule (AM SESSION)	**Pre-K Schedule (PM SESSION)**
7:50 Welcome/What Do You Need Time? Universal check-in, allow for Movement, Breakfast, Emotional Check-In and **Community Circle** (Social Emotional Skills) **8:20 Literacy** Whole groups, Small group, Centers **8:50 M, W, F MAPS Conferencing, Individualized Instruction and WINK Work/Exploration** **T, Th HWOT/Con. Fine Motor (ART)** **9:20 Movement** 15 Minutes Recess 10 Minutes Structured Physical Education, Motor Planning, Coordination, Self-Regulation **9:50 Numeracy** Whole groups, Small group, Centers **10:20 Community Circle** **10:30 Snack:** fruit/vegetable, grain, and protein **10:50 Dismissal** Experiential Learning Opportunities and Lessons will impact daily schedules when they include community based opportunities. These community days allow for inclusion of all content area. **Daily Total: 3 hrs Weekly Total: 15 hrs**	**11:10 What Do You Need Time?** Universal check-in, allow for Emotional Check-In and **Community Circle** (Social Emotional Skills) **11:30 Lunch** **11:55 Movement** 15 Minutes Recess 10 Minutes Structured Physical Education, Motor Planning, Coordination, Self-Regulation **12:25 Literacy** Whole groups, Small group, Centers **12:55 M, W, F MAPS Conferencing, Individualized Instruction and WINK Work/Exploration** **T, Th HWOT/Con. Fine Motor (ART)** **1:25 Numeracy** Whole groups, Small group, Centers **1:55 Community Circle** **2:10 Dismissal** Experiential Learning Opportunities and Lessons will impact daily schedules when they include community based opportunities. These community days allow for inclusion of all content area **Daily Total:** 3hrs. **Weekly Total:** 15 hrs.

Kindergarten/1st grade Schedule

Monday-Friday

7:50 playground/breakfast/snack – Universal Check-in Time
Community Circle: Social/Emotional Skill Development
8:20 journal/independent work (late start on Mondays)
8:35 morning message (calendar, numeracy, social skills) and group read-a-loud
9:00 reading instruction/small groups
9:45 Focused Movement Group (yoga, stretches, Tai Chi- movement engaging students in mindfulness and movement to allow for stretching and deep breathing)
10:00 handwriting/writing and language
10:30 MAPS Conferencing and WINK Time (not on Mondays, replaced by School Wide Community Meetings to be held at 8:20. This meeting advances the schedule through MAPS Conferencing and WINK Time)
11:00 math
11:40 lunch/recess
Recess allows for unstructured free play and small group fitness activities to promote self-regulation, coordination, motor planning, spatial awareness
12:30 Experiential Activities (weaving content of science, social studies, the arts and movement)
1:45 Community Circle, Prepare for Dismissal
2:10 - Dismissal

- *Monday mornings will allow for School Wide Community Meetings (K-6th)*
- **Classroom Schedules allow for predictable daily routines for our students.** However, all students and classrooms will be participating in routine outings into the community to immerse themselves into experiential learning opportunities. On these days, our schedules are replaced with the schedule for the outing, including a more comprehensive weaving of all academic content area.
- **Classroom Schedules act as a guide for our students and faculty**. However, in keeping with our mission, there will be times when experiential opportunities within our classroom or on school grounds become all encompassing. Faculty has the ability to extend time for opportunities that present for engrossed student involvement and learning benefits. If children are highly engaged and immersed in learning beyond the scheduled "time", faculty may pursue the activity using their judgment and training as teachers.

2nd-6th grade Schedule

Monday-Friday

7:50 playground/breakfast/snack – Universal Check-in Time
Community Circle: Social/Emotional Skill Development
8:20 journal/assigned independent tasks (late start on Mondays)
8:35 morning message (calendar, numeracy, social skills) and group read-a-loud
9:00 reading instruction/small groups
9:45 handwriting/writing and language
10:30 Recess: Recess allows for unstructured free play and small group fitness activities to regulation, coordination, motor planning, spatial awareness
11:10: Lunch/Social Connections Groups (extension of Social/Emotional Development Curriculum)
11:45 MAPS Conferencing and WINK Time (not on Mondays, replaced by School Wide Community Meetings to be held at 8:20. This meeting advances the schedule through MAPS Conferencing and WINK Time)
12:30 Focused Movement Group (yoga, stretches, Tai Chi, ballet- movement engaging students in mindfulness and movement to allow for stretching and deep breathing)
12:45 Experiential Activities (weaving content of science, social studies, the arts and movement)
1:45 Community Circle, Prepare for Dismissal
2:10 Dismissal

- *Monday mornings will allow for School Wide Community Meetings (K-6th)*
- **Classroom Schedules allow for predictable daily routines for our students.** However, all students and classrooms will be participating in routine outings into the community to immerse themselves into experiential learning opportunities. On these days, our schedules are replaced with the schedule for the outing, including a more comprehensive weaving of all academic content area.
- **Classroom Schedules act as a guide for our students and faculty**. However, in keeping with our mission, there will be times when experiential opportunities within our classroom or on school grounds become all encompassing. Faculty has the ability to extend time for opportunities that present for engrossed student involvement and learning benefits. If children are highly engaged and immersed in learning beyond the scheduled "time", faculty may pursue the activity using their judgment and training as teachers.

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 7:45. The instructional day for children pre-k-6 begins with a universal check-in at 7:50. Students arriving after this time will be considered tardy.

Regularly scheduled educational activities conclude at 2:10. 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 2:10 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 attend school for illness or emergency, please call the school by 8:00 a.m. In the event that you are planning a vacation or trip, please let us know in advance. We may be able to create an experiential learning plan for your child to use while away. Should chronic absences become a problem, a conference will be necessary with the director and parents to create a plan to ensure the student does not fall behind. We cannot teach your child if they aren't in school. Our community is comprised of very important students and faculty and we are not the same without a member. We want your child here! If you are experiencing difficulties that are making it challenging for your child to get to school, please let us know so that we can help you!

Closures & Delays

Inclement weather, power outages, or other extreme circumstances may disrupt ACADIA Academy operations and may require closing of the school. 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 6:45 am the morning of the closure. Your child will have Storm Packs sent home in mid-November with assignments to complete during snow days. If your child is unable to attend school because of inclement weather in your area, Storm Packs may be submitted so that your child's absence is considered "excused".

Lunch & Snacks

All students at ACADIA Academy will be provided with time to eat a morning snack or breakfast and lunch (Pre-k morning session will eat a late morning snack). Parents and guardians are strongly encouraged to supply healthy snack and lunch options. Microwaves are available for students to use for items that need re-heating, not cooking. Students will be limited to 2 minutes per meal. Please use cooler packs in your child's lunchbox if they have meat, mayonnaise or other foods that may become spoiled during the morning.

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. For families unable to provide snacks/lunch for their children, please let us know! Aside from the food pantry which you may access to supplement your food at home, we will provide all children with a healthy snack and lunch if needed. (We intend to offer a hot lunch program in year 2 of ACADIA…stay tuned!)

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 flops as they do not stay on feet well and become a tripping risk.

All children need an extra set of clothing kept at school. In addition to "accidents" for our youngest students, we frequently engage in "messy" experiential opportunities. Although we will use smocks, it is possible that your child will get messy or wet and will need to change. 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 basket 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. Frequently, 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 and research as part of our ongoing units in Social Studies. 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, however, 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 that money, gum and candy be kept at home. In the event that "gum" is recommended for a child with sensory needs, the "gum" will be kept in the classroom and documented in a written plan.

Mandatory Reporting

All ACADIA Academy employees are mandatory reporters of suspected abuse or neglect to any and all children (as are all teachers in the State of Maine). 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. If you are struggling to respond to or discipline your child in an appropriate or healthy way, we may be able to help. Please let us know so that we can connect you to area resources.

Student Health

Prior to the start of the school year, immunization records and health information forms will be completed and returned to ACADIA. During the first month of school, health screenings will be conducted by a contracted nurse to check for visible indicators of hearing or vision needs.

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. A nurse is available for consultation and may be requested to come to ACADIA to consult and see the child. 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 you 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 while 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. In the event that you are concerned about applying lice treatment yourself, we may be able to provide the treatment at school. Our goal is to keep children at school, actively engaged in their learning.

School Culture

In keeping with our mission, ACADIA faculty and staff will support the development of the whole child, in a safe community that requires personal accountability and meaningful participation. It is our intention to develop our student's full academic potential while teaching them the value of belonging, connectedness and contribution to our larger community.

The establishment and maintenance of a positive and safe school culture and community at ACADIA is critical. We believe that our students will not evidence sustained, global, consistent and increased academic achievement without addressing their complex social and emotional needs. Our potential students may face many risks that challenge their potential academic success, including poverty, neglect, lack of opportunity to participate in language enriched environments, English as a second language, poor models of appropriate behavior, transiency, lack of community, and familial drug and alcohol abuse. Researchers have found that a positive school climate can help address many critical issues. Studies find that it decreases absenteeism, suspensions, substance abuse, and bullying, and increases students' academic achievement, motivation to learn, and psychological well-being. It can even mitigate the negative effects of self-criticism and socioeconomic status on academic success.

In order to ensure that all members feel safe sharing their ideas (maintaining meaningful participation) ACADIA will develop positive, supportive safe spaces where all members can generate ideas safely. Positive emotions are elicited through gratitude and acknowledgement of others' deeds. When positive emotions are generated, trust is cultivated and creative and flexible thinking occurs.

We will establish a positive culture and climate and teach appropriate behavior and foster a sense of community by using criteria that were established by both the *National School Climate Council and The Framework: Whole School Climate Improvement from the Inside-out,* which aligns well with ACADIA's mission. These include, but are not limited to building relationships, minimizing and managing conflict and monitoring the social and emotional health of the school community.

ACADIA will develop norms, values, and expectations that support social, emotional, and physical safety. A key component of school climate is that relationships exist among students and students, students and adults, staff to staff, as well as the relationships among schools, families and their communities. People are engaged and respected. Students, families, and educators work together to develop and live a shared school vision. Educators' model and nurture attitudes that emphasize the benefits gained from learning. Each person contributes to the operations of the school and the care of the physical environment. By supporting every child, we pledge that we reach every student. To this end, ACADIA will ensure that:

Student to Student:

- Each student has friends who can provide support in difficult times
- Students resolve everyday conflicts in productive and prosocial ways, using appropriate emotional talk, enabling them to identify their feelings
- Daily check in with students to assess physical or emotional needs
- Students feel safe and protected from peer aggression, intimidation, and bullying

Student and adults:

- Teachers are warm and caring, thereby better able to meet students' personal and developmental needs.
- Ensure pro-active problem solving approaches
- Empowering students to work in partnership with adults as a very successful and cost- effective way to create and maintain a positive climate.
- Teachers show high expectations for their students; thereby promoting self-efficacy
- Celebrate successes often, loudly and with delight
- Teachers show confidence in their students ability to be successful
- High rates of positive reinforcement is provided throughout the day
- Teachers provide routines and consistency, promoting self-control
- Students and teachers take pride in their physical environment and help to maintain it
- Use collaborative goal setting and decision making when possible

Staff to Staff:

- Teacher are given adequate training and opportunities for professional development including training on building relationships and promoting "connected-ness" with all students.
- Teachers have opportunities to interact with colleagues in order to promote respect, trust and friendships

- Teachers and administrators work collaboratively to resolve conflicts in productive and prosocial ways
- Staff feels safe and protected from administration and peer aggression, intimidation, and bullying.
- Use collaborative goal setting and decision making
- Staff is given the physical environment that they need to enhance the learning, social emotional and academic needs of students and staff.

Relationship among families:

- Teachers have relationships with families that are familiar and comfortable, based on mutual expectations and values for the students, including training in the Strong Kids Curriculum (discussed below)
- Actively seek family engagement by including them in school routines, activities and decision making
- By working with families routinely and encouraging their participation in the school culture, relationships thrive and discussions are open, honest and welcome
- Ongoing communication through newsletters, video reports, family friendly conferences and community activities, in appropriate languages as necessary
- Respond to families' cultural and language needs

Relationship with Communities:

- Realize that each and every adult they encounter can be a mentor, role model and someone who supports the climate improvement efforts of the local schools. Create a "wrap around" community by realizing the importance of interactions in and out of school. Students hear consistent messages, witness healthy adult behavior and hear a common vocabulary
- Gain input of all school-community stakeholder groups for a shared vision
- Use collaborative goal setting and decision making
- Invite stakeholders to volunteer and visit
- Keep open communication about what is working and what needs improvement
- Ongoing evaluation of school and community needs

Code of Conduct

We must assume that our students may begin school without the appropriate skill set and understanding of appropriate behavior. We must teach our students what the ACADIA Code of Conduct and expectations are.

1. **Faculty will work collaboratively to broadly define the ACADIA Code** (a Community Code of Conduct) during our pre-opening professional development. These broadly agreed upon Codes will cover general expectations such as 1. We are Safe, 2. We are Supportive, 3. We are Responsible, 4. We are Respectful, etc. These Codes will be selected and defined with an understanding about the potential impact on the community. These "broad" codes will then be transformed into specific student expectations and

defined behaviors. These specific expectations will include classroom behavior, school-wide behavior, and community behavior. Expectations will be developed and are expected to be upheld by students, faculty, family, community members and visitors. As each of these identified groups are integral to our community, each must adhere to the Code and contribute positively to our culture.

2. **Faculty will work extensively during the first three weeks of school to teach and establish the "Codes" from the Code of Conduct with their students, in the classroom, the larger school environment and within the community.** This will be done through small classroom discussions and larger group assemblies with students. Visual "Codes" will be created and displayed. Students will participate in teacher developed games and activities designed to support instruction about the Codes. For example, second graders may create videos with "incorrect" examples of behavior and "correct" examples of the behavior. Pre-k children may practice the routines and incorporate simple rhymes for reminders. For example, within the code "We are Respectful" pre-k children may practice saying "One, Two, Eyes on You", in response to the teacher saying "One, two three, eyes on me" as a way to define the expectation that full attention is given to the teacher when she is speaking. Specific codes will be identified in developmentally appropriate ways, discussed and practiced during each classroom routine. First graders may dictate creative stories about the importance of a particular Code. Kindergarteners may act out different scenarios, with the consequences of "broken" codes and "followed" codes.

   Appropriate behavior and expectations will be highly reinforced with praise and kudos. Inappropriate or incorrect behavior will be interrupted and corrected immediately, allowing for positive practice and positive feedback (See Discipline). Each classroom will utilize a positive behavioral intervention and support system designed to reinforce desired behavior. During this initial intensive teaching phase, students will be highly reinforced to increase motivation to use the correct behavior. Students "caught" following the codes will be used as models for the classroom. Students may be paired with "buddies" who remind one another to follow the Code. Older students may be paired with younger students or students needing assistance in learning to follow the Codes.

   Adherence to this Code of Conduct ensures a safe, positive culture for all members of the ACADIA community. **Our Code will be fully developed this inaugural year and will involve feedback from faculty, students, families and community members. The final code will be published, posted throughout our school and included in next year's handbook.**

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 simply because children do not know better until taught. 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.

From the day children enter ACADIA, they are taught the specific behaviors and skills that are expected of them. Using a Positive Behavioral Interventions and Supports Philosophy, paired with the Strong Kids social and emotional curriculum, we address appropriate behavior and skill development each and every day.

During instances of minor behavioral issues, not following directions, inappropriate conversation, off-task behavior, etc., Students will be interrupted immediately. They will be told the expected behavior and asked to show the expected behavior. The Individual MAPS, skill-building plans for all students, will address individual behavior and skill goals for students. All efforts will be made to provide ways to demonstrate how to repair relationships and to make amends with peers when behavior negatively impacts those around us. Direct, explicit language will be used with children in a safe, non-threatening manner to coach students making their amends and apologies and from students accepting the apology and moving forward. These skills are not inherent in children and explicit coaching has been documented to be extremely effective in teaching children the importance of their decision-making, impulse control, self-regulation and peer relationships. We also must teach children that we all make mistakes and that there is power in forgiveness and giving those around us a second chance. 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.

For repeated or problematic behaviors, the faculty members will conference with the parents and guardians to develop and implement a more extensive plan to address these concerns. Data will be assessed to ensure student progress. The Director or Coordinator of Learning and Teaching may observe the student to make recommendations for further intervention. The student may be referred for a functional behavior assessment to determine how to best support a student behaviorally with a formal plan to be developed.

In order to develop a positive community culture, safe for all students at ACADIA, the following will not be tolerated:

- **Violence or threats of Violence with Weapons**; any student who threatens to use a weapon or brings a weapon to ACADIA faces severe discipline charges with possible referral for a threat assessment and/or expulsion to the Board. The Board will review the child's history and comprehension of the threat prior to making the decision and will review information provided by the faculty, parents, outside evaluator if utilized and student if appropriate, when making their decision.
- **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 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/Board of Directors will make decisions based on the emotional, physical, academic and

safety needs of all students involved. If aggressive behavior (physically or verbally), targeted or intentional bullying towards students continues, despite staff intervention and education, the student will be recommended for expulsion to the Board.

- **Severe Disruptive Behavior**; in the event that a non-identified child (special education) exhibits severe, significant behavior that is disruptive to the learning environment and/or impacts others ability to feel safe, for any reason, a brief suspension may be implemented in order for faculty and parents to meet to plan for successful re-entry, in order to meet the emotional needs of the peers and to repair relationships with peers.

In both instances, the Director/Board of Director's may stipulate intervention or additional supports to increase the student's success and demonstration of appropriate behavior if it is deemed that the child acted because of extreme skill deficits versus engaging in willful, opposition behavior.

