

Inspire ME Academy

A proposed Public Charter School for Grades 4-8



Our mission is to ***Inspire Greatness***. We believe every student is capable of reaching his or her potential when provided with a meaningful education. We are committed to student success.

Charter School Application 2014



For more info, check out our website at www.inspiremeacademy.org

Follow us on **Facebook** or Twitter: @inspireMEmaine

PO Box 122, Springvale, ME 04083

Maine Charter School Commission
Executive Summary

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

Name of proposed Public Charter School _____ Inspire ME Academy _____
Name of entity that will hold the charter _____ Inspire ME Academy _____
Primary contact _Renee Morin _____
Title/Relationship to entity _____ President _____
Mailing Address ___PO Box 122, Springvale, ME 04083 _____

Telephone (Primary) 207-282-3557 ___Telephone (Secondary) _____
Email address _info@inspiremeacademy.org _____
Education Service Provider (if applicable) None _____
Partner Organization (if applicable) _None _____
Physical address of school _undetermined _____

School administrative unit in which the school will be located- Sanford Public Schools _____
Intended opening date August 31, 2015 _____
Proposed grades and initial enrollment Grades 4, 5, and 6 initial enrollment of 100 _____

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 _____ Renee P. Morin _____ Date _____ 8/22/14 _____
Printed Name _____ Renee P. Morin _____ Title (Position) _____ President _____

School Program Design: Inspire ME Academy

At Inspire ME Academy, our mission is to *Inspire Greatness*. In order to achieve greatness we will develop curriculum that not only bridges gaps in students learning but also challenges them to go above and beyond, maximizing their potential. Our curriculum will be developed directly from the Common Core Standards using rigorous standards based unit design. During instruction, our classes will be ability grouped based on the results of progress monitoring with the idea that groups are ever changing depending on the needs of the students. A longer day will allow more time on academics and more opportunities for differentiation. Our GREAT values (Generosity, Respect, Enthusiasm, Achievement, and Tenacity) will be taught and practiced, providing a safe and caring environment where all students feel capable of success. Our leaders and teachers will educate with the belief that **all** students are capable of learning. This belief will drive curriculum development, instruction, and a classroom environment that will instill a high expectation for learning.

Inspire ME Academy

A. Education Plan

A.1 Mission, Vision, Identification of Targeted Student Population and the Community the School Hopes to Serve

Mission:

At Inspire ME Academy, our mission is to *Inspire Greatness*. We believe every student is capable of reaching his or her potential when provided with a meaningful education. We are committed to student success.

Vision Statement:

Inspire ME Academy will offer an accelerated and enriched educational opportunity where students are expected to master and exceed educational standards. We will have a rigorous academic program with an extended day that allows for a variety of learning opportunities. Character education will be taught with the same enthusiasm as academics. Inspire ME Academy will have a positive rewards based discipline structure that encourages strong self-esteem. Student progress will be assessed often ensuring students are constantly progressing and meeting goals. Inspire ME Academy aims to include all children in an environment where they will be successful. We believe a respectful and nurturing partnership of Teachers, Students, Parents and Community will guarantee our students success. Individual academic ability, kindness, and community will be celebrated.

Essential Elements of our Vision:

- (1) A firm commitment to student success
 - School, teacher, and Head of School evaluations will be based on student progress.
 - Our goal is to close the achievement gap as well as challenge already achieving students to exceed expectations.
 - Our students will be fully prepared for high school with strong academic knowledge and inspiration to become college and career ready.
- (2) Rigorous standards based academic curriculum
 - An accelerated common core standard will be the basis for all curriculums.
 - Proven curricula implemented across the school will assure quality instruction.
- (3) Progress monitoring and strategic use of performance data
 - Students' achievement will be monitored every six weeks in all core subjects.
 - Teachers will work in a Professional Learning Team (PLT) and participate in a "data day". This data will drive instruction; decide which subjects need to be retaught and where there is room for enrichment.
- (4) Extended Learning Time
 - The school day at Inspire ME Academy will run from 7:45am to 3:30 pm and will include 1.5 additional instruction hours beyond the traditional public school.
 - The school calendar will be made up of 184 full instruction days, 9 more days than the local school districts.
 - Within the school day, students will have 2.5 hours of literacy instruction as well as 1.5 hours of math instruction.
 - Tutoring will be offered before and after school for any students who need extra support.

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(5) Strong and Collaborative Leadership

- The Head of School, in conjunction with the Board of Directors will have control of the schools hiring, evaluation, and termination of employees as well as setting the school budget to fit the needs of our students.
- The primary focus of the Head of School will be to analyze student achievement, develop curriculum, coach and support teachers, and plan meaningful professional development.
- The Head of School will be active throughout the school with daily classroom walkthroughs.
- The Dean of Students will promote a high achieving school culture and will be support for student, family and staff.

(6) Recruitment and development of highly-qualified staff

- Quality teachers who are dedicated to the mission are the most important factor of student success.
- Quality school leaders will guide our teacher's success.
- All school employees will undergo extensive training in best practices across all subject areas.
- Every Friday almost three hours will be dedicated to professional development, which will include principal and teacher collaboration that is student driven and related to best practices.

(7) School Culture

- Provide an inclusive environment for students of all learning abilities where no student is singled out or made to feel inferior.
- Great behavior and good character will be taught with enthusiasm.
- Our students will take part in an environment where it is "cool to be smart and treat others well".
- Uniforms will be provided and worn by students to establish a sense of pride for their school and themselves.
- Inspire ME academy has a high expectation for student conduct and places a strong emphasis on our GREAT values (Generosity, Respect, Enthusiasm, Achievement, and Tenacity).

(8) Parent and Community Involvement

- At the beginning of each year teachers, students, and parents will sign the Home-School Agreement stating that everyone will do their part to help our students succeed.
- Parents will be required to attend parent teacher conferences three times a year. Teachers will be flexible in meeting times.
- The school will encourage the formation of a parent advisory group.
- We will hold special events and invite families and students to attend these school wide events (i.e. monthly family breakfast, student performances, etc.).

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Targeted student population and catchment area

Inspire ME Academy hopes to establish itself in the Sanford/Springvale community, which is centrally located in York County. Our goal is to offer an educational option that provides a supportive yet challenging environment. We believe every student is capable of reaching his or her potential when provided with a meaningful education. Our goal is to educate and challenge our students to be proficient in all areas of academics, particularly in math and reading, as they are foundations of education. The current Annual Yearly Progress goals for the district are lacking. For the year 2012-2013, only 35% of the fourth grade students were proficient in math and only 50% were proficient in reading. In the same year, less than half of the eighth grade students were proficient in math. When looking at that same eighth grade population when they were in fifth grade, *more* students were proficient in math in fifth grade than they are today. Keeping fourth through eighth graders inspired, challenged, and engaged is a key foundation to success in high school. At Inspire ME Academy, we want to provide an option for great gains in educational success to the community. We want to inspire students to want to learn more. We want to *Inspire Greatness!*

Sanford maintains a high population of economically disadvantaged students (currently averaging 66% of students receiving free and reduced lunch). Within this population, there are few options for families. Many of which are interested in better educational opportunities. At Inspire ME Academy, we aim to provide an option for these families as well as any community member looking for an A+ educational offering regardless of economic status. We will break down barriers created by economic status by providing free meals (breakfast, lunch, and snack) for all students, uniforms will be required and provided, a longer school day giving students more access to education and resources they may or may not have at home, and an environment where all students will feel safe and cherished.

Sanford also has a high population of students with special needs, currently averaging 21% that are performing below their typically developing peers. With our individual focus on student achievement and inclusive environment, we believe we can bring this student population to a greater level of performance and maximize their potential.

Inspire ME Academy aims to be a model of excellence in the community and grow to include two classes each of grades four through eight. We want to add social capital to a wonderful community with students who are well educated and community leaders. Inspire ME Academy, will share best practices with any educator in our community who seeks the knowledge to do better by their students. The future is as bright as our youth is educated. Education is the key to ending poverty.