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. Weekly classroom newsletters will be be sent home with monthly Director letters. 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.

Family Involvement and Communication

ACADIA will encourage extended family of all students to be involved members of the school community. ACADIA recognizes the importance of connecting the school and home environment valuuing 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.

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.

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! Formal letters about this committee will be sent home in September.

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.

The following emergency forms will be completed during the enrollment period at ACADIA. A sample of these forms have been included. These forms will be kept in the office, in the classroom and in the community excursions binder to be brought on all field trips/community excursions.

Emergency Information

Emergency Information Sheets

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:

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

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).

The Board of Directors shall ensure that the purpose of the corporation shall be:

1. 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;
2. an educational program that addresses the development of the whole child (academic, social-emotional behavioral) in a setting that promotes personal accountability and investment in one's learning;
3. promotes and provides for learning opportunities that facilitate skill generalization through meaningful authentic activities in addition to direct instruction opportunities;
4. to support parents as educators within their homes, providing information and resources to maximize their ability to support their children's learning;
5. 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 (non-voting) and a Parent Member. 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 (sponsoring 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 treasure 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

Education: The Education Committee shall be chaired by a member to be designated. The Education Committee will review and approved all submitted curricula 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 23.

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.

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 proposal.

The benchmarks for student success have been clearly detailed in the section found in TAB 8, 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

The Board's ethical standards and procedures for identifying and addressing conflicts of interest have been detailed in Tab 25, identified as Conflict of Interest Policy.

Tab 22

Filing Fee $40.00

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF INCORPORATION

File No. 20150063ND Pages 4
Fee Paid $ 40
DCN 2142232300039 ARTI
----FILED----------
08/11/2014

Deputy Secretary of State

A True Copy When Attested By Signature

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 August 5, 2014

K. Alexander Visbaras
(signature)

Street 195 Center Street
(residence address)

K. Alexander Visbaras
(type or print name)

Auburn, ME 04210
(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 _____ Street _____
(signature of officer) (principal business location)

_____ _____
(type or print name and capacity) (city, state and zip code)

Name of Corporate Incorporator _____

By _____ Street _____
(signature of officer) (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

Tab 23

ACADIA ACADEMY

PROPOSED BY-LAWS

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, in grades 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 balance opportunity for direct instruction and authentic experiential 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 of officer of the corporation, or any private individual (except that reasonable compensation may be 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 Annua Meetiof 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. 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). Directors shall be elected by the affirmative vote of the Membership at its Annual Meeting.

3. Resignation and Removal.

Any Member of the Board 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 Board. Any Member of the Board may be removed as a Member, with or without cause, by the affirmative vote of two-thirds (2/3) of the remaining Members then in office at any regular or special meeting of the Board of directors called and convened for such purpose. Any Member of the Board 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 Member of the Board. 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 that deviates from the regularly set meeting dates 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 4 (4) officers of the corporation consisting of the President, Vice 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.

6. Vice President
The Vice President shall assist the executive officer of the corporation and shall assume the duties of the President in the event the President is unable to, due to emergency or sudden departure.

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 of 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 contender 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 n 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

_____

Tab 24

IRS 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.

(IRS USE ONLY) 575A 08-20-2014 ACAD B 9999999999 SS-4

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
* Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is ACAD. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

Keep this part for your records. CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 A

9999999999

Your Telephone Number ( ) -

Best Time to Call

DATE OF THIS NOTICE: 08-20-2014
EMPLOYER IDENTIFICATION NUMBER: 47-1638564
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

ACADIA ACADEMY
% PETER KOWALSKI
800 CENTER ST
AUBURN, ME 04210

Tab 25

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 border 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 fax 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 was 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

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:_____

The policy was adopted from a template from a policy created by the Minnesota Council of Nonprofit Organizations and Fiddlehead Charter school

C2 The Governing Board

Our Governing Board includes the attached list of members with varied backgrounds, as evidenced by resumes (TAB 26) and the Board Matrix, provided for you (TAB 27).

When selecting board members, we have sought to add to our Board members with more diverse backgrounds and experiences with finance and law. Our initial Board was comprised of educators and those within the human services field and we sought to increase our competence and diversity this last year. We are continuing our search to add to our Board, intending to add 2-3 members this fall and early Winter.

Our Board experience and background training is critical to our ongoing program development, policy development and oversight provided to the Director as they join the ACADIA team. The investment by Board members will be invaluable as they offer support and guidance to this endeavor. Their community outreach will help to develop long-term sustained partnerships.

Currently the Board has worked closely with the Development Committee that will morph into an educational advisory committee, offering to research and provide guidance for best practices in education, as well as training and staff support.

Christopher A. Brann

128 Cove Road • Auburn, Maine 04210 • (207)838-5954 • chris_brann22@yahoo.com

SUMMARY OF QUALIFICATIONS

- Knowledge and understanding of underwriting requirements of Commercial and Consumer Loan activities
- Proven analytical and reasoning skills
- Able to work with diverse group of personalities
- Effective communication skills, written and oral
- Hard worker with high level of integrity

EXPERIENCE

Mechanics Savings Bank, Auburn, Maine **2010 - Present**
Credit Administration Manager
Vice President

- Responsible of management of Commercial Credit, Residential Underwriting and Collections Departments
- Oversight of Appraisal Review Function
- Manage all lending policies of the Bank making recommendations to the Board of Directors for approval
- Monitor and report on asset quality metrics including delinquency and concentrations

TD Bank, NA, Portland and Auburn, Maine **2001-2010**
Commercial Loan Portfolio Officer
Assistant Vice President

- Responsible for a portfolio of larger, more complex commercial loans
- Routine customer contact related to new loan requests and to provide additional products and services
- Ensure that loans are properly structured to meet Customer, Policy and Management requirements

Commercial Credit Analyst

- Responsible for analysis of moderately complex to complex commercial loan requests

Teller

- Provided appropriate customer service and recommended products to meet individual needs

EDUCATION

University of Southern Maine, Portland, Maine **May 2003**
Bachelor of Science in Business Administration

South Portland High School **June 1998**

Risk Management Association **March 2012**
Certificate Program – The Risk Management School

CIVIC INVOLVEMENT

Risk Management Association – Maine Chapter
Board Member — 2014 – Current
Education Committee – Co-Chair — 2015 - Current

Community Loan Committee – City of Auburn, Maine
Member — 2014 – Current

Acadia Academy (Proposed Maine Charter School)
Board Member — 2015 - Current

L/A Youth Soccer Association
Volunteer Coach — 2012 – Current

Boy Scouts of America – Pinetree Council – Abnaki District
Youth Camp Volunteer – Camp Gustin Cub Scout Day Camp — 2014 – Current

Board Member Information Sheet
Directory Information

Name of proposed Public Charter School: Acadia Academy

Name of Board Member: Christopher Brann

Mailing Address : 128 Cove Road, Auburn, Maine

Telephone (Home): (207) 838-5954

Telephone (Business): (207) 333-4593

Email Address: cbrann@mechanicssavings.com

Occupation: Vice President & Credit Administration Manager – Mechanics Savings Bank

Questions:

1. **How long have you resided in Maine (the catchment area)?**
   I have been a resident of the State of Maine for my entire life with the past 10 years residing in the City of Auburn.

2. **Why do you wish to serve on the governing board?**
   I wish to support educational opportunities for the community I live in and for the future of this community and the State of Maine. As the parent of a soon to be 5th grader in the public school system in my community, it is clear to me that students and families need varied educational opportunities. Charter Schools, in my opinion, are a key to providing that variety to residents of the State of Maine and more particularly the Lewiston Auburn community regardless of socio-economic standing.

3. **What interests or concerns do you have regarding the proposed public charter school?**
   I believe the keys to success of Acadia Academy, or more importantly its students, revolve around two key themes 1) the incorporation of hands-on experiential learning with sound instruction in the classroom and 2) a classroom size and program that allows for sense of community, accountability and belonging.

   My only concern is that there will be limits on the size of the school and that the mission of the school cannot reach every child in the community, especially older elementary aged students, on day one. However, the risks of starting a large school including older children on day one far outweigh the rewards of a methodical plan and pace.

4. **Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).**
   Fairview Elementary School Parent Teacher Organization – Auburn, Maine
   Junior Achievement of Maine Classroom Volunteer

5. **What special qualifications do you have that will help you to be a board member?**
   I have a background in Accounting, Finance and Risk Management from 15 years in the Banking Industry including positions as a Commercial Credit Analyst and Commercial Portfolio Officer with a large international financial institution and my current position as Vice President and Credit Administration Manager at a Community Bank.

   I have served on various Board and Committees as a part of my dedication to community service. Current and past Boards include:
   - Board Member – Risk Management Association – Maine Chapter
   - Education Committee Co-Chair - Risk Management Association – Maine Chapter
   - Committee Member – City of Auburn Community Development Loan Committee
   - Board Member - United Valley Chapter of the American Red Cross
   - Committee Member –American Red Cross of Southern Maine - United Valley Advisory Board

   Lastly, I am a father to two children, one a 10 year old boy currently attending public school and the other a 7 month old little girl who is just beginning to explore the world around her. I believe that our kids can teach us so much about ourselves and the uniqueness of the world around us if we allow them to. They can also create a passion from within to make the world a better place any way possible.

6. **Describe the role that the board will play in the charter school's operation.**
   The Board will be expected to ensure that the mission and vision of the Charter School is effectively carried out as it has been presented to the Charter Commission. In order to achieve this, the Board will expect clear and documented reporting on a routine basis regarding the ongoing successes and challenges facing the school and the actions school administration are taking in response. Of particular interest will be student performance, staffing, financial performance, curriculum, student attendance and annual retention, community engagement and involvement, and stakeholder compliments and complaints (students/parents/staff/etc.).

7. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?**
   1. Ensure a skilled and dynamically effective administrative/management team is in place to lead the school for the short and long term.
   2. Provide feedback to ensure that Policies, Procedures and Practices of the school are documented and aligned with the mission and vision of the Charter.
   3. Engage and encourage administration and staff of the school.
   4. Build Community Support, especially by educating the community as to what a Charter School is (and is not).

8. **What is your understanding of the appropriate role of a public charter school board member?**
The Board member is a governing member of the Charter, responsible for Acadia Academy's ability to ensure adherence to the Charter (agreement) between Acadia and the State Department of Education.

9. **How will you know that the charter school is succeeding (or not) in its mission?**

- Student Success – by measuring achievements and benchmarks as established within the Charter.
- Enrollment - by meeting or exceeding enrollment expectations with a core understanding of any student turnover.
- Staffing – by attracting and retaining staff that students will desire to learn from and peers will want to teach and work with.
- Financial viability – delivering on all objectives within budgetary constraints and targets
- Maintaining Small Classrooms – delivery of a small community to support children as individual learners in a safe and nurturing environment.
- Community – by generating measurable support through involvement and support of the school by external parties.

Sign_____ **Date** 8/24/15

For your convenience in completing, this sheet is located on our website (http://www.maine.gov/csc/).

Board Member Information Sheet

Directory Information

Name of proposed Public Charter School Acadia Academy

Name of Board Member Kelly Cabral

Mailing Address 466 General Turner Hill Road Turner, Maine 04282

Telephone (Home) 207.225.3270

Telephone (Business) 207.225.1010 Ext. 2120

Email Address kelly.cabral@rsu52.us

Occupation Marketing & Promotions for MSAD 52 Adult Education & Photographer

I have lived in Maine for almost 45 years.

I wish to serve on the governing board because I believe in providing kids with a new option in education. I have been working in the alternative and adult education world for almost 15 years and I am an advocate for the student who may learn in different ways. Education changes the world. I believe that all children deserve a quality education and I want to be a part of that process. I want to help make a difference and I am willing to lend my experience and expertise to make Acadia Academy a new academic choice for parents. There is a definite need for more quality schools in this world.

The interests I have regarding the proposed public charter school is in providing year round learning opportunities for children who will be in need of and benefit from extended services and a nontraditional school calendar.

My qualifications for being an Acadia Academy board member is that I have worked in a school district for 15 years and have seen first hand how the system seems to fail some students. I started my career in the district as an alternative school art teacher. I worked with students that struggled in the normal school atmosphere. I observed students who came into our alternative program feeling like failures thrive at their new found environment and desire to learn. I feel that if there were options and new ways to provide learning that all children could experience this same awakening and positive experience.

As a member of a governing board, I have a passionate and unwavering belief in the charter organization's mission and core values. I clearly understand the collective vision of Acadia Academy and where I would like to see it progress in the future. I understand all of the charter promises, roles and responsibilities.

The specific steps that our charter school board will need to take to ensure that the school is successful is to be completely thorough on our plans for curriculum, finance, and staffing. As a charter board member I will make a commitment to work to support the staff and to hold all accountable towards achieving the plans set forth in the charter. I will also be an advocate in helping to gather community support and excitement for opening day!

As an Acadia board member I am a governing member of the Charter and responsible for Acadia Academy's ability to ensure adherence to all Charter agreements between ACADIA and the State Department of Education.

I will know that the charter school is succeeding in its mission by the following:

Being a contributive governing board member and positive role model.

Meeting budgetary constraints and targets.

Meeting enrollment expectations.

Employing high quality, invested teaching staff.

Ensuring students in our area a high quality educational choice that offers experiential learning opportunities in and out of the classroom.

Excellent classroom instruction and atmosphere.

Providing a small community to support children as individual learners in a safe and nurturing environment.

Kelly Cabral
8/4/2015

TRACY GENDRON-TURNER

59 Ferry Road Lewiston, ME 04240 · (207)576-5972 · gendrontl@gmail.com

CERTIFICATION

State of Maine Professional Certification K- 8
Highly Qualified K-6

EDUCATION

University of New England, Biddeford, ME
Masters in Elementary Education, 2003

University of New England, Biddeford, ME
Bachelor of the Arts in Elementary Education, 2001
Graduated with Honors: Cum Laude

Continuing Education Training and Workshops

"Response to Intervention * SIOP * Co-Teaching (BER) * Looping Classrooms (BER)

EXPERIENCE

Third Grade Teacher, Montello Elementary School, Lewiston, ME	8/01-8/02
Second/ Third Grade Looping Teacher	8/02-8/04
Third Grade Teacher Co-Teaching in a Inclusionary Classroom	8/07-8/09
Third Grade Teacher	8/07-8/12

*Manage a stimulating classroom of 23-28 students with the responsibility of teaching testing, grading.
*Design and teach cross curricular lessons and units in areas of literature, science, social studies, math, grammar, and spelling in accordance to State of Maine standards and Lewiston Districts Targets
*Individualized and differentiated lessons to meet the needs ELL students and students who were above or below grade leve..
*Used small group instruction in Math and Reading to accommodate the needs of all students.
*Used NWEA results to direct my teaching and differentiate for students at all levels.
*Communicated with parents to through a bi-weekly newsletter, phone calls, and emails.
*Collaborated with ELL, resource room, and Title One teachers to meet the needs of students.
*Served as member of the school Writing Team
*Served as the 3rd Grade Team Leader

AWARDS

Maine Teacher of the Year 2010
Nomination

Sea Dogs "Starting 9" 2009
Teacher Recognition

Board Member Information Sheet
Directory Information

Name of proposed Public Charter School : *Acadia Academy*

Name of Board Member : *Tracy Gendron-Turner*

Mailing Address :*59 Ferry Road, Lewiston ME 04240*

Telephone (Home) *576-5972*

Telephone (Business) *782-7372*

Email Address: *gendrontl@gmail.com*

Occupation: *former educator/stay at home mom/part time assistant property manager*

Questions:

1. **How long have you resided in Maine (the catchment area)? *37 years***

2. **Why do you wish to serve on the governing board?**

   As a former public school teacher and a mother to 3 young children, I know the importance of a quality education. I am happy to be a part of a board that can make a positive change in the world of education. The charter school we are proposing can be a big part of that change.

3. **What interests or concerns do you have regarding the proposed public charter school?**

   My oldest son starts kindergarten this year. When it was time for my husband and I to decide on where to send him I didn't feel like I had any real choice. It was either send him to public school, where there would be 28 students in the class or spend close to $5,000 yearly to send him to a private school, where I know the education he would receive would not be any better than our public school choice. I feel public charter schools give parents another choice that may better fit for their children. Acadia Academy's vision is what we were looking for and I feel other parents are too. Small classrooms where hands on experiential learning takes place through sound instruction is key and is what ACADIA Academy will offer.

4. **Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).**

   I was an third grade teacher at Montello Elementary in Lewiston for 11 years. During those 11 years I served on many committees to better the education of our students and our school community as a whole.

5. What special qualifications do you have that will help you to be a board member?

As stated above, I was a public school teacher for 11 years. Having been in the classroom I feel I have a real grasp on what changes need to be made to better the education that all children can and should have the opportunity to receive. I am also now working part-time in the "business world." Getting out in the community to educate others, such as business leaders, on the importance of charter school and how they can make a difference is also something I can contribute to.

6. Describe the role that the board will play in the charter school's operation.

Myself and the other members of the governing board will hold supervise and hold members accountable to commit to expectations and agreements that have been outlined in our charter."

7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

*As the board we will need to acquire staff that are committed to implanting our plans for the comprehensive curriculum that is outlined in our application.

*Once that staff is acquired, we as a board, will need to support the staff members and hold them accountable for achieving our plans for the charter school.

*We will need to gather community support for Acadia Academy.

8. What is your understanding of the appropriate role of a public charter school board member?

As a governing member of ACADIA Academy charter, I will be responsible for ensuring adherence between ACADIA Academy and the State of Maine Department of Education

9. How will you know that the charter school is succeeding (or not) in its mission?

As a board member the following are ways I, along with the other board members, will know ACADIA Academy is succeeding:
*meeting specific benchmarks outlined for student success
*meeting budgetary constraints and targets
*meeting enrollment expectations
*employing high quality, invested teachers
*by providing an education that offers experiential learning opportunities through excellent classroom instruction
*by providing small school and classroom communities that supports children as individual learners
*by providing a safe and nurturing environment

Sign _____ Date 8/24/15

Andrea N. Marrone
14 Woodfield Drive
Scarborough, ME 04074

(207) 752-2828
mamarrone0604@gmail.com

Summary

An early childhood educator for eight years before becoming a full time mom. An educator focused on child centered learning, community building, and the social and emotional growth of young children. A mom raising twins with both medical and special needs. Navigating the landscape of Autism Spectrum Disorder for the last 6 years from son's diagnosis at 20 months. Utilizing communication, team building, research, and advocacy skills to build programs for my son with ASD and ADHD. Dedicated to the children of Maine with ASD and special needs; passionate about creating programs to harness the love of learning and developmental growth all children can achieve.

Related Experience

2010-Present
Advocate for my son with ASD; working tirelessly with educators, therapists, and legal team through the IEP process to create programming and understand SPED law.
2009-2010
Built and managed an in home ASD program. Trained and worked with the Carbone Clinic in NY and with NH Early Intervention as part of a pilot program for Pivotal Response Training.

Teaching Experience

2004-2006 Hampstead Central School, Hampstead NH
Long Term Substitute (grade one and multi-age ½ classrooms)
2003-2004 East Hartford Elementary Magnet School, East Hartford, CT
First Grade Teacher
2001-2003 Glenburn Elementary School, Glenburn, ME
Full Day Kindergarten Teacher
2000-2001Shapleigh Memorial School, Shapleigh, ME
Grade Two Teacher
1998-2000 On Our Planet Community School, Cape Elizabeth, ME
Assistant Director and Lead Teacher for special needs preschool

Professional and Personal Development

Participated in a myriad of workshops, conferences, and volunteer opportunities to foster both my growth as an early childhood educator and as a parent to a child with ASD; some highlights include: 1999 NAEYC Regional Conference, 2000 NE Reading Association Literacy Perspectives, 2001 SEED Technology Workshop for Primary Teachers, SDE New England Conference K-8 Educators, AIMS Math & Science Workshop, 2002 Member induction to the PHI DELTA KAPPA honor society for educators, 2009 Vince Carbone ABA Workshop, 2009 Pivotal Response Seminar Series, 2009 Autism Speaks top fundraising team for Boston's Walk Now, 2012 Michelle Garcia Winner Workshop with MMCC.

Education

Teacher Certification Program, 1998
University of New England, Biddeford, ME
K-8 Endorsement

Bachelor of Arts, 1997
University of Southern Maine, Portland, ME

Board Member Information Sheet
Directory Information

Name of proposed Public Charter School __ACADIA Academy_____

Name of Board Member ___ Andrea Marrone_____

Mailing Address ____14 Woodfield Dr. Scarborough, ME 04074 ___

Telephone (Home) __207-730-5648_____

Telephone (Business) _207-752-2828_____

Email Address __mamarrone0604@gmail.com_____

Occupation ____Elementary Educator_____

Questions:

1. **How long have you resided in Maine (the catchment area)? I have lived in Maine most of my life.**

2. **Why do you wish to serve on the governing board? I believe strongly in the mission of Charter Schools and advocate for family choice in education. Serving on the governing board will help this newly proposed charter school meet its goals and serve the families of the Lewiston/ Auburn area.**

3. **What interests or concerns do you have regarding the proposed public charter school? My interests lie in educational choice for all families and in quality education that incorporates hands on experiential learning with sound instruction in the classroom, along with small class sizes and an option for year round instructional time for all students.**

4. **Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s). Early Childhood educator for 10 years prior to raising my children.**

5. **What special qualifications do you have that will help you to be a board member? My commitment to the charter school mission and my enthusiasm for the specific educational mission of this proposed charter school.**

6. **Describe the role that the board will play in the charter school's operation. As a member of the governing board I will be supervising and holding members accountable to the agreements outlined in the charter. As well, as a member of the governing board I will be working to ensure the charter school is successful in achieving its mission and providing quality education to the families it serves.**

7. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?Commitment to implementation of curriculum, finance, and staffing needs**

outlined in the charter application, including hiring of staff. The board will need to work both to support staff and hold staff accountable for achieving the charters outlined plans and goals. The board must also implement a plan to gather community awareness, support, and excitement for opening day.

8. What is your understanding of the appropriate role of a public charter school board member? A board member is a governing member of the Charter, responsible for the Charter's adherence to the agreement between itself and the State Department of Education.

9. How will you know that the charter school is succeeding (or not) in its mission? The charter will be successful when the benchmarks for student success are met, by meeting budgetary and enrollment targets, and by ensuring a small community to support children as individual learners in a safe and nurturing environment.

Sign Andrea Mansons Date 8/21/15

For your convenience in completing, this sheet is located on our website (http://www.maine.gov/csc/).

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
Literacy Interventionist

2015-2014 RSU#10 Hartford, ME
Hartford Sumner Elementary School
Kindergarten Teacher

2014~2012 RSU#10 Hartford, ME
Hartford Sumner Elementary School Librarian/ELL

* 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 tow remedial reading courses for three semesters.

2007-2006 Little Learner's Pre-School Turner, ME
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	Donna Bates	Liz DeVoe
Principal	Literacy Coach	3rd Grade Teacher
HSES	HSES	HSES
388-2681	388-2681	388-2681

Clarissa Errington
Special Ed. Director
RSU #10
562-7254

Board Member Information Sheet
Directory Information

Name of proposed Public Charter School ACADIA ACADEMY

Name of Board Member Pamela Morin

Mailing Address 265 General Turner Hill, Turner,ME 04282

Telephone (Home) 207-225-5348

Telephone (Business) 207-576-5108

Email Address Morins98@roadrunner.com

Occupation Literacy Interventionist

Questions:

1. **How long have you resided in Maine (the catchment area)?**
   I have lived in Maine my entire life, 38 years. Currently, I reside in Turner with my husband and 4 children.

2. **Why do you wish to serve on the governing board?**
   I have worked in education and with children for fourteen years and have four of my own children. There have been many changes in education, not all positive. I want to to be part of a team/board with the same goals. Goals focused to make a positive difference in the community of our youth and their educational learning and choices.

3. **What interests or concerns do you have regarding the proposed public charter school?**
   My interested regarding a proposed charter school focus greatly on providing a choice of quality for families in our region of Maine regardless of family income. Proving a quality choice includes incorporating hands-on, experiential learning with concrete instruction in the classroom. Classrooms that are small and that provide a sense of community, that also provide opportunities for extended services or services for accelerated learners in various skill areas.

4. **Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).**
   This is my first governing board position. Throughout my years in public school teaching I have served on various committees, Language Arts, PBIS, and SET's (Student Assistant Teams). MSAD 52, RSU 10, Little Learner's PreSchool.

5. **What special qualifications do you have that will help you to be a board member?**
   I have a Master's in Literacy and I am a Certified Lit. Specialist as well as a Master's in English as a Second Language. My Bachelor's degree is in Early Childhood Education. My background knowledge and years in education provide me with qualities that will assist our board with decisions regarding the youth of our region and their needs/desires. Whether it be

interventions, accelerations, second language opportunities or early childhood knowledge. All of these in relation to curriculum based decisions and developmental guidelines. I also have been involved in fundraising and can be mindful if/when this may come into discussions and/ or development if needed.

6. Describe the role that the board will play in the charter school's operation.
   The board will be skilled decision makers, team players, advocates for education, links between community and school and policy makers.
   As a member of the governing board myself I will supervise and hold members accountable and I will commit to expectations and agreements outlined in the Charter.

7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   There will be many crucial steps the board will need to take to ensure that the Charter School is successful. Including: comprehensive plans for curriculum , finance needs, and staff needs. All of which have been outlined in the application. Now we need to adhere to these plans and acquire a staff that is committed to implementing them. The board will need to support the staff and hold staff accountable towards achieving the plans set forth in the Charter. It is also very important for the board to be involved in gathering community support and excitement for opening day!!!

8. What is your understanding of the appropriate role of a public charter school board member?
   As a board member, I am a governing member of the Charter, responsible for ACADIA Academy's ability to ensure adherence to the Charter, the agreement between ACADIA and the State Department of Education.

9. How will you know that the charter school is succeeding (or not) in its mission?
   There are several indicators in a charter school's success in it's mission; meeting benchmarks for students success in learning, meeting budget targets, meeting enrollment expectations, employing highly qualified staff that are passionate and invested in the Charter's mission to educate students, ensuring that there are highly qualified educational choices for students, and by providing a safe and nurturing environment in which all individual learners are supported in their small community.

Sign Pamela Mann Date 8/21/15

JAMES F. PROSS
14 Hersey Hill Road
Auburn, ME 04210

Voice: 207-577-6818 Email: prossman@hotmail.com

WORK EXPERIENCE

Tarbell & Brodich, P.A., Augusta, ME
Attorney at Law, Office Manager, October 2006 to Present

- Litigating all aspects of appeals to the Superior Courts and Maine's Supreme Judicial Court
- Representing large real estate management firms in various litigation and transactional matters
- Fighting for the rights of the disabled through all aspects of the administrative appeals process
- Litigating personal injury, workers' compensation and other types of civil lawsuits through trial
- Managing all aspects of the daily operations of a small law office, including employees

Gosselin, Dubord & Bell, P.A., Lewiston, ME
Attorney at Law, October 2004 to October 2006

- Litigated disability, workers' compensation, and insurance claims in administrative venues
- Supported litigation involving commercial contracts, business disputes and real estate law
- Defended professionals from pending licensure complaints before the Maine Office of Licensing
- Prepared briefs, motions, and various complex legal documents

New Hampshire Municipal Association, Concord, NH
Legal Researcher and Writer, August 2003 to May 2004

- Monitored proposed legislation potentially affecting NH municipalities
- Researched and reported to staff attorneys on complex legal issues impacting municipalities
- Drafted opinion letters, internal office memoranda, and membership publications

New Hampshire Rural Development Council, Concord, NH
Communications Coordinator, April 2002 to February 2004

- Managed organizational communications with membership, political leaders, and media outlets
- Authored and edited a quarterly publication that analyzed policy issues affecting rural populations
- Published a widely circulated policy paper on the affordable housing shortage in NH's rural areas

West Virginia Department of Tax and Revenue, Charleston, WV
Executive Assistant to the Cabinet Secretary, April 2000 to March 2001

- Advocated a major tax reform initiative to business groups, civic organizations, and legislators
- Worked with the Cabinet Secretary to prepare legislative committee testimony on pending bills
- Reported to state agency commissioners on the anticipated fiscal impacts of pending legislation

EDUCATION

Franklin Pierce Law Center, Concord, NH
Juris Doctor May 2004, *Cum Laude*

- International Law, Jessup Moot Court Competition
- Teacher's Assistant to Professor Albert "Buzz" Scherr, Criminal Procedure 2003-2004

University of Charleston, Charleston, WV
Bachelor of Arts in Political Science, May 1999, GPA 3.3

- NCAA rower, men's varsity crew team, 1995-1999

VOLUNTEER AND OTHER ACTIVITIES

- President of the Board of Directors of the Androscoggin Land Trust
- President of the Steering Committee of the ME Bar Association's Lawyer Referral Service
- Member of Board of Directors, ACADIA Academy Charter School 2015

Board Member Information Sheet
Directory Information

Name of proposed Public Charter School ACADIA

Name of Board Member James F. Pross

Mailing Address 14 Hersey Hill Road, Auburn, ME 04210

Telephone (Home) 207-577-6818

Telephone (Business) 207-333-6005

Email Address jpross@tarbellpa.com

Occupation Attorney

Questions:

1. **How long have you resided in Maine (the catchment area)?**
   a. **10 years**

2. **Why do you wish to serve on the governing board?**
   a. **I believe that the school will provide another option for families who may be underserved by the existing system of public schools in our district for PreK-6 grade. I believe that greater competition and choice will force traditional public schools to adopt better practices, thus enhancing educational opportunities for all children.**

3. **What interests or concerns do you have regarding the proposed public charter school?**
   a. **I believe that more options and choices for families in our region is a good thing, regardless of household income. I believe that small classrooms and a community school environment enhance the performance of children and facilitate learning in a manner that is lost in large consolidated schools. Additionally, I believe that ACADIA will provide experiential learning opportunities that enable many students to thrive.**

4. **Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).**
   a. **No previous educational involvement. My daughter attends first grade in a local school. I serve in other non-profit organizations, including as President of the Androscoggin Land Trust.**

5. **What special qualifications do you have that will help you to be a board member?**
   a. **See above regarding the Androscoggin Land Trust. I am also the acting President of the Maine State Bar Association's Steering Committee for its Lawyer Referral Service. I have served on this committee for many years now. I am also one of six (6) co-owners of a for profit real estate development company that manages and rehabs residential apartment buildings in Lewiston/Auburn. These experiences have helped**

me to become very adept at organizing and presenting information to groups of individuals dedicated to a common goal and mission. My professional experience as attorney also has lent itself to being a well-spoken presenter in the Board room, and has helped me to lead groups through problem solving, facilitating discussions. Furthermore, I understand the importance of properly documenting meetings and outcomes to ensure accountability of the Board.

6. Describe the role that the board will play in the charter school's operation.
    a. As a member of the governing board, I will play a role in supervising and holding members accountable to the expectations and agreements outlined in the Charter. I believe that a Board must be proactive in seeking information and that the most basic function of a Board member is to act as a fiduciary to the membership, mission, bylaws, or Charter that governs its purpose, goals, and outcomes.

7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
    a. One of the most important things a board can do, is to be a cheerleader for the organization. The Board must be out gathering support and excitement for the school. Additionally, it will be critically important to hold staff accountable to the model that is set forth in the curriculum and in the plans set forth in the Charter. While this will require supporting staff, it will also require emphasis on discipline and accountability of staff. Promoting team work will be very important. Acquiring the staff committed to the implementation of the plans outlined in the Charter application, will be one of the more difficult functions of the Charter School Board, but I am certain that with the diversity of experience and expertise that the most well-rounded, qualified, and dedicated staff will be hired through an appropriate and professionally executed process.

8. What is your understanding of the appropriate role of a public charter school board member?
    a. The Board member is a governing member of the Charter, responsible for ACADIA Academy's ability to ensure adherence to the Charter between ACADIA and the State Department of Education. I expect that the Board member acts as a fiduciary of the Charter and as steward of the school and its reputation.

9. How will you know that the charter school is succeeding (or not) in its mission?
    a. I believe that benchmarks for the charter school include: student success, meeting budgetary targets, and meeting enrollment expectations. Additionally, ensuring that a high quality, motivated, and invested teaching staff are hired will be tantamount to the success of the students. Success will be measured by the successes of the students. (What better indicator is there?)

Sign_____ Date 8/26/15

For your convenience in completing, this sheet is located on our website (http://www.maine.gov/csc/).

Meaghan Opuda Swan, Psy. D., BCBA
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

2014-2015	Maine Department of Education Certification #093, School Psychologist-Doctoral
2014-current	Behavior Analysis Certification Board, Certificate #1-14-9683
2010-current	Maine Department of Education Certification #079, Special Education Consultant K-12
2009- 2015	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

2014-Current Evaluator and Educational Consultant, Health and Education Support Solutions, LLC, Portland, Maine.

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
- Schoolwide 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

2014- current Governing Board Member, ACADIA Academy.

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

2014- current Maine Association of School Psychologists

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 Information Sheet

Directory Information

Name of proposed Public Charter School ACADIA Academy

Name of Board Member Meaghan Swan

Mailing Address 116 Maple Ave Farmington Me 04938

Telephone (Home) 207-578-0693

Telephone (Business) 207-578-0693

Email Address Meaghan.opuda@maine.edu

Occupation School Psychologist

Questions:

1. **How long have you resided in Maine (the catchment area)?** I have lived in Maine all my life. For the last 16 years, I have resided in Farmington, Maine.

2. **Why do you wish to serve on the governing board?** As a school psychologist, I understand the importance of using evidence-based instruction in all we do for students. Too often in education, we lose sight of doing what has been shown to be effective time and again, instead jumping on the next fad to come through the pipeline. As a result, the growth of our students suffer. My goals with serving on the governing board is to help support and guide the curriculum implementation within the ACADIA Academy.

3. **What interests or concerns do you have regarding the proposed public charter school?** My interests are in how a school can actively choose to embrace evidence based practices in academic, behavioral and social/emotional curricula combined with experiential learning to truly provide what is best for children, regardless of their families ability to pay for these opportunities. Providing a choice of schools that embraces small class sizes, with an extended school year schedule, will surely serve our diverse community of learners well.