For the future of Inspire Me Academy, we would like to work towards being a K-8 school that is high achieving and serving the community well. We also intend to support our eighth graders once they leave our school and follow their progress through High School.

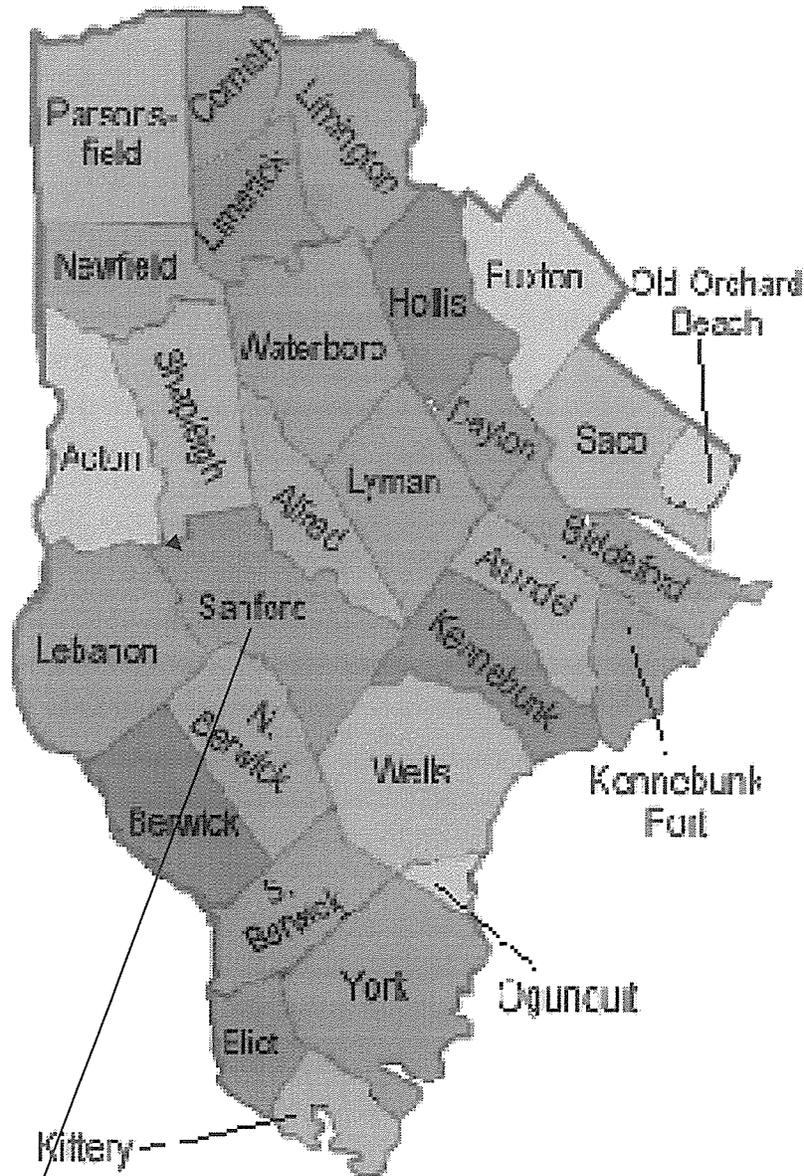
Note: Statistics were obtained from Maine.gov DOE Data Warehouse and can be found in appendixes.

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Target Area: York County

Catchment Area: Sanford/Springvale

TAB 1



Catchment Area

Inspire ME Academy

A.2 Academic Program

At Inspire ME Academy, our mission is to *Inspire Greatness*. In order to achieve greatness we will develop curriculum that not only bridges gaps in students learning but also challenges them to go beyond what is asked of them. Our curriculum will be developed directly from the Common Core standards and taught through rigorous standards based unit design. Progress monitoring will be given every six weeks in core subjects and the data will be analyzed to make sure students are achieving. During instruction time, our classes will be ability grouped based on the results of progress monitoring with the idea that groups are ever changing depending on the needs of the students at any given time. A longer day allows for more time on academics and gives teachers more opportunities for differentiation throughout a lesson. Students will be in an environment where our GREAT values (Generosity, Respect, Enthusiasm, Achievement, and Tenacity) are explicitly taught and practiced, to help provide a safe and caring environment where all students feel capable of success. Our leaders and teachers will educate with the belief that all students are capable of learning. This belief will drive curriculum development, instruction, and classroom environment that will instill a high expectation for learning.

For curriculum development and instructional strategies, we will adopt some of the proven methods currently practiced successfully at Achievement First schools as the basis for our educational plan. These practices align with our core beliefs and apply to the needs of our student population. In order to develop our rigorous standards based units we will utilize 10 Fundamental Elements of Quality Instruction. These elements will become the basis of our teaching practices.

- (1) Inclusive Setting
 - All students learn together
- (2) Great Aims
 - Rigorous, manageable, and measurable, standards based objectives and goals
- (3) Assessment of Student Mastery
 - Exit tickets/progress monitoring
 - Systematic and successful review of previously mastered skills
- (4) Content-Specific Knowledge and Strategy
 - Content Knowledge/multiple strategies
 - Pacing and urgency
- (5) Modeling/Guided Practice (I/WE/YOU)
 - Mini-Lesson
 - Guided Practice/Scaffolding
 - Visual Anchor
 - Check for understanding
- (6) Sustained, Successful Independent Practice
 - Many successful “at bats”
- (7) Classroom Culture
 - High expectations, Clear routines
 - Joy Factor
 - Student ownership
 - Teachable character moments

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(8) Student Engagement

- 100 percent
- Variety of engagement strategies

(9) Academic Rigor

- Teacher talk : student talk ratio
- Planned, rigorous lessons
- Higher level Bloom's questioning, for deeper understanding
- Academic Productive Talk (APT)
- Top quality oral and written responses

(10) Differentiation

- The needs of every student are met
- Fair is not equal

Rigorous Standards-Based Unit Design

Based on these 10 fundamentals, teachers and leaders in our school will work collaboratively to design rigorous standards based units that will be consistent throughout grade level. Each unit will be developed through the Understanding by Design (UbD) model. In Understanding by Design, teachers plan "backwards" when designing a unit. The teacher picks out an end goal that comes directly from the Common Core standards. After the goal is determined, the teacher builds their curriculum and resources around what they want to achieve. Teachers go through three stages of unit planning. First, they identify desired results, then determine the assessment evidence, and finally plan learning experiences and instruction.

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Understanding by Design	
Stage 1: Identify Desired Results	<ul style="list-style-type: none"> • What should students know, understand and be able to do? • What essential questions will be applied in depth and provide focus for all learning
Stage 2: Determine the Assessment Evidence	<ul style="list-style-type: none"> • How will we know if students have achieved the desired results? • How can students apply their learning in real world settings?
Stage 3: Plan learning experiences and instruction	<ul style="list-style-type: none"> • What materials can be used to help me get my students to the desired results? • How will we teach the material in ways to approach all learners • How will we support learners as they come to understand important ideas and processes? • How will we prepare them to transfer their learning?

During stage 3, teachers will plan how they can teach the material to accomplish the desired results (Common Core Standards). In order to teach these units teachers will follow a structured lesson plan format. This lesson plan format is research based and has proven to be successful. Each part of the lesson takes on a different approach, some are more teacher led while others are more student driven.

Lesson Plan Formats			
<u>General</u>	<u>Writing</u>	<u>Reading</u>	<u>Mathematics</u>
Quick Questions Aim and Agenda Interesting Idea Lesson Summary Class Points Homework	Quick Questions Aim and Agenda Handwriting Mini-Lesson Writing Practice Summary/Share Class Points Homework	Quick Questions Aim and Agenda Vocabulary Before Reading During Reading After Reading Class Points Homework	Quick Questions Aim and Agenda Problem of the day Basic Facts Review Other Review Lesson Summary Class Points Homework

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The goal of using proven unit and lesson design formats will be to gain consistency across classrooms and grade levels. The power of consistency will allow students to know what is expected of them throughout the day and across subjects. The combination of our 10 fundamental elements, UbD units, and the structured lesson plan format gives teachers the ability to use their creativity to prepare unique lessons and materials but still stay within the structure of the daily plan used by all colleagues.

English Language Arts:

Literacy is the foundation for all learning. Therefore, it will be a primary focus as indicated in the 3.25 hours of Reading and Writing instruction. Our teachers will cover all reading skills including phonemic awareness, phonics and decoding skills, oral language skills, knowledge of concepts of print, knowledge of basic comprehension skills, and reading stamina. All students will read for a minimum of 30 minutes during literature class each day. Books will be challenging, yet accessible enough that students do the hard work of reading for themselves. They will also be required to read 20 min at home each night.

Ensuring all students have mastered state standards is essential. We will work with every student to be sure of their success. We will use Fountas and Pinell assessments as an initial diagnostic to gauge each student's reading level and we will set an ambitious goal for each student. We will use progress monitoring to ensure goals are being met or if additional instruction is needed. Beyond basic skills, reading comprehension practice is vital. We will use a program that leverages strong standards-aligned mini-lessons with targeted student practice. Once a skill has been taught through the mini-lesson, students then practice this skill using short fiction, non-fiction, poetry and task passages. Students will also be asked to answer questions and to defend and prove their answers during classroom discussions, helping to build analytical skills. All students will be well prepared to enter High School and to take on a rigorous, college preparatory course load.

Mathematics:

We will first ensure all students have mastered addition, subtraction, multiplication and division facts at 95percent accuracy. These are Common Core Standard for ending third grade. For our fourth graders who are not meeting this standard we will have focused instruction to help them master these basic skills. Mastering the basics is essential in success at higher-level math. (Our first year fifth and six graders also)

Our math lessons will start with a problem of the day. This can be used as a review or a think outside of the box problem. Teachers will use the I-WE-YOU structure for daily lessons. This structure includes modeling a new concept or skill, solving problems with students during guided practice and then allowing students to independently tackle problems. Concepts will be introduced in a set sequence, emphasizing both step-by step approaches and explanations for all mathematical processes. Exit ticket assessments will be used at the end of each class to see how well students have mastered the concepts and to plan the next day's instruction. Curricula will be developed by the Head of School and staff in an "above standards" format with the goal that all students will have mastered Algebra by the end of eighth grade. This will allow students to be well prepared for High School and a rigorous college preparatory course load.

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Science:

At Inspire ME Academy, Science instruction is very important. We will create our own curricula using the Common Core Standards/Maine Learning Results as the basis. Science instruction will focus on mastery of core vocabulary and conceptual knowledge with the application of scientific principals in a laboratory setting. Science instruction will also reinforce key mathematical concepts like graphing and measurement skills. We will use fieldtrips to help engage students in actively learning and reinforcing the concepts learned in class. Maine has a wealth of Science resources at our doorstep and we plan to investigate these resources as often as possible.

Social Studies:

Social Studies will be presented in an engaging and challenging manner. We will create our own curricula using the Common Core Standards/Maine Learning Results as the basis, focusing on key concepts and vocabulary. We will also help students to analyze primary sources, debate different points of view, and make cause-and-effect connections. Students will use non-fiction reading skills to learn important content and apply it in written essays and oral presentations. At the seventh and eighth grade levels, we will have a strong focus on Civics and community involvement.

Foreign Language:

Inspire ME Academy will have comprehensive Foreign Language instruction. We will offer Spanish and/or French. Curricula will be developed in combination with the Head of School and Teacher, but will include both traditional instruction as well as many forms of conversational instruction (i.e., songs, movies, cultural events). Our goal is to have students fluent in the language upon graduating eighth grade.

PE:

Fitness and Healthy lifestyles will be the basis of instruction. All Children will have 40 min of PE four days a week. We will use the CATCH-PE Curriculum. This Curriculum features using continual motion and PE games to build athletic skills and an appreciation for lifelong fitness. It also teaches students how to play different sports and games and reinforces messages about nutrition, teamwork and fair play. The CATCH-PE curriculum also has a health program that will be used in the classroom to reinforce healthy living.

Visual and Performing Arts:

Inspire ME Academy believes the arts are a great way to add fun and creativity to learning. We will offer a very strong performing arts program incorporating Music, Art, Dance and Theater. History and literacy of all art forms will be included in the curriculum. We will offer Choir, Band and Theater and participation in at least one will be required. The Arts will also be used in conjunction with learning in the classroom to help enrich classroom learning in a fun way, (i.e. doing a play on one of the books read). All State standards will be met or exceeded in Music and Art.

Technology:

Students need to be technologically literate. We will focus on using the computer the way professionals do in the work force. We will teach typing and keyboarding. Word, Excel, PowerPoint, Explorer and Outlook as well as any newer widely accepted programs will be introduced in grades seven and eight.

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Computer-based learning will be used as a supplement to the traditional based curriculum and for research. We hope to provide teachers with excellent technology to aid in teaching lessons.

Character Ed:

We will use a similar model to Achievement First, using a clear, school-wide expectation for student behavior that is clearly defined by our GREAT values (Generosity, Respect, Enthusiasm, Achievement, and Tenacity). This simple acronym, which students will hear and see everywhere, makes it easy for teachers, students, and parents to remember and communicate what is expected. With this as a guide, good behavior will be taught like academics; by modeling, practicing and reinforcing.

Co-curricular Activities:

Inspire ME Academy will offer co-curricular activities on “Fun Fridays”. For a three-hour period on Friday afternoons, the students will be able to select from a variety of activities. We will use community involvement to staff these activities while teachers use this time for staff development. We will request proposals from community members who wish to share their talents with the students. We will offer small stipends to compensate them for their time and to bring in quality talent. We will consider all proposals from quilting to football. We will also survey the students to see what they are interested in learning about and try to accommodate the student interests. These mini-courses will run for 6 to 8 week periods so the students will be able to try a few different things throughout the year.

A typical day at Inspire ME Academy will start with breakfast provided for all students. The first 15min of the day will start with a community circle for the entire school body. This will be a time for acknowledging successes, reading a quote or poem and getting excited for the school day. The day will then consist of 2.5 hrs. of ELA, 1.5 hrs. of Math, 45 min of Writing, and 40 min each of Lunch, PE, Science/Social Studies, and a Foreign Language.

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A.3 Special Student Populations

Inspire ME Academy believes in a quality staff. In the first year, at least one teacher per grade will be special education certified, with the hopes that they will have dual certification and be a consistent member in the classroom. Our inclusive model will allow students to access the grade level curriculum with their peers while still receiving the services they need. This allows students to feel like an integral part of the school and promotes positive self-esteem, which may not be achieved in a substantially separate setting. It is our belief that teachers that are trained in special education strategies not only help students with disabilities but are also a valuable resource for general education students who are under-performing. It will be expected that our Head of School as well as our Dean of Students will have sound knowledge of the special education laws, procedures, and regulations. Our Dean of Students in particular will oversee our student's access to any necessary cognitive/psycho-educational testing or evaluations that are a part of the IEP referral and re-evaluation processes. We will follow all regulatory requirements for notification of rights under FERPA.

Once students have been accepted into our school we will first request any documents from the student's previous school(s) and be sure to continue with any existing referrals, IEPs or 504s.

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.

Subpart E—Procedural Safeguards Due Process Procedures for Parents and Children

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§300.500 Responsibility of SEA and other public agencies.

Each SEA must ensure that each public agency establishes, maintains, and implements procedural safeguards that meet the requirements of §§300.500 through 300.536.

(Authority: 20 U.S.C. 1415(a))

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

(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.

(Authority: 20 U.S.C. 1414(e), 1415(b)(1))

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§300.502 Independent educational evaluation.

(a) *General.* (1) The parents of a child with a disability have the right under this part to obtain an independent educational evaluation of the child, subject to paragraphs (b) through (e) of this section.

(2) Each public agency must provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the agency criteria applicable for independent educational evaluations as set forth in paragraph (e) of this section.