4. **Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).**
   - Good Will-Hinckley/Glenn Stratton Learning Center, Special Education Teacher 2003-2008
   - Greene Central School, Special Education Teacher 2008-2011
   - Mt. Blue Regional School District, Special Education Consultant 2011-2013
   - Pre-Doctoral School Psychology Intern, Mt. Blue Regional School District, Margaret Murphy Center for Children, The Alliance School, 2013-2014.
   - Mt. Blue Regional School District, School Psychologist/Board Certified Behavior Analyst, 2014- Current
   - Governing Board Member- ACADIA Academy, 2014- Current
   - Health and Education Support Solutions, Evaluator and Educational Consultant, 2014 – Current

5. **What special qualifications do you have that will help you to be a board member?** As a special education teacher with 8 years of classroom experience in both public and private schools serving children grades K-12, I have a strong understanding of what it's like to be on the "front lines" delivering instruction to students. I understand the challenges our students come to school facing, and how to reach students with diverse learning needs. With my background and training as a special education consultation and school psychologist, I have substantial experience helping schools implement Positive Behavior Interventions and Supports, as well as using curriculum based measurements to identify student growth, and targeting interventions based on student needs. I understand the importance of using strong core instruction to meet learners needs, and how to work with school to ensure this level of instruction is delivered to our students.

6. **Describe the role that the board will play in the charter school's operation.**
As a member of the ACADIA Academy Governing Board, the rest of the board and I will oversee members of the ACADIA Academy and ensure they commit to the expectations outlined in the charter to help students meet a high level of success while being fiscally responsible.

7. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?**
   1. The ACADIA Academy Governing Board has overseen the development of comprehensive plans for curriculum, finance, and staff as outlined in the application. Our next step will be following these plans and identifying qualified staff committed to the implementation of the vision of the ACADIA Academy.
   2. The Governing Board will need to continue to support the ACADIA Academy staff and to hold staff accountable towards achieving the plans set forth in the charter.
   3. The Governing Board will need to work with community members to gather support and excitement for this school choice.

8. **What is your understanding of the appropriate role of a public charter school board member?**
Public charter school board members are the governing members of the Charter. The Board is responsible for ensure the ACADIA Academy Charter follows the agreement between the Charter and the Maine Department of Education.

9. **How will you know that the charter school is succeeding (or not) in its mission?**
The ACADIA Academy Charter school is succeeding in our mission when they:
-Identify and employ high quality teaching staff, invested in the mission of ACADIA Academy.
- When they ensure students receive a high quality educational experience that combines both experiential learning opportunities and rigorous classroom instruction.
- When instruction is delivered within small communities in the school to ensure students have a safe and nurturing environment in which to grow.
-When the school is able to meet fiscally responsible budgetary targets.
-When the enrollment expectations are met and students are meeting benchmarks identified for student success.

Sign Meaghen Siren **Date** 8/3/15

For your convenience in completing, this sheet is located on our website (http://www.maine.gov/csc/).

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.

Board Member Information Sheet
Directory Information

Name of proposed Public Charter School ACADIA Academy

Name of Board Member Sean M. Siebert, M.A., CRC

Mailing Address 64 Sherry Lane, Auburn, ME 04210

Telephone (Home) 207-330-4742

Telephone (Business)973-548-4537

Email Address smsiebert@icloud.com

Occupation Vocational Rehabilitation Specialist with Prudential Group Insurance

Questions:

1. **How long have you resided in Maine (the catchment area)?**
   -8 years

2. **Why do you wish to serve on the governing board?**
   -I have three young children, one with a disability, and I interested in making sure that there is educational choice in this community for children with and without disabilities. Currently, the only options are public schools or expensive private schools.

3. **What interests or concerns do you have regarding the proposed public charter school?**
   -My interests in the charter school relate to wanting choices for families of all economic levels, having choices that incorporate hands-on experiential learning, having small classrooms that allow for a sense of community/accountability, providing year round learning opportunities with a non traditional calendar and extended school time, and having learning opportunities for students promoting acceleration for students with advanced skills.

4. **Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).**
   -I have been on the board of ACADIA Academy for the past year.

5. **What special qualifications do you have that will help you to be a board member?**
   -I am a Masters level Vocational Rehabilitation Counselor who is nationally certified and has several years of experience working with individuals of all ages who have disabilities.
   -Currently, I am the Board of Directors for a local non-profit that provides residential and educational opportunities to individuals with developmental and intellectual disabilities and I am the Treasurer for the Maine State Rehabilitation Council which is a governor appointed seat providing monitoring/guidance for the Maine Division of Vocational Rehabilitation in the Department of Labor.

-I have significant experience in my current job in leading project groups to develop and implement new policies, best practices, and procedures.

6. **Describe the role that the board will play in the charter school's operation.**
   -As a board member, I would be a member of the governing board supervising and holding members accountable to commit to expectations and agreements outlined in the Charter.

7. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?**
   -I believe that the following steps would be helpful to ensure that the school is successful: having comprehensive plans for curriculum, finance and staffing needed outlined in the application; adhering to plans and acquiring staff as outlined in the application; continued monitoring by the board to support and hold staff accountable to achieving plans and goals; and gathering community support and excitement for opening day.

8. **What is your understanding of the appropriate role of a public charter school board member?**
   -As a board member of the charter, I would be, responsible for ACADIA Academy's ability to ensure adherence to the agreement between ACADIA and the Department of Education.

9. **How will you know that the charter school is succeeding (or not) in its mission?**
   -I would know if the charter school was succeeding by understanding if we are meeting specific benchmarks outlined, meeting budgetary constraints and targets, meeting enrollment expectations, employing high quality and invested teaching staff, ensuring students in our area a high quality educational choice, and providing a small community to support children as individual learners.

Sign_____ **Date**_____

For your convenience in completing, this sheet is located on our website (http://www.maine.gov/csc/).

Holly Wise-Copland
53 Davis Ave.
Auburn, ME 04210
(207) 624-1049, cell; (207) 777-1828, home
hkwisecopland@gmail.com

Professional Experience

Jobs for Maine's Graduates Augusta, ME
Vice President of Finance, Administration & IT October 2006 to Present

JMG is a statewide organization, founded in 1993, providing direct services to students who face barriers to education through innovative partnerships with schools and private businesses. JMG has the highest saturation rate in the country for a program serving vulnerable youth, and has been recognized nationally for achieving the highest outcomes in the U.S. for 23 consecutive years.

- I am responsible for the management of various financial and administrative systems, including accounting, purchasing, contracts, facility management, insurance, electronic communication systems and state and federal grants.
- I work with the President, Executive Vice President and Board of Directors in a team approach to manage the fiscal and administrative operations of the company.
- I am responsible for the annual audit, Federal A133 audit and determining the new overhead rate each year.
- I am responsible for making sure we meet all Federal and State compliance regulations relative to the financial performance, reporting and documentation of these grants.
- Responsible for all grant reporting requirements. We are the fiscal agent of a $5.1M multi-year grant that I am responsible for the financial reporting and audit for all the partners (Portland Public Schools and LearningWorks) on the grant.
- Responsible for closing month and year-end.
- I prepare monthly financial statements for the Board of Directors, Finance Committee and Executive Committee comparing actuals to budget and year-end projections.
- Responsible for putting the budget together with the President/CEO, presenting the budget to the Finance and Executive Committee's and then to the full Board of Directors.
- I am responsible for forecasting and projecting out five years.
- Manage cash and disbursements related to the general ledger requirements. Analyze cash flow on a weekly basis.
- Supervise the finance and IT staff.
- Manage the companies $7.6M budget.
- Recruit new members for JMG's Finance Committee of the Board, attend and provide regular reports at monthly Executive Committee Board meetings, serve as staff co-chair of Finance Committee of JMG Board.
- Developed and implemented cell phone & credit card policies for managers and an effective system of internal controls.

Concordia Partners Portland, ME
Controller January 2005 to November 2006

- Was responsible for; the general ledger, cash management, accounts payables, receivables and payroll functions.
- Responsible for all human resource functions including; policies, benefits and salary administration.
- Produced monthly financial statements.
- Worked with outside auditors.
- I managed all purchasing and inventory.

- Responsible for closing month and year-end.
- Managed cash and disbursements related to the general ledger requirements. Analyze cash flow on a weekly basis.

L. L. Bean, Inc. Freeport, ME
Financial Analyst 2003 to 2005

- Assisted in the process of completing the Capital Budget. I was the point person on the 2004 & 2005 Capital Budget. I analyzed data and reported to senior management on a regular basis.
- Assisted with putting together the final operating and capital budget package for the Office of the President.
- Was responsible for computing all benefit line items.
- Responsible for specific areas and report on their monthly variances.
- Responsible for producing quarterly reports for senior management.

Maine Public Broadcasting Network (MPBN) Lewiston, ME
Director of Financial Services 2001 to 2003

- Supervised and was responsible for; the general ledger, cash management, accounts payables, receivables and payroll functions including supervising related staff.
- Produced monthly financial statements.
- Co-managed the annual audit with the Chief Financial Officer.
- Assisted the CFO in meeting Federal and State compliance regulations relative to the financial performance, reporting and documentation of these grants.
- Responsible for all grant reporting requirements.
- Responsible for closing month and year-end.
- Managed cash and disbursements related to the general ledger requirements. Analyze cash flow on a weekly basis.
- Managed approved budgets working with department heads and managers.

Maine Public Broadcasting Network (MPBN) Lewiston, ME
Manager of Financial Services 2000 to 2001

- Managed the Finance Department which consisted of 4 people.
- Oversaw the General Ledger, Payroll, Accounts Payable, Accounts Receivable and Cash.
- Ran monthly financials for 40 managers.
- Assisted with annual audit.
- Reconciled 15 bank accounts.

Maine Public Broadcasting Network (MPBN) Lewiston, ME
Payroll Specialist/Accounting Assistant 1997 to 2000

- Processed in-house payroll, associated Federal and State tax filings for all four locations, 140 employees.
- Budgeted all salary and benefit line items.
- Assisted with financial audit.

Education

2002 – 2006 Masters of Science in Business, Husson College, Bangor, ME. 3.8 Grade Point Average.

1992 – 1997 Bachelor of Science in Accounting, Husson College, Bangor, ME. 3.7 Grade Point Average.

Skills

MS-DOS, Windows, QuickBooks, Excel, Word, Solomon, FRX, Lawson, Essbase, Access, PowerPoint, Microsoft Dynamics and Crystal Reports.

Professional Affiliations

ACADIA Academy, Board Member, 2014-present
Jobs for Maine's Graduates, Inc., Board Treasurer, 2004-2006

Board Member Information Sheet
Directory Information

Name of proposed Public Charter School __ACADIA Academy_____ _____

Name of Board Member ___Holly Wise-Copland_____ _____

Mailing Address __53 Davis Ave., Auburn, ME 04210_____

Telephone (Home) ___777-1828_____

Telephone (Business) _624-1049_____

Email Address _hkwisecopland@gmail.com_____

Occupation _Vice President of Finance_____

Questions:

1. How long have you resided in Maine (the catchment area)?
   All of my life (47 years)

2. Why do you wish to serve on the governing board? I would like to support a school that focuses on empowering students by providing a unique and innovative individualized approach. Their mission is in alignment with the mission of my current employer thus making this a perfect fit.

3. What interests or concerns do you have regarding the proposed public charter school?
   I do not have any concerns. As a Vice President for JMG, one of the things I'm very interested in is Acadia's ability to provide year round learning opportunities for children requiring extended services and a different approach to a non-traditional calendar. Another interest is the ability to provide quality choice for families within the community regardless of family income.

4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).
   Previous Board Treasurer for Jobs for Maine's Graduates, Inc. (JMG) and I've been employed at JMG for ten years.

5. What special qualifications do you have that will help you to be a board member?
   I feel that working at JMG for ten years has prepared me for being a very useful and productive board member at ACADIA Academy. JMG has a

replicable model that has proven to work within schools on a stand-alone basis. The reality is today education needs to be defined by self-empowerment, choices, flexibility, and a lifelong approach to learning.

6. Describe the role that the board will play in the charter school's operation.
   The board will be responsible for supervising and holding members accountable to commit to expectations and agreements outlined in the CHARTER.

7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   1. Thorough and comprehensive plans for curriculum, finance, and staff needs have been outlined in the application.
   2. Continued work by the board to support the staff and to hold staff accountable towards achieving the plans set forth in the charter.
   3. Encourage and reinforce peer to peer coaching and feedback. And opportunity to observe one another; share strategies with one another.
   4. Learn from failure through the use of case studies and continuous improvement practices.
   5. Facilitate dialog between principals, faculty and when appropriate, staff.
   6. Gathering Community support and excitement for opening day, increase widespread understanding!

8. What is your understanding of the appropriate role of a public charter school board member?
   The Board member is a governing member of the Charter, responsible for ACADIA Academy's ability to ensure adherence to the Charter (agreement) between ACADIA and the State Department of Education.

9. How will you know that the charter school is succeeding (or not) in its mission?
   By enacting provisions for tracking outcomes and holding all accountable
   By meeting specific benchmarks outlined for student success
   By meeting budgetary constraints and targets
   By meeting enrollment expectations
   By employing high quality, invested teaching staff
   By ensuring students in our area a high quality educational choice that offers experiential learning opportunities in and out of the classroom, paired with excellent classroom instruction,
   By providing a small community to support children as individual learners in a safe and nurturing environment

Sign [signature]
Date 8/31/2015

For your convenience in completing, this sheet is located on our website (http://www.maine.gov/csc/).

Name	Occupation	Background	Legal	Finance	Education	PR	Prior Board Experience	Resident of Area
Jim Pross	Attorney	Legal	yes	yes			Yes, extensive	yes
Chris Brann	Finance	finance		yes			Yes, extensive	yes
Pamela Morin	Education	ELL, Literacy			Yes		ACADIA,15 months	Surrounding town
Holly Copland	Finance	finance		yes			Yes	yes
Megan Swan	Psychologist	Education, Psychology			yes		ACADIA, 15 months	
Tracy Turner	Teacher	Education			yes		ACADIA, 6 monts	yes
Andrea Marone	Teacher	Education, Special Needs			yes		ACADIA, 15 months	
Sean Seibert	Human Services	Human Services, Insurance					Yes, extensive	yes
Kelly Cabral	PR, Graphic Design, Adult Education	Art, Adult Education			Yes, adult and alternative	Yes, advertising	ACADIA, 15 months	Surrounding town

TAB 27 Board Profile

Tab 28

The ACADIA Board of Directors has been assembled for nearly a year and a half, with new members (Chris Brann and Jim Pross) added late Spring and Summer to balance our Board and to introduce an increased financial and legal presence.

To date, we have worked closely with the Board, with all members presenting with equal authority and with equal opportunity to participate. This work has been done closely with the Development Committee, including Michelle Hathaway, Jackie Pare, William Roy, Tia Buckingham, Jayne Boulos, Lori Melanson and Ally Feltis. Their work has been incredible and the Board is forever indebted to their efforts and expertise, in leading their vision to a Board that has added to and refined the proposed ACADIA.

To Date, the Board has not elected officers. At our September 2, 2015 meeting we intend to nominate and elect a Board President. In November, we intend to add to our officers. We have been careful in doing so, wishing for all members to be brought up to speed on our mission, before accepting a leadership role.

In August it was determined through the Board that Chris Brann would sign the Executive Summary as the designated ACADIA representative. Chris reviewed all of the budgetary components, the Education Service Agreement and the Educational Mission and Philosophy, working tirelessly with other members to vet concerns and to impose revisions. The final product has met his approval, as an authorized representative of the Board.

Section II

D.1 Budget

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 the Educational Service Provider Agreement.

This agency was selected due to their experience and ability to complete essential functions. They currently complete 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, a Special Purpose Private School. JFM Homes, Inc. , 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 Robuselli Accountants. For information relating to the Auditor/Accountant.

Charter School Budget Template for ACADIA Academy

Tab 29 includes a proposed and anticipated Budget for ACADIA. 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 97% retention of the per-pupil-cost, allocating and acknowledging 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" un-sound. 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, providing the initial start-up cash-flow and opening costs. As you will see, the sponsoring fiscal agent will be essential for year one of ACADIA operation.

The proposed budget (TAB 29) for ACADIA Academy demonstrates a fiscal reserve by the end of Year 2, having allowed time for sufficient expansion and reduction of on-going investment

costs for new curriculum, etc. The Year 2 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.

As we determine physical space for the school, we have looked at thee 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. We have an interested community partner who is interesting in donating a facility or providing fiscal support. 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 29 for full Budget Review

September 1, 2015

To the Charter Commission,

I am pleased to submit this letter to the Commission, as evidence of a partnership currently being formed between the ACADIA school and respected businessman, Dave Gendron of Gendron & Gendron. Mr. Gendron, a long-time Lewiston resident, has met with ACADIA staff on two separate occasions and has now proposed significant support to ACADIA.

Mr. Gendron has proposed that he provide us with a building that either exists at 27,000 square feet, or a smaller building that can be expanded upon as we grow. This generous offer includes a lease that is free of charge. While we will need to fit the building to our needs, he is willing to provide the work of all sub-contractors at cost.

When ACADI proves to be successful, he is then willing to gift us the building. He wants to participate in a program that will benefit our community.

Mr. Gendron will be speaking with his attorney and we will have a formal letter for support at our September 30th review meeting.

Michelle Hathaway

Development Committee

ACADIA

Tab 29. Budget
Acadia Academy Budget Assumptions

Three versions of "*TAB 29. Budget*" have been presented as part of Acadia Academy's application. All the assumptions, except for the building, are the same in each version. Below is a detailed explanation of variables for each scenario:

Option #1 – Rent then Buy Building:

Acadia Academy will rent a building to start and then purchase one once it has built up enough in cash reserves for a down payment. This is the most plausible scenario and based on pro forma budgetary data we anticipate that we will rent for the first four years of operation and then buy a building in year five. John F. Murphy Homes, Inc. will loan Acadia Academy the money to cover pre-opening shortfalls, pre-opening capital expenditures and the cost for building improvements on the rental property, all of which is estimated to be $591,240. Under the terms of the agreement Acadia Academy will not be required to make a payment during its first year of operation.

Rental Assumptions:

Term	4 Years
Rental Rate	$7.00 / sqft (NNN)
Building Size	20,000 sq. ft.
Leasehold Improvements	$100,000

Purchase Assumptions:

Purchase Price	$1,225,000
Cost of Building Improv	$ 300,000
Total to be Financed	$1,525,000
Building Size	25,000 sq. ft.
Interest Rate	7% Annual
Mortgage Term	30 Years

Loan from John F. Murphy Homes, Inc.:

Capital Expenditures	$193,050
Operating Shortfalls	$298,190
Leasehold Improvements	$100,000
Total to be Financed	$591,240
Interest Rate	The Wall Street Journal Prime Rate plus 6%
Term:	11 years (the first being payment free)

Option #2 – Buy Building

Acadia Academy will buy a building and renovate it before the start of the school year. Under this scenario the most plausible source of financing would be Maine Health and Higher Educational Facilities Authority. John F. Murphy Homes, Inc. will loan Acadia Academy the money to cover pre-opening shortfalls and pre-opening capital which is estimated to be $470,278. Under the terms of the agreement Acadia Academy will not be required to make a payment during its first year of operation.

Purchase Assumptions:

Purchase Price	$1,225,000
Cost of Building Improv	$ 300,000
Total to be Financed	$1,525,000
Building Size	25,000 sq. ft.
Interest Rate	7% Annual
Mortgage Term	30 Years

Loan from John F. Murphy Homes, Inc.:

Capital Expenditures	$193,050
Operating Shortfalls	$277,228
Total to be Financed	$470,278
Interest Rate	The Wall Street Journal Prime Rate plus 6%
Term:	11 years (the first being payment free)

Option #3 – Donated Building

A building would be donated to Acadia Academy who would in turn take out a line of credit against the building to finance its renovations. At the time of preparing this application we were in preliminary talks with a large developer who is willing to donate a building. John F. Murphy Homes, Inc. will loan Acadia Academy the money to cover pre-opening shortfalls and pre-opening capital which is estimated to be $470,278. Under the terms of the agreement Acadia Academy will not be required to make a payment during its first year of operation.

Donation Assumptions:

Financed Building Improv	$300,000
Building Size	25,000 sq. ft.
Interest Rate	7% Annual
Mortgage Term	30 Years

Loan from John F. Murphy Homes, Inc.:

Capital Expenditures	$193,050
Operating Shortfalls	$277,228
Total to be Financed	$470,278
Interest Rate	The Wall Street Journal Prime Rate plus 6%
Term:	11 years (the first being payment free)

Maine Charter School Commission		Budget Template - Option #1 Rent & Buy Building						
TAB 29. Budget								
	Pre-Opening	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Year Seven
Revenues								
Per-Pupil Allocation	-	1,271,869	1,608,098	1,944,326	2,280,555	2,616,784	2,616,784	2,616,784
Federal Entitlement Funds	-	-	-	-	-	-	-	-
Federal and State Grants	-	-	-	-	-	-	-	-
Foundation Grants	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Fundraising Events	-	-	-	-	-	-	-	-
Parent Contribuitions	-	-	-	-	-	-	-	-
In-Kind Contributions	-	-	-	-	-	-	-	-
Other	-	101,500	133,000	164,500	196,000	227,500	227,500	227,500
	20,000	1,393,369	1,761,098	2,128,826	2,496,555	2,864,284	2,864,284	2,864,284
Expenses								
Research & Planning								
Market Research	-	-	-	-	-	-	-	-
Curriculum Development	-	-	-	-	-	-	-	-
Application Costs	1,000	-	-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-
Board Recruitment	-	-	-	-	-	-	-	-
Website Development	2,000	-	2,000	2,000	2,000	2,000	2,000	2,000
Marketing Materials	2,000	-	2,000	2,000	2,000	2,000	2,000	2,000
Nonprofit Incorporation	-	-	-	-	-	-	-	-
Admissions Lottery	-	-	-	-	-	-	-	-
Other:	-	-	-	-	-	-	-	-
Research & Planning	5,000	-	4,000	4,000	4,000	4,000	4,000	4,000
Instructional Services								
Teacher Salaries & Benefits	20,059	347,694	452,660	559,973	669,686	781,853	797,571	813,607
Substitute Salaries & Benefits	-	-	-	-	-	-	-	-
Aides Salaries & Benefits	4,730	122,979	125,449	167,335	210,183	214,406	218,716	223,112
Textbooks	100,000	-	30,000	30,000	30,000	30,000	30,000	30,000
Classroom Supplies	16,500	-	7,500	8,500	9,500	10,500	8,000	8,000
Classroom Furniture	-	2,000	2,250	2,500	2,750	3,000	3,000	3,000
Classroom Equipment	-	1,410	1,610	1,910	2,210	2,410	1,000	800
Academic Computers/Software	-	1,200	1,600	2,000	2,400	2,800	1,600	1,200
Staff Development	-	12,333	12,580	12,832	13,088	13,350	13,617	13,889

Maine Charter School Commission				Budget Template - Option #1 Rent & Buy Building							
TAB 29. Budget											
				Pre-Opening	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Year Seven
		Travel & Conferences		-	-	-	-	-	-	-	-
		Other:		-	-	-	-	-	-	-	-
				---	---	---	---	---	---	---	---
		Instructional Services		141,289	487,616	633,649	785,049	939,817	1,058,319	1,073,503	1,093,608
	Special Education Services										
		Teacher Salaries & Benefits		1,727	29,933	54,402	110,016	112,227	114,483	116,785	119,134
		Aides Salaries & Benefits		3,010	78,265	79,838	120,807	123,235	165,319	168,643	172,033
		Special Facilities/Equipment		-	300	300	500	500	600	300	300
		Curriculum		-	-	-	-	-	-	-	-
		Instructional Materials		2,000	-	2,000	2,000	2,000	2,000	2,000	2,000
		Contracted Services		-	-	-	-	-	-	-	-
		Other:		-	-	-	-	-	-	-	-
				---	---	---	---	---	---	---	---
		Special Education		6,737	108,498	136,539	233,323	237,962	282,403	287,728	293,466
	Supplemental Programs & Services										
		Athletic Programs		-	-	-	-	-	-	-	-
		Art & Enrichment Programs		-	-	-	-	-	-	-	-
		Summer/Bridge School/Programs		-	-	-	-	-	-	-	-
		After-School Programs		-	-	-	-	-	-	-	-
		Community Service Programs		-	-	-	-	-	-	-	-
		English Language Learner Programs		-	-	-	-	-	-	-	-
		Music Programs		-	-	-	-	-	-	-	-
		Tutoring Programs		-	-	-	-	-	-	-	-
		Uniforms		-	-	-	-	-	-	-	-
		Other:		-	1,000	1,000	1,000	1,000	1,000	1,000	1,000
				---	---	---	---	---	---	---	---
		Supplemental Programs		-	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	Library										
		Librarian Salary & Benefits		-	-	-	-	-	-	-	-
		Books & Other Reading Materials		20,000	-	1,000	1,000	1,000	1,000	1,000	1,000
		Furniture		-	500	500	500	500	500	500	500
		Computers/Software		-	500	500	500	500	500	-	-
		Audiovisual Equipment		-	1,200	1,200	1,200	1,200	1,200	-	-
		Other:		-	-	-	-	-	-	-	-
				---	---	---	---	---	---	---	---

Maine Charter School Commission				Budget Template - Option #1 Rent & Buy Building						
	TAB 29. Budget									
		Pre-Opening	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Year Seven
	Library	20,000	2,200	3,200	3,200	3,200	3,200	1,500	1,500
Student Support Program & Services									
	Nurse Salary & Benefits	-	-	-	-	-	65,594	66,913	68,259
	Health Supplies & Equipment	3,218	-	3,826	4,550	5,411	6,435	6,435	6,435
	Guidance Counselor Salary & Benefits	-	-	-	-	-	-	-	-
	School Psychologist Expense	-	-	-	-	-	-	-	-
	Volunteer Expense	-	-	-	-	-	-	-	-
	Other:	-	10,000	10,400	10,816	11,249	-	-	-
	Student Support	3,218	10,000	14,226	15,366	16,660	72,029	73,348	74,694
Facilities									
	Rent/Leas/Mortgage	21,538	165,000	165,000	165,000	165,000	33,977	33,977	33,977
	Maintenance Salaries & Benefits	3,010	39,133	39,919	40,721	41,539	42,374	43,226	44,095
	Maintenance & Repair Expenses	-	-	-	-	-	-	-	-
	Utilities	3,292	56,664	57,797	58,953	60,132	61,335	62,562	63,813
	Telephone	510	3,315	3,381	3,449	3,518	3,588	3,660	3,733
	Internet Services	185	1,200	1,200	1,200	1,200	1,200	1,200	1,200
	Fire & Security	74	480	480	480	480	480	480	480
	Custodial Services	-	-	-	-	-	-	-	-
	Custodial Supplies	15,430	-	15,738	16,053	16,374	16,702	17,036	17,376
	Waste Disposal	591	3,841	3,918	3,918	3,996	3,996	4,076	4,076
	Other:	-	-	-	-	-	-	-	-
	Facilities	44,630	269,632	287,434	289,774	292,240	163,653	166,217	168,751
Transportation & Food Service									
	Busing Costs	-	74,752	95,776	116,800	137,824	158,848	158,848	158,848
	Driver Salary & Benefits	-	-	-	-	-	-	-	-
	Field Trip Expense	-	31,651	32,194	32,749	33,316	33,895	34,486	35,091
	Food Service Salaries & Benefits	-	-	-	-	-	-	-	-
	Food Service Supplies & Equipment	-	1,100	1,100	1,100	1,100	1,100	500	500
	School Breakfast Expense	-	-	-	-	-	-	-	-
	School Lunch Expense	-	-	-	-	-	-	-	-
	School Snacks Expense	-	19,000	19,380	19,768	20,163	20,566	20,977	21,397
	Other:	-	-	-	-	-	-	-	-

Maine Charter School Commission		Budget Template - Option #1 Rent & Buy Building						
TAB 29. Budget								
	Pre-Opening	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Year Seven
Transportation & Food Service	-	126,503	148,450	170,416	192,403	214,409	214,812	215,836
Administration & Support								
Administrators' Salaries & Benefits	23,677	173,677	177,168	180,729	184,362	188,069	191,850	195,708
Staff Salaries & Benefits	3,343	43,462	44,335	99,747	101,752	103,797	105,884	108,013
Office Supplies	36,273	-	36,999	37,739	38,494	39,263	40,049	40,850
Photocopy Expense	-	11,592	11,823	12,060	12,301	12,547	12,798	13,054
Administrative Computers/Software	-	400	400	500	500	500	100	100
Office Equipment	1,000	2,540	2,540	2,540	2,540	2,540	1,480	1,480
Postage & Shipping	-	4,250	4,335	4,422	4,510	4,600	4,692	4,786
Bookkeeping & Audit	10,000	56,500	58,595	60,769	63,025	65,365	67,794	70,315
Payroll Services	10,000	40,000	41,600	43,264	44,995	46,794	48,666	50,613
Banking Fees	-	-	-	-	-	-	-	-
Interest Expense	-	56,168	61,504	57,551	53,223	155,234	148,914	142,022
Legal Services	-	-	-	-	-	-	-	-
Liability & Property Insurance	769	5,000	5,150	5,305	5,464	9,848	10,144	10,448
Directors' & Officers Insurance	1,254	8,149	8,312	8,478	8,648	8,821	8,997	9,177
Marketing	1,000	-	1,020	1,040	1,061	1,082	1,104	1,126
Grant Writing	-	-	-	-	-	-	-	-
Board Expense	-	-	-	-	-	-	-	-
Staff Recruitment Expense	10,000	20,000	20,800	21,632	22,497	23,397	24,333	25,306
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Administration & Support	97,316	421,737	474,581	535,775	543,371	661,859	666,806	672,998
TOTAL EXPENSES	318,190	1,427,186	1,703,079	2,037,905	2,230,653	2,460,871	2,488,914	2,525,853
SURPLUS or (DEFICIT)	**(298,190)**	**(33,817)**	**58,019**	**90,922**	**265,902**	**403,412**	**375,370**	**338,431**
GAAP to Cash Reconciliation								
Add Back Depreciation	-	43,150	44,000	45,250	46,200	56,127	49,457	48,857
Add Back Loan Interests	-	56,168	61,504	57,551	53,223	155,234	148,914	142,022
Less Loan Payments	-	-	(103,110)	(103,110)	(103,110)	(226,004)	(226,004)	(226,004)
Less CapEx Purchases			(8,000)	(10,000)	(8,500)	(8,500)	-	-
Less Donated Property Revenue	-	-	-	-	-	-	-	-
Cash Basis Surplus / (Deficite)	**(298,190)**	**65,501**	**52,413**	**80,613**	**253,715**	**380,269**	**347,737**	**303,306**

	Maine Charter School Commission				**Enrollment Template**			
	TAB 29. Budget				**Option #1 Rent & Buy Building**			
	Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	Pre-Kindergarten	24	24	24	24	24	24	24
	Kindergarten	32	32	32	32	32	32	32
	1st Grade	36	36	36	36	36	36	36
	2nd Grade	36	36	36	36	36	36	36
	3rd Grade	0	36	36	36	36	36	36
	4th Grade	0	0	36	36	36	36	36
	5th Grade	0	0	0	36	36	36	36
	6th Grade	0	0	0	0	36	36	36
	7th Grade	0	0	0	0	0	0	0
	8th Grade	0	0	0	0	0	0	0
	9th Grade							
	10th Grade							
	11th Grade							
	12th Grade							
	Total	128	164	200	236	272	272	272
	Est. Daily Avg.							
	Student Characteristics, Totals by Characteristic							
	Students residing outside the catchment	0	0	0	0	0	0	0
	Students with low income status?	62.9	80.6	98.3	116.0	133.7	133.7	133.7
	Students with special needs?	19.2	24.6	30	35.4	40.8	40.8	40.8

Maine Charter School Commission		Staffing Template															
TAB 29. Budget		Option #1 Rent & Buy Building															
		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7			
Budget Category	Position Name	% FTE	Salary	% FTE	Salary	% FTE	Salary	% FTE	Salary	% FTE	Salary	% FTE	Salary	% FTE	Salary	Notes	
Instructional Services	Teacher 1	100%	40,000	100%	40,800	100%	41,616	100%	42,448	100%	43,297	100%	44,163	100%	45,046		
	Teacher 2	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
	Teacher 3	100%	40,000	100%	40,800	100%	41,616	100%	42,448	100%	43,297	100%	44,163	100%	45,046		
	Teacher 4	100%	40,000	100%	40,800	100%	41,616	100%	42,448	100%	43,297	100%	44,163	100%	45,046		
	Teacher 5	100%	40,000	100%	40,800	100%	41,616	100%	42,448	100%	43,297	100%	44,163	100%	45,046		
	Teacher 6	100%	40,000	100%	40,800	100%	41,616	100%	42,448	100%	43,297	100%	44,163	100%	45,046		
	Teacher 7	100%	40,000	100%	40,800	100%	41,616	100%	42,448	100%	43,297	100%	44,163	100%	45,046		
	Teacher 8	100%	40,000	100%	40,800	100%	41,616	100%	42,448	100%	43,297	100%	44,163	100%	45,046		
	Teacher 9	100%	-	100%	40,000	100%	40,800	100%	41,616	100%	42,448	100%	43,297	100%	44,163		
	Teacher 10	100%	-	100%	40,000	100%	40,800	100%	41,616	100%	42,448	100%	43,297	100%	44,163		
	Teacher 11	100%	-	100%	-	100%	40,000	100%	40,800	100%	41,616	100%	42,448	100%	43,297		
	Teacher 12	100%	-	100%	-	100%	40,000	100%	40,800	100%	41,616	100%	42,448	100%	43,297		
	Teacher 13	100%	-	100%	-	100%	-	100%	40,000	100%	40,800	100%	41,616	100%	42,448		
	Teacher 14	100%	-	100%	-	100%	-	100%	40,000	100%	40,800	100%	41,616	100%	42,448		
	Teacher 15	100%	-	100%	-	100%	-	100%	-	100%	40,000	100%	40,800	100%	41,616		
	Teacher 16	100%	-	100%	-	100%	-	100%	-	100%	40,000	100%	40,800	100%	41,616		
	Teacher 17	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
	Teacher Aide 1	100%	31,000	100%	31,620	100%	32,252	100%	32,897	100%	33,555	100%	34,227	100%	34,911		
	Teacher Aide 2	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
	Teacher Aide 3	100%	31,000	100%	31,620	100%	32,252	100%	32,897	100%	33,555	100%	34,227	100%	34,911		
	Teacher Aide 4	100%	31,000	100%	31,620	100%	32,252	100%	32,897	100%	33,555	100%	34,227	100%	34,911		
	Teacher Aide 5	100%	-	100%	-	100%	31,000	100%	31,620	100%	32,252	100%	32,897	100%	33,555		
	Teacher Aide 6	100%	-	100%	-	100%	-	100%	31,000	100%	31,620	100%	32,252	100%	32,897		
	Teacher Aide 7	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
	Subsitute Teacher 1	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
	Subsitute Teacher 2	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
	Subsitute Teacher 3	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
	Supplimental Support 1	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
	Supplimental Support 2	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
	Supplimental Support 3	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
Special Education	Special Ed Teacher 1	1	-		-		45,000		45,900		46,818		47,754		48,709		
	Assistant Principal	100%	50,000	100%	51,000											Asst. Principal will be Spec Ed Teacher in year 1 & 2	
	Special Ed Aide 1	100%	31,000	100%	31,620	100%	32,252	100%	32,897	100%	33,555	100%	34,227	100%	34,911		
	Special Ed Aide 2	100%	31,000	100%	31,620	100%	32,252	100%	32,897	100%	33,555	100%	34,227	100%	34,911		
	Special Ed Aide 3	100%	-	100%	-	100%	31,000	100%	31,620	100%	32,252	100%	32,897	100%	33,555		
	Special Ed Aide 4	100%	-	100%	-	100%	-	100%	-	100%	31,000	100%	31,620	100%	32,252		
	Special Ed Aide 5	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
Supplemental Programs	Coach	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
	Art Teacher	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
	Music Teacher	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
	ELL Teacher	50%	22,500	100%	45,000	100%	45,900	100%	46,818	100%	47,754	100%	48,709	100%	49,684		
	Tutor																
Library Programs	Librarian	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
Student Support	Nurse	0%	-	0%	-	0%	-	0%	-	100%	55,000	100%	56,100	100%	57,222		
	Guidance Counselor	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		