(3) For the purposes of this subpart—

(i) *Independent educational evaluation* means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question; and

(ii) *Public expense* means that the public agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with §300.103.

(b) *Parent right to evaluation at public expense.* (1) A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency, subject to the conditions in paragraphs (b)(2) through (4) of this section.

(2) If a parent requests an independent educational evaluation at public expense, the public agency must, without unnecessary delay, either—

(i) File a due process complaint to request a hearing to show that its evaluation is appropriate; or

(ii) Ensure that an independent educational evaluation is provided at public expense, unless the agency demonstrates in a hearing pursuant to §§300.507 through 300.513 that the evaluation obtained by the parent did not meet agency criteria.

(3) If the public agency files a due process complaint notice to request a hearing and the final decision is that the agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.

(4) If a parent requests an independent educational evaluation, the public agency may ask for the parent's reason why he or she objects to the public evaluation. However, the public agency may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation.

(5) A parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

(c) *Parent-initiated evaluations.* If the parent obtains an independent educational evaluation at public expense or shares with the public agency an evaluation obtained at private expense, the results of the evaluation—

(1) Must be considered by the public agency, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child; and

(2) May be presented by any party as evidence at a hearing on a due process complaint under subpart E of this part regarding that child.

(d) *Requests for evaluations by hearing officers.* If a hearing officer requests an independent educational evaluation as part of a hearing on a due process complaint, the cost of the evaluation must be at public expense.

(e) *Agency criteria.* (1) 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 public agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation.

(2) Except for the criteria described in paragraph (e)(1) of this section, a public agency may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

(Authority: 20 U.S.C. 1415(b)(1) and (d)(2)(A))

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§300.503 Prior notice by the public agency; content of notice.

(a) *Notice.* Written notice that meets the requirements of paragraph (b) of this section must be given to the parents of a child with a disability a reasonable time before the public agency—

(1) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or

(2) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

(b) *Content of notice.* The notice required under paragraph (a) of this section must include—

(1) A description of the action proposed or refused by the agency;

(2) An explanation of why the agency proposes or refuses to take the action;

(3) A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;

(4) A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

(5) Sources for parents to contact to obtain assistance in understanding the provisions of this part;

(6) A description of other options that the IEP Team considered and the reasons why those options were rejected; and

(7) A description of other factors that are relevant to the agency's proposal or refusal.

(c) *Notice in understandable language.* (1) The notice required under paragraph (a) of this section must be—

(i) Written in language understandable to the general public; and

(ii) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

(2) If the native language or other mode of communication of the parent is not a written language, the public agency must take steps to ensure—

(i) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;

(ii) That the parent understands the content of the notice; and

(iii) That there is written evidence that the requirements in paragraphs (c)(2)(i) and (ii) of this section have been met.

(Authority: 20 U.S.C. 1415(b)(3) and (4), 1415(c)(1), 1414(b)(1))

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§300.504 Procedural safeguards notice.

(a) *General.* A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents 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 under §§300.151 through 300.153 and upon receipt of the first due process complaint under §300.507 in a school year;

(3) In accordance with the discipline procedures in §300.530(h); and

(4) Upon request by a parent.

(b) *Internet Web site.* A public agency may place a current copy of the procedural safeguards notice on its Internet Web site if a Web site exists.

(c) *Contents.* The procedural safeguards notice must include a full explanation of all of the procedural safeguards available under §300.148, §§300.151 through 300.153, §300.300, §§300.502 through 300.503, §§300.505 through 300.518, §§300.530 through 300.536 and §§300.610 through 300.625 relating to—

(1) Independent educational evaluations;

- (2) Prior written notice;
 - (3) Parental consent;
 - (4) Access to education records;
 - (5) Opportunity to present and resolve complaints through the due process complaint and State complaint procedures, including—
 - (i) The time period in which to file a complaint;
 - (ii) The opportunity for the agency to resolve the complaint; and
 - (iii) The difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;
 - (6) The availability of mediation;
 - (7) The child's placement during the pendency of any due process complaint;
 - (8) Procedures for students who are subject to placement in an interim alternative educational setting;
 - (9) Requirements for unilateral placement by parents of children in private schools at public expense;
 - (10) Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;
 - (11) State-level appeals (if applicable in the State);
 - (12) Civil actions, including the time period in which to file those actions; and
 - (13) Attorneys' fees.
- (d) *Notice in understandable language.* The notice required under paragraph (a) of this section must meet the requirements of §300.503(c).

(Approved by the Office of Management and Budget under control number 1820-0600)

(Authority: 20 U.S.C. 1415(d))

[71 FR 46753, Aug. 14, 2006, as amended at 72 FR 61307, Oct. 30, 2007]

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Inspire ME Academy

Pre-Referral Process

TAB 4 & 5

Inspire ME Academy will follow the Response to Intervention (RTI) model for instruction and intervention. All of our students will undergo a baseline assessment when they enter our school to help determine how much if any intervention is needed to bridge gaps in learning. If a student is not meeting grade level standards, they will be immediately placed in a Tier II instruction model where they will receive specific interventions in compliment to the general curriculum. These interventions will be targeted to specific skills and strategies that the student has yet to master. Depending on the skills, a research based intervention will be used to bridge the gap (i.e. Wilson, Leveled Literacy Intervention, LANGUAGE!, FASTT Math etc.) If any additional instructional time is required, there will be opportunities before and after school. We have a philosophy of doing whatever it takes to help the student achieve.

Inspire ME Academy will have a six-week progress monitoring assessment program that will be essential in deciding whether or not a student is making progress with an intervention. We put a strong emphasis on student data and use it to drive our instruction. If a student is not making sufficient progress over an appropriate amount of time, other interventions will be discussed. If a student continues without progress after many attempts of various teaching strategies then the student will be referred for special education. Documentation and data from progress monitoring will be the basis of the referral information.

IEP Students

Once students are eligible for services, or come to our school already on an IEP, they will have a special education teacher for case-management. This special education teacher is responsible for the development, implementation, and progress towards annual goals as stated in the IEP. Our special education teachers will work closely with the classroom teachers to make sure that the accommodations and services outlined in the IEP are met throughout the school day. Our school is an inclusive school so students will be placed in the least-restrictive environment with the hopes that a special education teacher and general education teacher will be present in the class.

Any services that cannot be immediately met by our staff (i.e. occupational therapy, physical therapy, etc.) will be contracted out through local related services providers on an as needed basis. Students on IEPs will have access to related service providers if needed as part of their educational plan and outlined as their entitlement to Free and Appropriate Public Education. Our staff will be very knowledgeable in all aspects of Special Education Law and will adhere to all policies such as Child Find, Procedural Safeguards, and Grievance Procedures. We will follow all regulatory requirements for notification of rights under FERPA.

Any student that is or becomes identified as academically gifted will have an IEP. This population needs just as much support as any student classified as special education and we will be sure to provide excellent and challenging options for these students. We plan to have at least one of the special education teachers certified in Gifted Education.

Inspire ME Academy

All Students Needs

As a part of the Inspire ME Academy philosophy, we will teach in an inclusive setting where all students learn together. During instruction time, we will group by ability so our teachers can better address the needs of the students. The students will be grouped based on where they need re-teaching and where they can be challenged to deepen their understanding. Interventions and small-group instruction will be based not only on special education status but also for all students who are in need of these services. Before and after school tutoring is an option for all of our students who need extra help in areas and will be offered in a variety of subjects depending on need. Our progress monitoring will be analyzed and then applied to the groups of students in our school. Ability groups and teachers will have the understanding that all groups can be changed depending on the needs of our students at any given time. This will help our teachers provide direct instruction to a particular level of students as well as plan targeted differentiation strategies to the specific needs of the group. All students will have their own learning plans.

At this time, we do not foresee a population of English Language Learners in our targeted catchment area. If these needs do present, then we will address their specific needs in the appropriate manner. We will start by surveying the accepted students with a Home Language Survey similar to the one posted on the MDOE website. If the survey results in ELL students, we will provide all necessary instruction and testing that are required by law including assessment through ACCESS.

in the child's cumulative record file documenting the post-referral procedures, the date, and the regional site where the post-referral procedures were conducted.

- G. Determination That a Child is Not Eligible. If, based on the evaluation conducted under IV.1.C of this rule *the regional site* determines that a child is not eligible under this part, the *regional site* must provide the parent with prior written notice, and include in the notice information about the parent's right to dispute the eligibility determination through dispute resolution mechanisms under XVI. of this rule, such as requesting a due process hearing or mediation or filing a State complaint.[34 CFR 303.322]

2. Child Find For Children Three To Twenty

A. Child Find Policy, Procedure, and Responsibility

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. [34 CFR 300.111(a)(i,ii) and (c)(1,2)] As noted on pages 7 and 12 of this rule, all references to school administrative units (SAUs) include the State intermediate educational units (IEUs), where appropriate.

Each SAU shall provide child find during the first 30 days of the school year or during the first 30 days of enrollment for transfer children. If evidence of child find activities and a statement of the results can be found in a child's cumulative record, or the unit has reason to believe the child has previously been identified as a child with a disability by another SAU, in state or out of state, child find is not necessary.

An SAU that tuitions or contracts for educational services for some or all of its children is responsible for child find either through appropriate arrangements with the receiving unit or school or through direct child find services by unit personnel or contracted personnel.

This child find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a child's capabilities or disability, is a possible indicator of special education needs.

Final identification of children with disabilities and programming for such children occurs only after an appropriate evaluation and a determination by the IEP Team.

(1) *Child Find Responsibility for Incarcerated Children*

(a) *Responsibility for children with disabilities incarcerated in county jails shall rest with the school administrative unit in which the child resided prior to the incarceration.*

(b) *Responsibility for children incarcerated (committed) in State facilities shall rest with the Department of Corrections. Their responsibility includes the education of residents with disabilities in facilities operated under their jurisdiction as well as child find activities.*

(c) *For children who are non-adjudicated at state facilities under the Department of Corrections the responsibility shall rest with the school administrative unit in which the child resided prior to be detained.*

B. *IEP Case Manager*

The IEP Case manager may oversee a child's needs to assure that requirements under the federal Individuals with Disabilities Education Act, Part B, are met. The case manager communicates with SAU staff, parents, the child, and teachers to provide coordination and follow up for the IEP process. An SAU may use funds received under 20 USC 1411(a)(4)(B) to purchase appropriate technology for recordkeeping, data collection and related case management activities of teachers and related services personnel providing services described in the IEP that are needed for the implementation of such case management activities. [20 USC 1413(a)(4)(C)]

C. *Elements of Child Find Activities*

The child find process in each regional site or SAU 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.

NOTE: An SAU may schedule child find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related services at the start of the school year. If the screening occurs in the spring prior to school entry, the SAU will refer the child to the regional CDS site within 10 school days.

D. Referral after Child Find, Notice of Referral

If the child find process indicates that a child may require special education and related services in order to benefit from regular education, the child shall be referred to the Individualized Education Program (IEP) Team to determine the child's eligibility for special educational services.

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 as defined in Appendix 1 of this rule.

E. Local Policy on Referral to IEP Team

Each IEU or SAU shall develop a written policy, consistent with this rule (specifically section V), regarding referral to the IEP Team. All referrals to the IEP Team must be acted upon in a timely manner. The IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting (V.3.B). If additional evaluations is needed the SAU must send a consent to evaluate form within 15 school days of the receipt of referral.

- (1) Date of referral receipt – The SAU's policy on referral must define what date constitutes the receipt of a referral. The referral must be submitted in writing to the Special Education Director, authorized designee, or superintendent. An oral referral shall be reduced to writing by designated school personnel.*
- (2) Referrals by staff – The SAU's policy on the referral of a child to the IEP Team shall include a means whereby any professional employee of the SAU may make such 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 SAU and the parent agree that one is not needed.. The SAU's policy or procedures for staff referrals shall require that the specific concerns of the staff member, the alternatives attempted prior to referral, and parent notification of concerns by the referring party are documented.*

- (3) *Referral by parent – A parent may refer at any time. The parent of a child receiving general education interventions may request that the agency conduct a full and individual evaluation for possible eligibility determination at any time during the implementation of these general education interventions*
- (4) *Referrals by others – The SAU's policy shall include a process whereby the IEP Team accepts referrals from individuals or agency representatives (including representatives from the Department of Health and Human Services) with knowledge of a child. Such referrals shall be made by contacting a designated school official or employee, in accordance with the SAU's policy.*

F. Records of Child Find Activities Three To Twenty

For any child who is referred to the IEP Team as the result of child find activities, documentation in that child's cumulative record file shall specify:

- (1) *The date, SAU, and the person who coordinated the child find activities;*
- (2) *A description or example of the child find activities, procedures, forms, or instruments used; and*
- (3) *The results of the child find activities including any recommendations and/or referrals to the IEP Team.*

When the results of a child's child find activities do not indicate a possible need for special education services, a notation shall be entered in the child's cumulative record file to the effect that the child was reviewed for special education child find activities purposes, the date, and the SAU where the child find activities were conducted.

G. Qualifications of Evaluators

Any person who provides an assessment or evaluation recommended by the IEP Team shall meet the professional qualifications of the publisher of the evaluation or assessment. Each evaluation or assessment shall be administered by trained personnel in conformance with the instructions provided by the publisher.

Qualified evaluators include certified school psychologist, special education teachers, special education consultants, speech clinicians, vocational evaluators and licensed audiologists, marriage and family therapists, occupational therapists, physical therapists, psychologists,

social workers, clinical professional counselors and speech-language pathologists. Aides, assistants or technicians are not considered qualified evaluators and may not administer, score, or interpret evaluations unless they hold appropriate certification or licensure.

The administration, scoring and interpretation of tests of academic, cognitive, behavioral and personality functioning, shall be conducted by qualified evaluators. Qualified evaluators shall have successfully completed appropriate training in each assessment area in which they conduct evaluations.

Administering and scoring of psychological/neuropsychological tests may be conducted by registered Neurocognitive Testing Assistants (NTAs) working under the supervision of a licensed psychologist, pursuant to rules of the Board of Examiners of Psychologists.

3. *Responsibility for Early Intervention Services*

The regional sites shall ensure appropriate data collection, training, staff development and direct service provision to eligible children with disabilities B-2 and to coordinate with eligible families the development of individualized family service plans. [20-A MRSA §7209(8)(C,F)]

4. *Responsibility for Special Education Services For Children Age 3-20*

A. *General Principles: Responsibility for Special Education Services and Finances.*

Each school administrative unit is responsible for providing special education services to all resident children (as defined in this rule except for (G) below) within its geographical jurisdiction, who are identified as children with disabilities according to the procedures established in this rule). The SAU of residence is responsible for provision of special education and related services in situations where it does not operate public schools. When an SAU has the responsibility for providing special education services to children with disabilities, it may also bear financial responsibility for the cost of such services, receiving subsidy according to 20-A MRSA C. 606-B, Essential Programs and Services. In some situations, a part or all of the cost may be borne directly by one or more state agencies, although the provision of special education services remains the responsibility of the SAU.