Facilities	Custodian	100%	31,000	100%	31,620	100%	32,252	100%	32,897	100%	33,555	100%	34,227	100%	34,911		
	Maintenance Worker																
Transportation/Food Service	Bus Driver	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
	Cafeteria Worker	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-		
Administration & Support	Head of School	100%	65,000	100%	66,300	100%	67,626	100%	68,979	100%	70,358	100%	71,765	100%	73,201		
	Assistant Principal	0%	-	0%	-	100%	52,020	100%	53,060	100%	54,122	100%	55,204	100%	56,308	Asst. Principal will be Spec Ed Teacher in year 1 & 2	
	Curriculum Director					100%	45,000	100%	45,900	100%	46,818	100%	47,754	100%	48,709		
	Finance Director	25%	30,000	25%	30,600	25%	31,212	25%	31,836	25%	32,473	25%	33,122	25%	33,785		
	Receptionist	100%	35,000	100%	35,700	100%	36,414	100%	37,142	100%	37,885	100%	38,643	100%	39,416		
	Admin. Assistant																
	Total Salary Costs		**668,500**		**783,920**		**1,031,598**		**1,163,230**		**1,352,495**		**1,379,545**		**1,407,136**		

Maine Charter School Commission			Pre-Opening Cash Flow										
TAB 29. Budget			Option #1 Rent & Buy Building										
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total
Revenues													
Per-Pupil Allocation		-											-
Federal Entitlement Funds		-											-
Federal and State Grants		-											-
Foundation Grants		20,000											20,000
Fundraising Events		-											-
Parent Contributions		-											-
In-Kind Contributions		-											-
Other		-											-
-	20,000	-	-	-	-	-	-	-	-	-	-	20,000
Expenses													
Research & Planning													
Market Research		-											-
Curriculum Development		-											-
Application Costs		1,000											1,000
Consultants		-											-
Staff Recruitment		-											-
Board Recruitment		-											-
Website Development		2,000											2,000
Marketing Materials		2,000											2,000
Nonprofit Incorporation		-											-
Admissions Lottery		-											-
Other:		-											-
Research & Planning	-	5,000	-	-	-	-	-	-	-	-	-	-	5,000
Instructional Services													
Teacher Salaries & Benefits		10,030	10,030										20,059
Substitute Salaries & Benefits		-											-
Aides Salaries & Benefits		2,365	2,365										4,730
Textbooks		100,000											100,000
Classroom Supplies		16,500											16,500
Classroom Furniture	40,000	-											40,000
Classroom Equipment	7,050	-											7,050
Academic Computers/Software	6,000	-											6,000
Staff Development		-											-
Travel & Conferences		-											-
Other:		-											-

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total
Instructional Services	53,050	128,895	12,395	-	-	-	-	-	-	-	-	-	194,339
Special Education Services													
Teacher Salaries & Benefits		863	863										1,727
Aides Salaries & Benefits		1,505	1,505										3,010
Special Facilities/Equipment	1,500	-											1,500
Curriculum		-											-
Instructional Materials		2,000											2,000
Contracted Services		-											-
Other:		-											-
Special Education	1,500	4,369	2,369	-	-	-	-	-	-	-	-	-	8,237
Supplemental Programs & Services													
Athletic Programs		-											-
Art & Enrichment Programs		-											-
Summer/Bridge School/Programs		-											-
After-School Programs		-											-
Community Service Programs		-											-
English Language Learner Programs		-											-
Music Programs		-											-
Tutoring Programs		-											-
Uniforms		-											-
Other:	15,000	-											15,000
Supplemental Programs	15,000	-	-	-	-	-	-	-	-	-	-	-	15,000
Library													
Librarian Salary & Benefits		-											-
Books & Other Reading Materials		20,000											20,000
Furniture	10,000	-											10,000
Computers/Software	2,500	-											2,500
Audiovisual Equipment	6,000	-											6,000
Other:		-											-
Library	18,500	20,000	-	-	-	-	-	-	-	-	-	-	38,500
Student Support Program & Services													
Nurse Salary & Benefits		-											-
Health Supplies & Equipment		3,218											3,218
Guidance Counselor Salary & Benefits		-											-
School Psychologist Expense		-											-
Volunteer Expense		-											-
Other:		-											-

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total
Student Support	-	3,218	-	-	-	-	-	-	-	-	-	-	3,218
Facilities													
Rent/Leas/Mortgage	110,769	10,769											121,538
Maintenance Salaries & Benefits		1,505	1,505										3,010
Maintenance & Repair Expenses		-											-
Utilities		1,646	1,646										3,292
Telephone		255	255										510
Internet Services		92	92										185
Fire & Security		37	37										74
Custodial Services		-											-
Custodial Supplies		15,430											15,430
Waste Disposal		295	295										591
Other:		-											-
Facilities	110,769	30,030	3,831	-	-	-	-	-	-	-	-	-	144,630
Transportation & Food Service													
Busing Costs		-											-
Driver Salary & Benefits		-											-
Field Trip Expense	60,000	-											60,000
Food Service Salaries & Benefits		-											-
Food Service Supplies & Equipment	13,000	-											13,000
School Breakfast Expense		-											-
School Lunch Expense		-											-
School Snacks Expense		-											-
Other:		-											-
Transportation & Food Service	73,000	-	-	-	-	-	-	-	-	-	-	-	73,000
Administration & Support													
Administrators' Salaries & Benefits		11,838	11,838										23,677
Staff Salaries & Benefits		1,672	1,672										3,343
Office Supplies		36,273											36,273
Photocopy Expense		-											-
Administrative Computers/Software	2,000	-											2,000
Office Equipment	30,000	1,000											31,000
Postage & Shipping		-											-
Bookkeeping & Audit		5,000	5,000										10,000
Payroll Services		5,000	5,000										10,000
Banking Fees		-											-
Interest Expense		-											-
Legal Services		-											-
Liability & Property Insurance		385	385										769
Directors' & Officers Insurance		627	627										1,254

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total
Marketing		500	500										1,000
Grant Writing		-											-
Board Expense		-											-
Staff Recruitment Expense		5,000	5,000										10,000
Administration & Support	32,000	67,295	30,021	-	-	-	-	-	-	-	-	-	129,316
TOTAL EXPENSES	303,819	258,805	48,615	-	-	-	-	-	-	-	-	-	611,240
SURPLUS or (DEFICIT)	**(303,819)**	**(238,805)**	**(48,615)**	-	-	-	-	-	-	-	-	-	**(591,240)**

Maine Charter School Commission				Cash Flow Template				Address: P/CSC/RFP TABS - Exhibits A-E										
2016 - 2017 School Year				First Full Year														
TAB 29. Budget				Option #1 Rent & Buy Building														
	July	August	September	October	November	December	January	February	March	April	May	June	Total	GAAP Balances	Diff	Reconciling Items	Remaining Diff
Revenues																		
Per-Pupil Allocation	105,989	105,989	105,989	105,989	105,989	105,989	105,989	105,989	105,989	105,989	105,989	105,989					
Federal Entitlement Funds	-	-	-	-	-	-	-	-	-	-	-	-					
Federal and State Grants	-	-	-	-	-	-	-	-	-	-	-	-					
Foundation Grants	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667					
Fundraising Events	-	-	-	-	-	-	-	-	-	-	-	-					
Parent Contributions	-	-	-	-	-	-	-	-	-	-	-	-					
In-Kind Contributions	-	-	-	-	-	-	-	-	-	-	-	-					
Other	8,458	8,458	8,458	8,458	8,458	8,458	8,458	8,458	8,458	8,458	8,458	8,458					
	116,114	116,114	116,114	116,114	116,114	116,114	116,114	116,114	116,114	116,114	116,114	116,114	1,393,369	1,393,369	-	-	-
Expenses																	
Research & Planning																	
Market Research	-	-	-	-	-	-	-	-	-	-	-	-					
Curriculum Development	-	-	-	-	-	-	-	-	-	-	-	-					
Application Costs	-	-	-	-	-	-	-	-	-	-	-	-					
Consultants	-	-	-	-	-	-	-	-	-	-	-	-					
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-					
Board Recruitment	-	-	-	-	-	-	-	-	-	-	-	-					
Website Development	-	-	-	-	-	-	-	-	-	-	-	-					
Marketing Materials	-	-	-	-	-	-	-	-	-	-	-	-					
Nonprofit Incorporation	-	-	-	-	-	-	-	-	-	-	-	-					
Admissions Lottery	-	-	-	-	-	-	-	-	-	-	-	-					
Other:	-	-	-	-	-	-	-	-	-	-	-	-					
Research & Planning	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Services																	
Teacher Salaries & Benefits	28,974	28,974	28,974	28,974	28,974	28,974	28,974	28,974	28,974	28,974	28,974	28,974					
Substitute Salaries & Benefits	-	-	-	-	-	-	-	-	-	-	-	-					
Aides Salaries & Benefits	10,248	10,248	10,248	10,248	10,248	10,248	10,248	10,248	10,248	10,248	10,248	10,248					
Textbooks	-	-	-	-	-	-	-	-	-	-	-	-					
Classroom Supplies	-	-	-	-	-	-	-	-	-	-	-	-					
fixed asset Classroom Furniture	-	-	-	-	-	-	-	-	-	-	-	-				2,000	
fixed asset Classroom Equipment	-	-	-	-	-	-	-	-	-	-	-	-				1,410	
fixed asset Academic Computers/Software	-	-	-	-	-	-	-	-	-	-	-	-				1,200	
Staff Development	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028					
Travel & Conferences	-	-	-	-	-	-	-	-	-	-	-	-					
Other:	-	-	-	-	-	-	-	-	-	-	-	-					
Instructional Services	40,250	40,250	40,250	40,250	40,250	40,250	40,250	40,250	40,250	40,250	40,250	40,250	483,006	487,616	4,610	4,610	(0)
Special Education Services																	
Teacher Salaries & Benefits	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494					
Aides Salaries & Benefits	6,522	6,522	6,522	6,522	6,522	6,522	6,522	6,522	6,522	6,522	6,522	6,522					
fixed asset Special Facilities/Equipment	-	-	-	-	-	-	-	-	-	-	-	-					
Curriculum	-	-	-	-	-	-	-	-	-	-	-	-				300	
Instructional Materials	-	-	-	-	-	-	-	-	-	-	-	-					
Contracted Services	-	-	-	-	-	-	-	-	-	-	-	-					
Other:	-	-	-	-	-	-	-	-	-	-	-	-					
Special Education	9,016	9,016	9,016	9,016	9,016	9,016	9,016	9,016	9,016	9,016	9,016	9,016	108,198	108,498	300	300	-
Supplemental Programs & Services																	
Athletic Programs	-	-	-	-	-	-	-	-	-	-	-	-					
Art & Enrichment Programs	-	-	-	-	-	-	-	-	-	-	-	-					
Summer/Bridge School/Programs	-	-	-	-	-	-	-	-	-	-	-	-					
After-School Programs	-	-	-	-	-	-	-	-	-	-	-	-					
Community Service Programs	-	-	-	-	-	-	-	-	-	-	-	-					
English Language Learner Programs	-	-	-	-	-	-	-	-	-	-	-	-					

Maine Charter School Commission				Cash Flow Template				Address: P/CSC/RFP TABS - Exhibits A-E										
	2016 - 2017 School Year			First Full Year														
	TAB 29. Budget			Option #1 Rent & Buy Building											GAAP		Reconciling	Remaining
		July	August	September	October	November	December	January	February	March	April	May	June	Total	Balances	Diff	Items	Diff
Revenues																		
	Music Programs	-	-	-	-	-	-	-	-	-	-	-	-					
	Tutoring Programs	-	-	-	-	-	-	-	-	-	-	-	-					
	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-					
fixed asset	Other:	-	-	-	-	-	-	-	-	-	-	-	-				1,000	
	Supplemental Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000	1,000	1,000	-
Library																		
	Librarian Salary & Benefits	-	-	-	-	-	-	-	-	-	-	-	-					
	Books & Other Reading Materials	-	-	-	-	-	-	-	-	-	-	-	-					
fixed asset	Furniture	-	-	-	-	-	-	-	-	-	-	-	-				500	
fixed asset	Computers/Software	-	-	-	-	-	-	-	-	-	-	-	-				500	
fixed asset	Audiovisual Equipment	-	-	-	-	-	-	-	-	-	-	-	-				1,200	
	Other:	-	-	-	-	-	-	-	-	-	-	-	-					
	Library	-	-	-	-	-	-	-	-	-	-	-	-	-	2,200	2,200	2,200	-
Student Support Program & Services																		
	Nurse Salary & Benefits	-	-	-	-	-	-	-	-	-	-	-	-					
	Health Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-					
	Guidance Counselor Salary & Benefi	-	-	-	-	-	-	-	-	-	-	-	-					
	School Psychologist Expense	-	-	-	-	-	-	-	-	-	-	-	-					
	Volunteer Expense	-	-	-	-	-	-	-	-	-	-	-	-					
	Other:	833	833	833	833	833	833	833	833	833	833	833	833					
	Student Support	833	833	833	833	833	833	833	833	833	833	833	833	10,000	10,000	-	-	-
Facilities																		
fixed asset	Rent/Leas/Mortgage	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667				25,000	
	Maintenance Salaries & Benefits	3,261	3,261	3,261	3,261	3,261	3,261	3,261	3,261	3,261	3,261	3,261	3,261					
	Maintenance & Repair Expenses	-	-	-	-	-	-	-	-	-	-	-	-					
	Utilities	4,722	4,722	4,722	4,722	4,722	4,722	4,722	4,722	4,722	4,722	4,722	4,722					
	Telephone	276	276	276	276	276	276	276	276	276	276	276	276					
	Internet Services	100	100	100	100	100	100	100	100	100	100	100	100					
	Fire & Security	40	40	40	40	40	40	40	40	40	40	40	40					
	Custodial Services	-	-	-	-	-	-	-	-	-	-	-	-					
	Custodial Supplies	-	-	-	-	-	-	-	-	-	-	-	-					
	Waste Disposal	320	320	320	320	320	320	320	320	320	320	320	320					
	Other:	-	-	-	-	-	-	-	-	-	-	-	-					
	Facilities	20,386	20,386	20,386	20,386	20,386	20,386	20,386	20,386	20,386	20,386	20,386	20,386	244,632	269,632	25,000	25,000	-
Transportation & Food Service																		
	Busing Costs	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229					
	Driver Salary & Benefits	-	-	-	-	-	-	-	-	-	-	-	-					
fixed asset	Field Trip Expense	2,138	2,138	2,138	2,138	2,138	2,138	2,138	2,138	2,138	2,138	2,138	2,138					
	Food Service Salaries & Benefits	-	-	-	-	-	-	-	-	-	-	-	-				6,000	
fixed asset	Food Service Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-					
	School Breakfast Expense	-	-	-	-	-	-	-	-	-	-	-	-				1,100	
	School Lunch Expense	-	-	-	-	-	-	-	-	-	-	-	-					
	School Snacks Expense	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583					
	Other:	-	-	-	-	-	-	-	-	-	-	-	-					
	Transportation & Food Service	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	119,403	126,503	7,100	7,100	(0)
Administration & Support																		
	Administrators' Salaries & Benefits	14,473	14,473	14,473	14,473	14,473	14,473	14,473	14,473	14,473	14,473	14,473	14,473					
	Staff Salaries & Benefits	3,622	3,622	3,622	3,622	3,622	3,622	3,622	3,622	3,622	3,622	3,622	3,622					
	Office Supplies	-	-	-	-	-	-	-	-	-	-	-	-					
	Photocopy Expense	966	966	966	966	966	966	966	966	966	966	966	966					

Maine Charter School Commission				Cash Flow Template			Address: P/CSC/RFP TABS - Exhibits A-E											
	2016 - 2017 School Year			First Full Year														
	TAB 29. Budget			Option #1 Rent & Buy Building												GAAP		Reconciling	Remaining
		July	August	September	October	November	December	January	February	March	April	May	June	Total	Balances	Diff	Items	Diff
Revenues																		
fixed asset	Administrative Computers/Software	-	-	-	-	-	-	-	-	-	-	-	-				400	
fixed asset	Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-				2,540	
	Postage & Shipping	354	354	354	354	354	354	354	354	354	354	354	354					
	Bookkeeping & Audit	4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708					
	Payroll Services	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333					
	Banking Fees	-	-	-	-	-	-	-	-	-	-	-	-					
Non Cash	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-				56,168	
	Legal Services	-	-	-	-	-	-	-	-	-	-	-	-					
	Liability & Property Insurance	417	417	417	417	417	417	417	417	417	417	417	417					
	Directors' & Officers Insurance	679	679	679	679	679	679	679	679	679	679	679	679					
	Marketing	-	-	-	-	-	-	-	-	-	-	-	-					
	Grant Writing	-	-	-	-	-	-	-	-	-	-	-	-					
	Board Expense	-	-	-	-	-	-	-	-	-	-	-	-					
	Staff Recruitment Expense	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667					
	Administration & Support	30,219	30,219	30,219	30,219	30,219	30,219	30,219	30,219	30,219	30,219	30,219	30,219	362,629	421,737	59,108	59,108	(0)
	TOTAL EXPENSES	110,656	110,656	110,656	110,656	110,656	110,656	110,656	110,656	110,656	110,656	110,656	110,656	1,327,868	1,427,186	99,318	99,318	-
	SURPLUS or (DEFICIT)	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	65,501	(33,817)	(99,318)	(99,318)	-