B. *Resident Students*

An SAU shall provide special education services to all children with disabilities whose parent resides within the SAU and to all adult children

XVI. DISPUTE RESOLUTION PROCEDURES: (MEDIATIONS, COMPLAINTS AND HEARINGS)**1. Right to Dispute Resolution, Generally****A. For children B-2**

- (1) *Any parent or interested party, including early intervention providers, and including an organization or individual from another state, may submit a written request for a state complaint to the Department alleging that a regional site has failed to comply with State or federal special education law or regulation, or when there is a dispute regarding the identification, evaluation, placement or provision of appropriate services to a child.*
- (2) *A parent or SAU may submit a request for mediation to the Department to resolve a dispute regarding a regional site's compliance with this rule or provision of services in the natural environment to a child with a disability.*
- (3) *A parent or SAU may submit a written request for a due process hearing to the Department when there is a dispute regarding the identification, evaluation, placement or the provision of appropriate services to the child.*

B. For Children 3-20

- (1) *Any parent, adult student or interested party may submit a written complaint to the Department alleging that a public agency has failed to comply with this rule, or when there is a dispute regarding the identification, evaluation, placement or the provision of appropriate services to a child..*
- (2) *A parent, adult student, or SAU may submit a written request to the Department for mediation to resolve a dispute regarding a unit's compliance with this rule or the provision of a free appropriate public education in the least restrictive educational alternative to a child with a disability*
- (3) *A parent, adult student or SAU may submit a written request for a due process hearing to the Department, after having submitted the written request first to the responding party, when there is a disagreement regarding the identification, evaluation, placement or the provision of a free appropriate public education to a child.*

2. Stand-alone Mediation

A. Request

(1) *Request by Parent or Adult Student - A parent, an adult student, the designated representative of the parent, surrogate parent or adult student, who requests a stand-alone mediation shall notify, in writing, the School Administrative Unit (SAU) and the Due Process Coordinator in the Department of Education of the request for a stand-alone mediation. A stand-alone mediation is a mediation that is not associated with a state complaint, a hearing, or an expedited hearing.*

(a) *The request shall:*

(i) *Include the name of the child involved, the parent's name, address and telephone number, the school administrative unit which the child attends, a brief summary of the disagreement and any facts relating to the disagreement;*

(ii) *Include a summary of how the SAU was informed of the disagreement, any actions taken by the SAU to resolve the problem and how the problem could be resolved; and*

(iii) *Be in writing. An oral request shall be reduced to writing by the superintendent or a designee of the SAU and signed by the parent or adult students.*

(2) *Request by SAU - If the SAU seeks a stand-alone mediation, the superintendent shall send the notice to the parent or adult student prior to forwarding the request to the Due Process Coordinator.*

(a) *The notice to the parent and the request to the Due Process Coordinator shall:*

(i) *Include the name of the child involved, the parent's name, address and telephone number, the school administrative unit which the child attends, a brief summary of the disagreement and any facts relating to the disagreement;*

(ii) *Include a summary of how the parent was informed of the disagreement, any actions taken by the SAU to resolve the problem and how the problem could be resolved; and*

(iii) *Be in writing.*

- (3) *Duties of the Department - Upon receipt of the request for a stand-alone mediation, the Due Process Coordinator shall provide the parents with information pertaining to the availability of free or low-cost legal aid and other related services.*
- (4) *Requirements – See Section XVI(3) (B) and (C) of this rule.*

3. Mediation Associated with a Request for a Due Process Hearing

A. General

If either a parent, adult student or an SAU seeks a due process hearing, the superintendent shall encourage the parents to resolve the disagreement through a resolution session or mediation or other third-party assistance. Such attempts shall not interfere with the parent's or adult student's right to a due process hearing nor with the hearing timeline.

A. Requirements. [34 CFR 300.506, 303.431]

(1) *Mediation under this section shall:*

- (a) *Be voluntary on the part of the parties;*
- (b) *Not be used to deny or delay a parent's right to a hearing on the parent's due process hearing request, or to deny any other rights afforded under Part B of the Act; and*
- (c) *Be conducted by a qualified and impartial mediator who is trained in effective mediation techniques.*

(2)

- (a) *The Department shall maintain a list of individuals who are qualified mediators and knowledgeable in laws and regulations relating to the provision of special education and related services.*
- (b) *The Department shall select mediators on a random, rotational, or other impartial basis.*

(3) *The Department shall bear the cost of the mediation process.*

- (4) Each session in the mediation process *shall* be scheduled in a timely manner and *shall* be held in a location that is convenient to the parties to the dispute.
- (5) If the parties resolve a dispute through the mediation process, the parties *shall* execute a legally binding agreement that sets forth that resolution and that-
 - (a) States that all discussions that occurred during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (b) Is signed by both the parent and a representative of the SAU who has the authority to bind such agency.
- (6) A written, signed mediation agreement under this paragraph is *shall be enforceable* in any State court of competent jurisdiction or in a district court of the United States. Discussions that occur during the mediation process *shall* be confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding of any Federal court or State court of a State receiving assistance under this part.
- (7) *Parents may be accompanied to the mediation by an advocate or other person knowledgeable in providing special education services. School personnel with authorization to commit resources and personnel involved with the dispute shall attend any mediation. School administrative units may be represented by counsel in a mediation only when the parents are represented by counsel. The SAU may be accompanied at mediation by a non-attorney advocate or consultant only when the parent is similarly accompanied by an individual who has been engaged to perform special education advocacy or consultancy, or else is represented at the mediation by an attorney. 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. Both parties may agree in writing to waive the 7-day written notice of the parent's attorney's planned attendance at the mediation.*
- (8) *State enforcement mechanisms. For enforcement of a mediation agreement, the Department shall provide to parents and adult*

students the State complaint investigation procedure. The State complaint investigation procedure is not mandatory and will not delay or deny a party the right to seek enforcement of the written mediation agreement in a State court of competent jurisdiction or in a district court of the United States. [34 CFR 300.537 provides the State the option of enforcement.] A mediation agreement item involving attorney's fees will not be enforceable through a State complaint investigation procedure.

C. Impartiality of Mediator.

(1) An individual who serves as a mediator under this part:

- (a) May not be an employee of the *Department* or the *SEA* or an *early intervention services provider* (34 CFR 303.431(c)) that is involved in the education or care of the child; and
- (b) Must not have a personal or professional interest that conflicts with the person's objectivity.

(2) A person who otherwise qualifies as a mediator is not an employee of *the Department* solely because he or she is paid by the *Department* to serve as a mediator. [34 CFR 300.506(c)]

4. **Complaints**

A. Minimum State Complaint Procedures. [34 CFR 300.153]

(1) *Within 60 days* after a complaint is filed under *this section* the *Department* shall:

- (a) Carry out an independent on-site investigation, if it determines that an investigation is necessary;
- (b) Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
- (c) Provide the *SAU* with the opportunity to respond to the complaint, including, at the discretion of the *SAU*, a proposal to resolve the complaint;
- (d) Provide an opportunity for a parent who has filed a complaint (*or individual or organization who has filed a complaint, with the authorization of the parent*) and the

SAU to voluntarily engage in mediation consistent with *Section XVI.2 of this Chapter and 34 CFR § 300.506*;

- (e) Review all relevant information and make an independent determination as to whether the *SAU* is violating a requirement of Part B or Part C of the Act or of this chapter; and
 - (f) Issue a written decision to the complainant that addresses each allegation in the complaint and contains--
 - (i) Findings of fact and conclusions; and
 - (ii) The reasons for the *Department*'s final decision.
- (2) *The time limit described in paragraph (1) of this section may be extended only if:*
- (a) Exceptional circumstances exist with respect to a particular complaint; or
 - (b) The parent (or individual or organization, *with authorization of the parent*) and the *SAU* agree to extend the time to engage in mediation pursuant to paragraph (1) (d) of this section; and
- (3) *Provide* procedures for effective implementation of the *Department's* final decision: *shall include:*
- (a) Technical assistance activities;
 - (b) Negotiations; and
 - (c) Corrective actions to achieve compliance.
- (4)
- (a) If a written complaint is received that is also the subject of a due process hearing under *Section XIV.5 of this chapter* [§ 300.507 or §§ 300.530 through 300.532], or contains multiple issues of which one or more are part of that hearing, the *Department shall* set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action *shall* be

resolved using the time limit and procedures described in paragraphs (a) and (b) of this section.