Option #1 Rent & Buy Building

Year	Item	Amount Financed
1	CapEx	193,050
1	Pre-Opening Operating Shortfalls	298,190
1	Purchase of Building	-
1	Building Improvements	-
1	Build a Building	-
1	Rental Building Improvements	100,000
	Starting Cash Advance	591,240
1	Cost to Purchase	1,225,000
2	Building Improvements	300,000
3		
4	Total Cost to Purchase	1,525,000
5		
6		
7		

Building Loan:

Annual Interest Rate	7.00%
Term (Years)	30

	Beg Bal	Interest	Principal	Payment	End Bal
Beg Bal					
Year 1					
Year 2					
Year 3					
Year 4					
Year 5	1,525,000	106,750	16,144	122,894	1,508,856
Year 6	1,508,856	105,620	17,274	122,894	1,491,581
Year 7	1,491,581	104,411	18,484	122,894	1,473,098
Year 8	1,473,098	103,117	19,777	122,894	1,453,320
Year 9	1,453,320	101,732	21,162	122,894	1,432,159
Year 10	1,432,159	100,251	22,643	122,894	1,409,515
Year 11	1,409,515	98,666	24,228	122,894	1,385,287
Year 12	1,385,287	96,970	25,924	122,894	1,359,363
Year 13	1,359,363	95,155	27,739	122,894	1,331,624
Year 14	1,331,624	93,214	29,681	122,894	1,301,944
Year 15	1,301,944	91,136	31,758	122,894	1,270,185
Year 16	1,270,185	88,913	33,981	122,894	1,236,204
Year 17	1,236,204	86,534	36,360	122,894	1,199,844
Year 18	1,199,844	83,989	38,905	122,894	1,160,939
Year 19	1,160,939	81,266	41,629	122,894	1,119,310
Year 20	1,119,310	78,352	44,543	122,894	1,074,768
Year 21	1,074,768	75,234	47,661	122,894	1,027,107
Year 22	1,027,107	71,898	50,997	122,894	976,111
Year 23	976,111	68,328	54,567	122,894	921,544
Year 24	921,544	64,508	58,386	122,894	863,158
Year 25	863,158	60,421	62,473	122,894	800,685
Year 26	800,685	56,048	66,846	122,894	733,838
Year 27	733,838	51,369	71,526	122,894	662,313
Year 28	662,313	46,362	76,532	122,894	585,780
Year 29	585,780	41,005	81,890	122,894	503,891
Year 30	503,891	35,272	87,622	122,894	416,269
Year 31	416,269	29,139	93,755	122,894	322,513
Year 32	322,513	22,576	100,318	122,894	222,195
Year 33	222,195	15,554	107,341	122,894	114,854
Year 34	114,854	8,040	114,854	122,894	0

CapEx & Start-Up Loan:

WSJ Rate	3.50%
Mechanics Bank Increase	0.00%
JFM's Cost to Borrow	3.500%
JFM's Profit Margin	6.00%
Annual Interest Rate	9.50%
Term (Years)	10

	Beg Bal	Interest	Principal	Payment	End Bal	Total Payments
Beg Bal					591,240	
Year 1	591,240	56,168			647,408	-
Year 2	647,408	61,504	41,606	103,110	605,801	103,110
Year 3	605,801	57,551	45,559	103,110	560,242	103,110
Year 4	560,242	53,223	49,887	103,110	510,355	103,110
Year 5	510,355	48,484	54,626	103,110	455,729	226,004
Year 6	455,729	43,294	59,816	103,110	395,913	226,004
Year 7	395,913	37,612	65,498	103,110	330,414	226,004
Year 8	330,414	31,389	71,721	103,110	258,694	226,004
Year 9	258,694	24,576	78,534	103,110	180,159	226,004
Year 10	180,159	17,115	85,995	103,110	94,165	226,004
Year 11	94,165	8,946	94,165	103,110	(0)	226,004

Jack Morton August 2015	Active Refusal	Verbal Protest	Bolt	Flop	Inappropriate Comments	"Greta"	Comments:
	Duration in minutes	Frequency	Frequency	Frequency	Frequency	Frequency	
8/1/2015							weekend
8/2/2015							weekend
8/3/2015	5.4	11	3	1	0	10	
8/4/2015	42.41	20	1	0	12	21	
8/5/2015	43.27	40	5	10	14	17	
8/6/2015	37.26	17	1	6	18	21	
8/7/2015							no school
8/8/2015							weekend
8/9/2015							weekend
8/10/2015	14.12	21	3	2	17	42	
8/11/2015	17.1	28	1	3	15	25	
8/12/2015	21.05	30	0	2	7	29	
8/13/2015	15	6	0	0	0	13	field trip
8/14/2015							no school
8/15/2015							weekend
8/16/2015							weekend
8/17/2015	2.08	0	0	0	0	3	arrived at 11 due to dentist appt.
8/18/2015	17.5	29	4	0	0	28	
8/19/2015	17.25	50	5	1	13	32	
8/20/2015	7.27	5	4	0	0	13	
8/21/2015							no school
8/22/2015							weekend
8/23/2015							weekend
8/24/2015	11.02	10	3	1	2	17	
8/25/2015	27.7	15	3	0	4	15	
8/26/2015	16.38	26	3	0	6	17	
8/27/2015	1	5	0	0	2	16	Field Trip
8/28/2015	11.35	18	2	2	1	20	
8/29/2015							weekend
8/30/2015							weekend
8/31/2015	6.27	18	2	0	0	12	
Averages	17.41	19.39	2.22	1.56	6.17	19.50	

Section II

D. 2 Financial Management

The Director (to be name) and Finance Director (to be named), overseen and directed by the Board of Directors, will be responsible for the management of ACADIA's financial oversight and management.

ACADIA has agreed to contract financial services (review the Education Service Agreement) to include 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 (ALCPA 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.

We have selected John F. Murphy Homes, to enter into an Educational Service Agreement with, in order to purchase additional services;

The following terms have been outlined to serve as the Service Agreement between John F. Murphy Homes, Inc. and ACADIA Academy, Inc. Both parties have agreed to consider and are receptive to any

changes or revisions required by the Charter Commission in order to move forward with the approval of ACADIA Academy.

ACADIA Academy will contract the following services from John F. Murphy Homes, Inc. (Educational Service Provider) for an annual initial fee of $110,000 in year 1 (reflected in the proposed budget). This fee will increase by 4% on an annual basis to reflect increased cost of servicing additional students and faculty. During ACADIA Academy's pre-opening phase a one-time $30,000 set up fee will be charged.

The following service will be provided under this contract:

Nursing Services: Services include but are not limited to the services needed to cover the following: services to provide health screenings, medical review and establishment of necessary and student specific medical plans (seizures, diabetes), emergency services to include on-call consultation for such issues as rashes, suspected lice, concerns about injury or medication side effects, review of immunization records/check for compliance, trainings/in-service for staff on medical plans necessary to support students within the classroom. In year 5, the service agreement will no longer include nursing services and is reflected by an $11,249 decrease in payment to John F. Murphy Homes, Inc. In year 5 of operation, ACADIA intends to hire a full-time school nurse, as outlined in the proposed budget.

While the services of the nurse will be decreased during year 5, the enrollment of additional students and faculty warrant the continued annual rate increase of 4% as the need for other services will increase, as stipulated below.

IT Services: Services include but are not limited to initial set-up for school wide server, set up of classroom technology, purchase and set-up of computers and IPads, set up of school wide email accounts, web-site, blogs or other classroom web-based communication tools, set-up of copiers/printers, to be completed during the initial pre-opening phase and annually prior to the start of the new school year, with up to 4 hours per week during the school year as needed for ongoing maintenance of technology within the building.

Payroll: Services include but are not limited to processing of weekly time sheets, payment of all employees, employee expense reimbursement, calculations and deductions of payroll taxes and benefits and corresponding remittance, compliance with state and federal tax regulations and reporting requirements for all staff at ACADIA. Greenshades will be used as the online time sheet system which will integrate with Microsoft Dynamics, the general ledger software package.

Bookkeeping: Services include but are not limited to the setup and maintenance of a chart of accounts, daily entry of accounting transactions, vendor bills, billing services required by the Department of education and/or insurance companies for medically relevant support services, bill payments, customer payments and deposits, other disbursements and withdrawals. Bookkeeping details will also include

complete and up-to-date detailed accounts receivable, accounts payable and cash account ledgers and the compilation financial reports to comply with any and all reporting requirements. The bookkeeping and payroll services will be integrated to ensure the necessary entries to record payroll which includes complete recording of gross wages, employer tax and other payroll expenses, and payroll liabilities. Microsoft Dynamics will be used by the bookkeeper as the general ledger software package. In connection with bookkeeping services John F. Murphy Homes, Inc. will also consult on financial policies and procedures, financial planning, budgeting, internal controls and annual audit procedures conducted by ACADIA Academy's third party audit firm.

Human Resources: Services include but are not limited to conducting initial orientation to staff that includes mandatory introductory trainings (PDT for OSHA compliance), official review of job description and requirements, medical screening and clearance for job duties, TB test/screening, DHHS background check, maintenance of official human resources file complete with background checks, date of hire information, clearance to perform duties, performance feedback and evaluations (FMLA requests, etc.); consultation regarding HR and payroll legal matters, benefit enrollment, advertisement and recruitment of staff.

Educational Consultation: Services include but are not limited to a minimum of 120 hours during the pre-opening phase, 16 hours per week during the first five years of ACADIA operations. Support services to include MEDMS/NEO database training, school law/special education law, consultation regarding PBIS (positive behavioral intervention services), curriculum training and support, classroom and behavioral consultation, staff support and consultation, data collection and student screening, assessment, program design, team-building activities, and other services necessary to assist educators and administrators at ACADIA to fully implement their mission and vision. Services will be provided by general education teachers, special education teachers, early childhood support staff, administrative support staff, education consultants, school psychologists, behavior analysts, and/or other personnel with necessary expertise.

Training: First Aid/CPR, Safety Care (positive behavioral support and crisis intervention training), PDT (preventing disease transmission) and trainings outlined within the previous section on education consultation.

The terms of this Service Agreement shall be in effect for five years, beginning at the onset of the pre-opening period, as specified in the pre-opening plan and template, as signed by the Department of Education/Charter School Commission and ACADIA Academy, Inc.

In the event that ACADIA Academy, Inc. shall close or cease operations, the Governing Board of ACADIA Academy, Inc. shall terminate this service agreement immediately. In the event of ACADIA

closure, John F. Murphy Homes, Inc. agrees to complete any payroll, bookkeeping, or human resources functions necessary to complete school closure protocol as defined by Maine law.

In addition, any stipulations identified within this service agreement that are found to be contradictory to the Charter Contract are considered null and void.

Upon completion of an independent audit, Robusselli, Soucy and Hussey, the budget and audit results will be distributed to the Board and available on the ACADIA web site.

John F. Murphy Homes currently utilizes MEDMS to report student enrollment and staff credentials/employment currently. They will provide training to ACADIA staff to ensure this happens.

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, programs carry liability coverage of up 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.

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. Donation of a Building within Lewiston

We are currently seeking out all opportunities. We are working with a realtor, a community partner and with a general contractor to pursue all three. 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 designed for all three options, lease, purchase, donation, 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 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 a well as a gathering area for parents and families.

JFM Homes, Inc. has 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.

JFM has 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 6, 2016. 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 full-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

towards daily responsibilities. The janitor will be responsible for cleaning/disinfecting all areas. We will establish protocols for cleaning and maintenance of spaces.

Tab 30

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 31

We do not currently have a building lease at this time.

Tab 32 - Schedule of Furnishings and Fixtures

Item Description	Inservice Year	Cost	Depr Years	Year 1 Dep Exp	Year 2 Dep Exp	Year 3 Dep Exp	Year 4 Dep Exp	Year 5 Dep Exp	Year 6 Dep Exp	Year 7 Dep Exp
Instructional Services - Classroom Furniture										
Furniture - Class Room (PreK - 2)	1	40,000	20	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Furniture - Class Room (Grade 3)	2	5,000	20		250	250	250	250	250	250
Furniture - Class Room (Grade 4)	3	5,000	20			250	250	250	250	250
Furniture - Class Room (Grade 5)	4	5,000	20				250	250	250	250
Furniture - Class Room (Grade 6)	5	5,000	20					250	250	250
Total Instructional Classroom Furniture				2,000	2,250	2,500	2,750	3,000	3,000	3,000
Instructional Services - Classroom Equipment										
Laptop Purchases per Year				12	2	3	3	2	0	0
Staff Laptops (Yr 1) @ $500 each	1	6,000	5	1,200	1,200	1,200	1,200	1,200		
Staff Laptops (Yr 2) @ $500 each	2	1,000	5		200	200	200	200	200	
Staff Laptops (Yr 3) @ $500 each	3	1,500	5			300	300	300	300	300
Staff Laptops (Yr 4) @ $500 each	4	1,500	5				300	300	300	300
Staff Laptops (Yr 5) @ $500 each	5	1,000	5					200	200	200
Staff Laptops (Yr 6) @ $500 each	6	-	5						-	-
Staff Laptops (Yr 7) @ $500 each	7	-	5							-
Printers - 3 x $650 each	1	1,050	5	210	210	210	210	210		
Total Instructional Services - Classroom Equipment				1,410	1,610	1,910	2,210	2,410	1,000	800
Academic Computers/Software										
Classroom Desktops (K) - 2 per class @ $500 each	1	2,000	5	400	400	400	400	400		
Classroom Desktops (1st) - 2 per class @ $500 each	1	2,000	5	400	400	400	400	400		
Classroom Desktops (2nd) - 2 per class @ $500 each	1	2,000	5	400	400	400	400	400		
Classroom Desktops (3rd) - 2 per class @ $500 each	2	2,000	5		400	400	400	400	400	
Classroom Desktops (4th) - 2 per class @ $500 each	3	2,000	5			400	400	400	400	400
Classroom Desktops (5th) - 2 per class @ $500 each	4	2,000	5				400	400	400	400
Classroom Desktops (6th) - 2 per class @ $500 each	5	2,000	5					400	400	400
Total Academic Computers/Software				1,200	1,600	2,000	2,400	2,800	1,600	1,200
Special Education - Special Facilities/Equipment										
Laptop Purchases per Year				3	0	2	0	1	0	0
Staff Laptops (Yr 1) @ $500 each	1	1,500	5	300	300	300	300	300		
Staff Laptops (Yr 2) @ $500 each	2	-	5		-	-	-	-	-	
Staff Laptops (Yr 3) @ $500 each	3	1,000	5			200	200	200	200	200
Staff Laptops (Yr 4) @ $500 each	4	-	5				-	-	-	-

Item Description	Inservice Year	Cost	Depr Years	Year 1 Dep Exp	Year 2 Dep Exp	Year 3 Dep Exp	Year 4 Dep Exp	Year 5 Dep Exp	Year 6 Dep Exp	Year 7 Dep Exp
Staff Laptops (Yr 5) @ $500 each	5	500	5					100	100	100
Staff Laptops (Yr 6) @ $500 each	6	-	5						-	-
Staff Laptops (Yr 7) @ $500 each	7	-	5							-
Total Special Education - Special Facilities/Equipment				300	300	500	500	600	300	300
Supplemental Programs & Services - Other										
Playground Equipment	1	15,000	15	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Total Supplemental Programs & Services - Other				1,000	1,000	1,000	1,000	1,000	1,000	1,000
Library - Furniture										
Furniture	1	10,000	20	500	500	500	500	500	500	500
Total Library - Furniture				500	500	500	500	500	500	500
Library - Computers/Software										
Computers/Software (5 computers @ $500 each	1	2,500	5	500	500	500	500	500		
Total Library - Computers/Software				500	500	500	500	500	-	-
Library - Audiovisual Equipment										
TV, DVD, Other	1	2,500	5	500	500	500	500	500		
Headlight - Projection system	1	3,500	5	700	700	700	700	700		
Total Library - Audiovisual Equipment				1,200	1,200	1,200	1,200	1,200	-	-
Food Service Supplies & Equipment										
Fridge, Stove, Dishwasher, kitchen gear	1	3,000	5	600	600	600	600	600		
Furniture - Cafeteria	1	10,000	20	500	500	500	500	500	500	500
Total Food Service Supplies & Equipment				1,100	1,100	1,100	1,100	1,100	500	500
Vehicle Depreciation										
GMC Savahna	1	30,000	10	3,000	3,000	3,000	3,000	3,000	3,000	3,000
GMC Savahna	1	30,000	10	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Total Vehicle Depreciaiton				6,000	6,000	6,000	6,000	6,000	6,000	6,000
Admin & Support - Computers/Software										
Laptop Purchases per Year				4	0	1	0	0	0	0
Staff Laptops (Yr 1) @ $500 each	1	2,000	5	400	400	400	400	400		
Staff Laptops (Yr 2) @ $500 each	2	-	5		-	-	-	-	-	

Item Description	Inservice Year	Cost	Depr Years	Year 1 Dep Exp	Year 2 Dep Exp	Year 3 Dep Exp	Year 4 Dep Exp	Year 5 Dep Exp	Year 6 Dep Exp	Year 7 Dep Exp
Staff Laptops (Yr 3) @ $500 each	3	500	5			100	100	100	100	100
Staff Laptops (Yr 4) @ $500 each	4	-	5				-	-	-	-
Staff Laptops (Yr 5) @ $500 each	5	-	5					-	-	-
Staff Laptops (Yr 6) @ $500 each	6	-	5						-	-
Staff Laptops (Yr 7) @ $500 each	7	-	5							-
Total Admin & Support - Computers/Software				400	400	500	500	500	100	100
Admin & Support - Office Equipment										
Furniture - Admin/Common	1	10,000	20	500	500	500	500	500	500	500
Phone System	1	12,000	15	800	800	800	800	800	800	800
Security System	1	2,700	15	180	180	180	180	180	180	180
Server	1	1,500	5	300	300	300	300	300		
Router	1	900	5	180	180	180	180	180		
Network Switches	1	1,100	5	220	220	220	220	220		
POE Switch	1	500	5	100	100	100	100	100		
Printers - 2 x $650 each	1	1,300	5	260	260	260	260	260		
Total Admin & Support - Office Equipment				2,540	2,540	2,540	2,540	2,540	1,480	1,480
Total Annual Depreciation Expense		**228,050**		**18,150**	**19,000**	**20,250**	**21,200**	**22,150**	**15,480**	**14,880**

CapEx by Year:

Year	1	193,050
Year	2	8,000
Year	3	10,000
Year	4	8,500
Year	5	8,500
Year	6	-
Year	7	-
Total CapEx		**228,050**
Check		-

Section II
D. 4 Transportation Plan

Transportation will be provided for students living in the cities of Auburn and Lewiston, including door to door pick-up and drop-off as well as multiple designated drop-off and pick-up locations within both city limits (pending enrollment, age of students).