- (b) If an issue raised in a complaint filed under this section has previously been decided in a due process hearing involving the same parties--
 - (i) The due process hearing decision is binding on that issue; and
 - (ii) The *Department shall* inform the complainant to that effect.
- (c) A complaint alleging a *SAU's* failure to implement a due process hearing decision *shall* be resolved by the *Department* [20 U.S.C. 1221e-3 and 34 CFR 300.152]

B. Filing a Complaint.

- (1) An organization or individual may file a signed written complaint under the procedures described in *paragraph (A) of this section*.
- (2) The complaint must include:
 - (a) A statement that a public agency, *SAU* has violated a requirement of Part B or Part C of the Act or of this ~~part~~ *chapter*;
 - (b) The facts on which the statement is based;
 - (c) The signature and contact information for the complainant; and
 - (d) If alleging violations with respect to a specific child --
 - (i) The name and address of the residence of the child;
 - (ii) The name of the school or the early intervention services provider the child is attending;
 - (iii) In the case of a homeless child or youth (within the meaning of section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), available contact information for the child, and the name of the school the child is attending;

- (iv) A description of the nature of the problem of the child, including facts relating to the problem; and
 - (v) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.
- (3) The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received in accordance with *paragraph (1) of this section* [§ 300.151] *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.*
- (4) The party filing the complaint must forward a copy of the complaint to the SAU serving the child at the same time the party files the complaint with the *Department*. [20 USC 1221e-3 and 34 CFR 300.153]

5. Filing a Due Process *Hearing Request*

A. General.

- (1) A parent, adult student, or a *SAU* may file a due process Hearing request on any matters (relating to a proposal to initiate or change the identification, evaluation, placement or the provision of appropriate services to a child B-2 or the educational placement of, or the provision of FAPE to the child three to twenty). [includes 34 CFR 303.440(a)(1)]
- (2) The due process hearing request must allege a violation that occurred not more than two years before the date the parent or *SAU* knew or should have known about the alleged action that forms the basis of the due process hearing request.

B. Information for Parents.

The *Department shall* must inform the parent of any free or low-cost legal and other relevant services available in the area if:

- (1) The parent requests the information; or
- (2) The parent or *SAU* files a due process hearing request under this section. [Authority: 20 U.S.C. 1415(b)(6) and 34 CFR 300.507]

6. Due Process *Hearing Request*. [34 CFR 300.508, 303.431]

A. General.

- (1) The party *filing a due process hearing request*, or the attorney representing a party, *must* provide to the other party *the* due process hearing request (which *shall* remain confidential).
- (2) The party filing a due process hearing request must forward a copy of the due process hearing request to the *Department*.

B. Content of *Hearing Request*.

The due process hearing request must include:

- (1) The name of the child;
- (2) The address of the residence of the child;
- (3) The name of the school the child is attending;
- (4) In the case of a homeless child or youth (within the meaning of section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), available contact information for the child, and the name of the school the child is attending;
- (5) A description of the nature of the problem *concerning* the child relating to the proposed or refused initiation or change, including facts relating to the problem; and
- (6) A proposed resolution of the problem to the extent known and available to the party at the time.

C. Notice Required Before a Hearing on a Due Process *Hearing Request*.

A party may not have a hearing on a due process hearing request until the party, or the attorney representing the party, files a due process hearing request that meets the requirements of paragraph (B) of this section.

D. Sufficiency of *Hearing Request*.

- (1) The due process hearing request required by this section must be deemed sufficient unless the party receiving the due process *hearing request* notifies the hearing officer and the other party in writing, within 15 days of receipt of the due process hearing

request, that the receiving party believes the due process hearing request does not meet the requirements in paragraph (B) of this section.

- (2) Within five days of receipt of notification under paragraph (D)(1) of this section, the hearing officer must make a determination on the face of the due process *hearing request* of whether the due process *hearing request* meets the requirements of paragraph (B) of this section, and must immediately notify the parties in writing of that determination.
- (3) A party may amend its due process *hearing request* only if:
 - (a) The other party consents in writing to the amendment and is given the opportunity to resolve the due process hearing request through a *resolution meeting* held pursuant to *Section XVI.11 of this chapter*; or
 - (b) The hearing officer grants permission, except that the hearing officer may only grant permission to amend at any time not later than five days before the due process hearing begins.
- (4) If a party files an amended due process hearing request, the timelines for the resolution meeting in *Section XVI.11.A of this chapter* and the time period to resolve in *Section XVI.11.B of this chapter* begin again with the filing of the amended due process *hearing request*.

E. SAU Response to a Due Process *Hearing Request*.

- (1) If the SAU has not sent a prior written notice under 34 CFR§ 300.503 to the parent regarding the subject matter contained in the parent's due process *hearing request*, the *SEA* must, within 10 days of receiving the due process *hearing request*, send to the parent a response that includes:
 - (a) An explanation of why the *SAU* proposed or refused to take the action raised in the due process *hearing request*;
 - (b) A description of other options that the IEP Team considered and the reasons why those options were rejected;

- (c) A description of each evaluation procedure, assessment, record, or report the SAU used as the basis for the proposed or refused action; and
- (d) A description of the other factors that are relevant to the SAU's proposed or refused action.

(2) A response by an SAU under paragraph (E)(1) of this section shall not be construed to preclude the SAU from asserting that the parent's due process *hearing request* was insufficient, where appropriate.

F. Other Party Response to a Due Process *Hearing Request*.

Except as provided in paragraph (E) of this section, the party receiving a due process *hearing request* must, within 10 days of receiving the due process hearing request, send to the other party a response that specifically addresses the issues raised in the due process *hearing request*. [34 CFR 300.508]

G. *Pre-hearing Conference*.

The hearing officer shall convene a pre-hearing conference to consider the simplification or clarification of issues, the limitation of the number of witnesses, the possibility of agreement disposing of all or any of the issues in dispute, and such other matters as may aid in the disposition of the adjudicatory proceeding.

7. *Subpoenas*

A. *Issuance of subpoena.*

The Commissioner may issue subpoenas in the name of the Department to require the attendance and testimony of any witness and the production of any evidence relating to any issue or fact in the due process hearing upon the request of either party to the hearing.

B. *Fees, Expenses.*

Any fees for attendance and travel required by the witnesses shall be the responsibility of the party seeking the subpoena.

Issuance of subpoenas shall conform in all other respects to the requirements of the Maine Administrative Procedure Act, 5 MRSA §9060.

C. *Petition for Modification of Subpoena.*

Any witness subpoenaed may petition the hearing officer to vacate or modify the subpoena issued. The hearing officer shall give prompt notice to the party who requested issuance of the subpoena. After such investigation as the hearing officer deems appropriate, the petition may be granted in whole or in part upon a finding that the testimony or the evidence requested does not relate with reasonable directness to any matter in question, or that the subpoena for attendance of a witness or the production of evidence is unreasonable or oppressive or has not been issued a reasonable period in advance of the time when evidence is requested.

8. *Pre-Hearing Motions*

If a party in a hearing requires a response from the hearing officer about an issue in the hearing prior to the hearing or wishes for the hearing officer to dismiss the request for hearing, the party may submit a written motion to the hearing officer, the other party, and their representatives, if applicable. Upon receiving a motion the hearing officer shall set a deadline for the opposing party to respond to the motion.

9. *Hearing Procedures*

The due process hearing shall be conducted according to the procedures established in this section.

A. *Opening Statement.*

The hearing officer shall open the hearing by describing the procedures to be followed during the hearing, the facts and issues to be determined in the hearing, any stipulations or agreements between the parties, and a statement of the right to appeal the decision.

B. *Testimony.*

Witnesses called by either party shall testify one at a time. They shall be permitted to listen to one another's testimony only with the consent of both parties and at the discretion of the hearing officer. Testimony shall be permitted by alternative means, such as video conferences and individual or conference calls.

C. *Recording.*

A written or electronic verbatim recording of all testimony and other evidence presented at the hearing shall be made and shall become part of the record of the hearing.

D. *Evidence Admitted.*

The hearing officer shall not be bound by the rules of evidence applicable to the courts, but shall be bound by the rules of privilege recognized by law. Evidence shall be admitted if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. The hearing officer may exclude irrelevant or unduly repetitious evidence and shall exclude evidence not disclosed to the other party at least five business days prior to the due process hearing.