ACADIA will share transportation cost and responsibility with students being transported within the city limits and is currently working with Hudson bussing, Western Maine transportation, Community Concepts and Northeast Charter Company to establish quoted and prices for transportation routes. Unfortunately, without enrollment numbers, addresses and more specific information, we are not able to generate a true estimate and subsequent budget.

The transportation and per/pupil cost has been factored into our budget. Final cost cannot be figured until we are able to determine routes and trips necessary

ACADIA will not provide transportation for students enrolled in the before and after school care program which may become a cost savings measure for transportation.

TAB 33

Transportation will be provided for students living in the cities of Auburn and Lewiston, including door to door pick-up and drop-off as well as multiple designated drop-off and pick-up locations within both city limits (pending enrollment, age of students).

ACADIA will share transportation cost and responsibility with students being transported within the city limits and is currently working with Hudson bussing, Western Maine transportation, Community Concepts and Northeast Charter Company to establish quoted and prices for transportation routes. Unfortunately, without enrollment numbers, addresses and more specific information, we are not able to generate a true estimate and subsequent budget.

The transportation and per/pupil cost has been factored into our budget. Final cost cannot be figured until we are able to determine routes and trips necessary

ACADIA will not provide transportation for students enrolled in the before and after school care program which may become a cost savings measure for transportation.

A plan will be developed within 45 days of the initial enrollment period when student names and addresses can be provided to the transportation companies for the final bid.

Section II

D5 Insurance

Liability insurance will be provided under ACORD Insurance Company. For an example of the insurance coverage typically acquired, please refer to Tab 34. Currently, ACORD provides the educational coverage to John F. Murphy Homes, Inc. and the budget reflects rates provided as an estimate at this time for coverage. Additional coverage is provided for vehicle insurance and property insurance, to be specified upon securing both vehicles and property. Worker's comp insurance is also included in the information provided in TAB 34.

Tab 34

JOHNF-2 OP ID: FG

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, Ext): 207-784-4029 FAX (A/C, No): 207-784-2360 E-MAIL ADDRESS: lisa@bilodeauinsurance.com
	INSURER(S) AFFORDING COVERAGE — NAIC #
	INSURER A: Hanover — 22292
INSURED John F Murphy Homes, Inc. 800 Center Street Auburn, ME 04210	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	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY PRO-JECT LOC			ZHP9609903	07/01/2014	07/01/2015	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 100,000 $ 5,000 $ 1,000,000 $ 3,000,000 $ 3,000,000
A	AUTOMOBILE LIABILITY X ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS X HIRED AUTOS X NON-OWNED AUTOS			AHP95971B5	07/01/2014	07/01/2015	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (PER ACCIDENT)	$ 1,000,000 $ $ $
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 10,000			UHP9609905	07/01/2014	07/01/2015	EACH OCCURRENCE AGGREGATE	$ 4,000,000 $ 4,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N Y (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		1810055884 1810055884	07/21/2013 07/21/2014	07/21/2014 07/21/2015	X WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 500,000 $ 500,000 $ 500,000
A A	Prof. Liability Abuse			ZHP9609903 ZHP9609903	07/01/2014 07/01/2014	07/01/2015 07/01/2015	PL/Abuse Aggregate	1,000,000 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER

CERTIFI

Certificate Available Upon Request

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

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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. In an effort to support students who are food insecure (or who may forget their lunch!), students will be provided with sandwiches and fruit daily.

In addition, it is our hope that we can:

- 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.
- Continue and expand upon 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 afford. This has been effective for many families and children served by other local schools.
- If students require specialized food, we will work with our nurse consultant (through JFM Homes, Inc.) to ensure appropriate supplementation.

D. 7 Closure Protocol

Refer to TAB 35 School Closure Template

The School Closure Template, as outlined by the Commission and the Department of Education is included in TAB 35. ACADIA will adhere fully to the requirements and processes outlined within this closure plan.

In the event of school closure, employees at ACADIA 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. 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 35

Approved 7-3-12
4-24-14 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.

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 [THE SCHOOL] 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 ACADIA Academy 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.

TAB 36

John F. Murphy Homes, Inc. (JFM) is considered an Education Service Provider by the terms established by the Charter Commission. JFM is a large human services organization located in Auburn, Maine. With a 37 year history of success, JFM is one of the largest human services employers, with over 800 full-time employees working in schools, early child development programs, and programs designed to meet the complex needs of those with intellectual and developmental disabilities.

JFM is the parent organization for the Margaret Murphy Centers for Children (MMCC), 7 sites, founded in 2000. Through JFM oversight and management, has grown from a single site with 10 students, to 7 sites with over 140 students, a thriving child care and early development center for the community and a summer camp with a 2015 operating budget exceeding 10 million dollars. MMCC is licensed as a special purpose private school (DOE), child care (DHHS), mental health agency (DHHS) and early intervention provider (CDS). Under JFM management, MMCC has been able to grow and thrive, fiscally and operationally. Comprehensive educational and clinical services are delivered at a level of excellence with exceptionally high (98%, parent survey) parent satisfaction.

The JFM run childcare and early learning program for children is consistently filled to capacity with wait-lists for all age groups. This program, at cost for families, provides typically identified children a safe, learning environment from 12 weeks to 6 years. This program is considered as exceptional within the community.

JFM and its organization MMCC, have years of experience and personnel successfully working with DOE, DHHS, and CDS. These relationships will be necessary in assisting ACADIA through initial operations and program expansion. We have selected this agency for their willingness to support us financially, with significant loan and start-up moneys, and because of their tremendous documented successes in establishing, new , innovative and successful programs for children in this region.

The Human Resources, Finance, Safety and Educational staff at JFM are very familiar with the DOE, DHS and CDS expectations and requirements. They have ongoing relationships with members of each department, critical in accessing information and assistance. ACADIA Board members and development committee believe that alignment and contractual agreements with this agency will allow our administrative and educational staff to focus on the core and critical needs of our staff and students during the critical development period. This agency will allow us to focus on school operations and instruction without focusing on payroll, cpr training, etc. Our resources are limited as a start-up and we believe we can maximize our fiscal expenditures by purchasing extensive services, as outlined in the Service Agreement (TAB 38).

THE ESP Personnel will work closely with the Director to prepare necessary outcome reports for the Board. It is expected that an ESP representative attend board meetings to provide any necessary information.

The terms of the service have been outlined within the Service Agreement and may be re-negotiated, revised based on feedback of the Commission.

As ACADIA grows and develops, the ESP may no longer be warranted and the parties have agreed to terminate the relationship at the request of the Board.

TAB 37

Currently the Education Service Prover oversees and provides the services outlined in the contractual agreement to the Margaret Murphy Center for Children. This organization owns and operates MMCC and does not provide services through the same arrangement.

Michelle Hathaway, Director 376-3022

Tab 38

Service Agreement

The following terms have been outlined to serve as the Service Agreement between John F. Murphy Homes, Inc. and ACADIA Academy, Inc. Both parties have agreed to consider and are receptive to any changes or revisions required by the Charter Commission in order to move forward with the approval of ACADIA Academy.

ACADIA Academy will contract the following services from John F. Murphy Homes, Inc. (Educational Service Provider) for an annual initial fee of $110,000 in year 1 (reflected in the proposed budget). This fee will increase by 4% on an annual basis to reflect increased cost of servicing additional students and faculty. During ACADIA Academy's pre-opening phase a one-time $30,000 set up fee will be charged.

The following service will be provided under this contract:

Nursing Services: Services include but are not limited to the services needed to cover the following: services to provide health screenings, medical review and establishment of necessary and student specific medical plans (seizures, diabetes), emergency services to include on-call consultation for such issues as rashes, suspected lice, concerns about injury or medication side effects, review of immunization records/check for compliance, trainings/in-service for staff on medical plans necessary to support students within the classroom. In year 5, the service agreement will no longer include nursing services and is reflected by an $11,249 decrease in payment to John F. Murphy Homes, Inc. In year 5 of operation, ACADIA intends to hire a full-time school nurse, as outlined in the proposed budget.

While the services of the nurse will be decreased during year 5, the enrollment of additional students and faculty warrant the continued annual rate increase of 4% as the need for other services will increase, as stipulated below.

IT Services: Services include but are not limited to initial set-up for school wide server, set up of classroom technology, purchase and set-up of computers and IPads, set up of school wide email accounts, web-site, blogs or other classroom web-based communication tools, set-up of copiers/printers, to be completed during the initial pre-opening phase and annually prior to the start of the new school year, with up to 4 hours per week during the school year as needed for ongoing maintenance of technology within the building.

Payroll: Services include but are not limited to processing of weekly time sheets, payment of all employees, employee expense reimbursement, calculations and deductions of payroll taxes and benefits and corresponding remittance, compliance with state and federal tax regulations and reporting requirements for all staff at ACADIA. Greenshades will be used as the online time sheet system which will integrate with Microsoft Dynamics, the general ledger software package.

Bookkeeping: Services include but are not limited to the setup and maintenance of a chart of accounts, daily entry of accounting transactions, vendor bills, billing services required by the Department of education and/or insurance companies for medically relevant support services, bill payments, customer payments and deposits, other disbursements and withdrawals. Bookkeeping details will also include complete and up-to-date detailed accounts receivable, accounts payable and cash account ledgers and the compilation financial reports to comply with any and all reporting requirements. The bookkeeping and payroll services will be integrated to ensure the necessary entries to record payroll which includes complete recording of gross wages, employer tax and other payroll expenses, and payroll liabilities. Microsoft Dynamics will be used by the bookkeeper as the general ledger software package. In connection with bookkeeping services John F. Murphy Homes, Inc. will also consult on financial policies and procedures, financial planning, budgeting, internal controls and annual audit procedures conducted by ACADIA Academy's third party audit firm.

Human Resources: Services include but are not limited to conducting initial orientation to staff that includes mandatory introductory trainings (PDT for OSHA compliance), official review of job description and requirements, medical screening and clearance for job duties, TB test/screening, DHHS background check, maintenance of official human resources file complete with background checks, date of hire information, clearance to perform duties, performance feedback and evaluations (FMLA requests, etc.); consultation regarding HR and payroll legal matters, benefit enrollment, advertisement and recruitment of staff.

Educational Consultation: Services include but are not limited to a minimum of 120 hours during the pre-opening phase, 16 hours per week during the first five years of ACADIA operations. Support services to include MEDMS/NEO database training, school law/special education law, consultation regarding PBIS (positive behavioral intervention services), curriculum training and support, classroom and behavioral consultation, staff support and consultation, data collection and student screening, assessment, program design, team-building activities, and other services necessary to assist educators and administrators at ACADIA to fully implement their mission and vision. Services will be provided by general education teachers, special education teachers, early childhood support staff, administrative support staff, education consultants, school psychologists, behavior analysts, and/or other personnel with necessary expertise.

Training: First Aid/CPR, Safety Care (positive behavioral support and crisis intervention training), PDT (preventing disease transmission) and trainings outlined within the previous section on education consultation.

The terms of this Service Agreement shall be in effect for five years, beginning at the onset of the pre-opening period, as specified in the pre-opening plan and template, as signed by the Department of Education/Charter School Commission and ACADIA Academy, Inc.

Line of Credit Agreement

The following terms have been outlined to serve as the Line of Credit Agreement between John F. Murphy Homes, Inc. and ACADIA Academy, Inc.

John F. Murphy Homes, Inc. will loan Acadia Academy the money to cover pre-opening shortfalls, pre-opening capital expenditures and the cost for building improvements if a rental property is used. The credit line limit for these expenditures will be $600,000.

John F. Murphy Homes, Inc. will also loan Acadia Academy $200,000 to cover two months of operating expenses to be used in the very first two months (September and October) of the school year.

Total Credit Line Limit:	$800,000
Interest Rate:	The Wall Street Journal Prime Rate plus 6%
Term:	11 Years (A)

(A) – In year one Acadia Academy will not be required to make a payment; interest will however still accrue in this year.

Peter Kowalski, Executive Director,
John F. Murphy Homes, Inc.

08/27/2015
Date

CHRISTOPHER BRANN
Designee, ACADIA Academy, Inc.

8/31/15
Date

In the event that ACADIA Academy, Inc. shall close or cease operations, the Governing Board of ACADIA Academy, Inc. shall terminate this service agreement immediately. In the event of ACADIA closure, John F. Murphy Homes, Inc. agrees to complete any payroll, bookkeeping, or human resources functions necessary to complete school closure protocol as defined by Maine law.

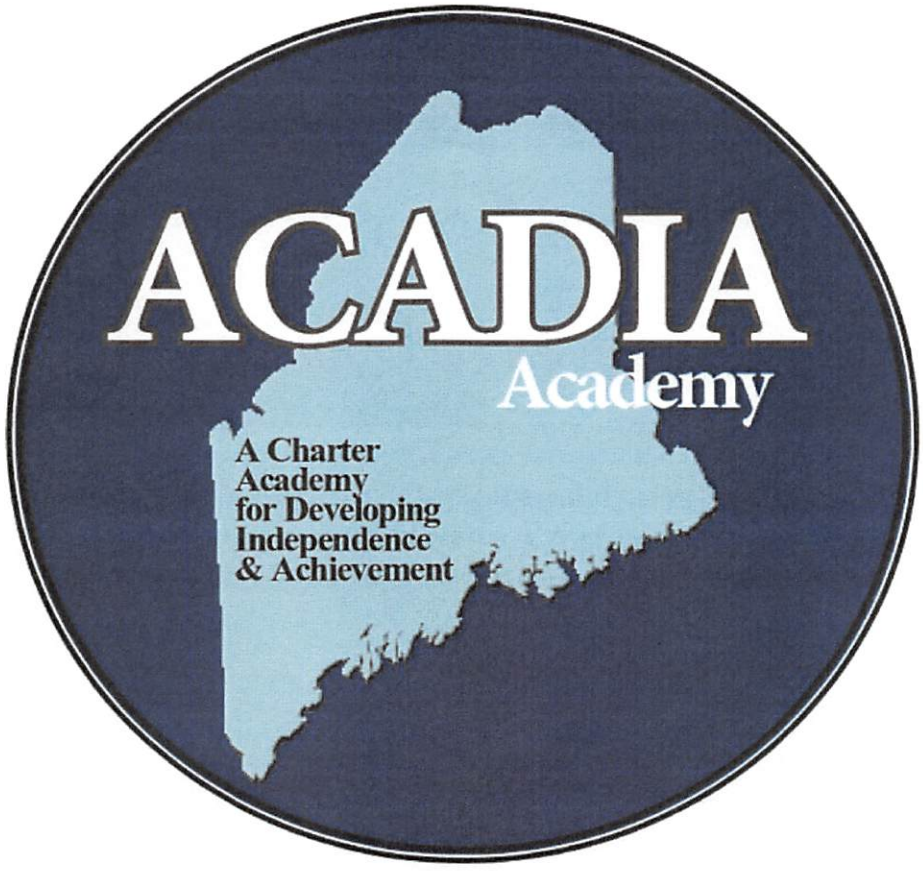
In addition, any stipulations identified within this service agreement that are found to be contradictory to the Charter Contract are considered null and void.

Peter Kowalski, Executive Director,
John F. Murphy Homes, Inc.

8/27/2015
Date

CHRISTOPHER BRANN
Designee, ACADIA Academy, Inc.

8/31/15
Date


ACADIA
Academy
A Charter
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for Developing
Independence
& Achievement