E. *Persons Presenting Testimony or Exhibits Shall be Sworn or Affirmed.*

F. *Official Notice.*

The hearing officer may take official notice of any facts on which judicial notice could be taken and in addition may take official notice of statutes, regulations and similar non-confidential Department or school documents. Parties shall be notified of the material so noticed and they shall be afforded an opportunity to contest the substance or materiality of the facts noticed.

G. *Facts Officially Noticed Shall be Included and Indicated as such in the record.*

H. *Cross-Examination.*

Both parties and the hearing officer have the right to examine and cross-examine witnesses.

I. *Order of Presentation.*

The order of presentation of testimony and exhibits shall be as follows unless otherwise agreed by the parties or determined appropriate by the hearing officer.

- (1) Opening remarks by the hearing officer;*
- (2) Opening statement by the party requesting the hearing;*
- (3) Opening statement by the other party;*
- (4) Presentation of evidence by the party (superintendent/superintendent designees or parents) requesting the hearing and any witnesses for that party;*

- (5) *Presentation of evidence by the other party and any witnesses for that party;*
- (6) *Rebuttal witnesses for the party requesting the hearing;*
- (7) *Rebuttal witnesses for the other party;*
- (8) *Summation by the party requesting the hearing; and*
- (9) *Summation by the other party.*

I. Concluding Remarks by the Hearing Officer.

Prior to adjournment, the hearing officer shall advise all parties that the findings of fact and the hearing officer's written decision shall be made within 15 days of the conclusion of the hearing.

J. Conclusion of Hearing; Reopening of Record.

Upon conclusion of the hearing, no other evidence or testimony shall be permitted unless the record is held open by the hearing officer for the receipt of additional material specifically designated. The hearing officer may reopen the record for further proceedings at any time prior to the issuance of the final decision upon provision of appropriate notice to the parties.

10. Model Forms

- A. *The Department shall develop model forms to assist parents and SAUs in filing a due process hearing request in accordance with Sections XVI.5.A and XVI.6.A through C of this rule and to assist parents and other parties in filing a complaint under Section XVI.4. However, the Department shall may not require the use of the model forms. These model forms apply to both Part C (B-2) and Part B (3-20).*
- B. *Parents, public agencies, and other parties may use the appropriate model form described in paragraph (A) of this section, or another form or other document, so long as the form or document that is used meets, as appropriate, the content requirements in Section XVI 6.B for filing a due process hearing request, or the requirements in XVI.4.B(2) for filing a complaint. [34 CFR 300.509]*

11. Resolution Process

- A. *Resolution Meeting.*

- (1) Within 15 days of receiving notice of the parent's due process hearing request, and prior to the initiation of a due process hearing under *Section XVI.13*, the SAU must convene a meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the due process *hearing request* that--
 - (a) Includes a representative of the SAU who has decision-making authority on behalf of that agency; and
 - (b) May not include an attorney of the SAU unless the parent is accompanied by an attorney.
- (2) The purpose of the meeting is for the parent of the child to discuss the due process *hearing request*, and the facts that form the basis of the due process *hearing request*, so that the SAU has the opportunity to resolve the dispute that is the basis for the due process *hearing request*.
- (3) The meeting described in paragraph (A)(1) and (2) of this section need not be held if--
 - (a) The parent and the SAU agree in writing to waive the meeting; or
 - (b) The parent and the SAU agree to use the mediation process described in *Section XVI.3*.
- (4) The parent and the SAU determine the relevant members of the IEP Team to attend the meeting.
These apply to Part C 34 CFR 303.442.

B. Resolution Period.

- (1) If the SAU has not resolved the due process *hearing request* to the satisfaction of the parent within 30 days of the receipt of the due process *hearing request*, the due process hearing may occur.
- (2) Except as provided in paragraph (C) of this section, the timeline for issuing a final decision under *Section XVI.17* begins at the expiration of this 30-day period.
- (3) Except where the parties have jointly agreed to waive the resolution process or to use mediation, notwithstanding paragraphs (B)(1) and (2) of this section, the failure of the parent filing a due

process hearing request to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held.

- (4) If the SAU is unable to obtain the participation of the parent in the resolution meeting after reasonable efforts have been made (and documented using the procedures in *Section VI.H(4)*), the SAU may, at the conclusion of the 30-day period, request that a hearing officer dismiss the parent's due process *hearing request*.
- (5) If the SAU fails to hold the resolution meeting specified in paragraph (A) of this section within 15 days of receiving notice of a parent's due process *hearing request* or fails to participate in the resolution meeting, the parent may seek the intervention of a hearing officer to begin the due process hearing timeline.

C. Adjustments to 30-day Resolution Period.

The 45-day timeline for the due process hearing in *Section XVI.17.A* starts the day after one of the following events:

- (1) Both parties agree in writing to waive the resolution meeting;
- (2) After either the mediation or resolution meeting starts but before the end of the 30-day period, the parties agree in writing that no agreement is possible;
- (3) If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, the parent or public agency withdraws from the mediation process.

D. Written Settlement Agreement.

If a resolution to the dispute is reached at the meeting described in paragraphs (A)(1) and (2) of this section, the parties must execute a legally binding agreement that is--

- (1) Signed by both the parent and a representative of the *SAU* who has the authority to bind the agency; and
- (2) Enforceable in any State court of competent jurisdiction or in a district court of the United States, or, by the *Department*, [*Section XVI.11.F below*]

E. Agreement Review Period.

If the parties execute an agreement pursuant to paragraph (D) of this section, a party may void the agreement within 3 business days of the agreement's execution.[34 CFR 300.510]

F. State Enforcement Mechanisms.

For enforcement of a resolution session agreement, the SEA provides to parent and adult students the State complaint investigation procedure.(Section XVI.4) The State complaint investigation procedure is not mandatory and will not delay or deny a party the right to seek enforcement of the written resolution session agreement in a State court of competent jurisdiction or in a district court of the United States. [34 CFR §300.537 provides the State the option for enforcement] A resolution session agreement item involving attorney's fees will not be enforceable through a State complaint investigation procedure.

12. Settlement Offer

- A. The SAU may provide the parents with a written settlement offer prior to the date of the hearing. If the parents accept the settlement offer, they shall notify the SAU, the hearing officer, and the Department no later than the date of the prehearing conference. Under no circumstances shall either party inform the hearing officer, or introduce as evidence, a settlement offer that has not been accepted, in whole or in part, by the parents.*
- B. The parties may at any time prior to, during, or after the due process hearing engage in private settlement discussions.*

13. Impartial Due Process Hearing (Applicable to Part C 34 CFR 303.443, as well as Part B)

A. General.

Whenever a due process hearing request is received under *Sections XVI.5 or XVII.3*, the parents or the LEA involved in the dispute must have an opportunity for an impartial due process hearing, consistent with the procedures in *Sections XVI.5, XVI.6 through 9, and XVI.11*.

B. Agency Responsible for Conducting the Due Process Hearing.

The hearing described in paragraph (A) of this section must be conducted by the Department.

C. Impartial Hearing Officer.

- (1) At a minimum, a hearing officer--

- (a) *Shall* not be--
 - (i) An employee of the *Department* or the SAU that is involved in the education or care of the child; or
 - (ii) A person having a personal or professional interest that conflicts with the person's objectivity in the hearing;
- (b) *Shall* possess knowledge of, and the ability to understand, the provisions of the IDEA, Federal and State regulations pertaining to the IDEA, and legal interpretations of the IDEA by Federal and State courts;
- (c) *Shall* possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and
- (d) *Shall* possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice.

(2) A person who otherwise qualifies to conduct a hearing under paragraph (C)(1) of this section is not an employee of the *Department* solely because he or she is paid by the *Department* to serve as a hearing officer.

(3) *The Department shall* keep a list of the persons who serve as hearing officers. The list *shall* include a statement of the qualifications of each of those persons.

D. Subject Matter of Due Process Hearings.

The party requesting the due process hearing may not raise issues at the due process hearing that were not raised in the due process *hearing request* filed under *Section XVI.6.B*, unless the other party agrees otherwise.

E. Timeline for Requesting a Hearing.

A parent or *SAU* must request an impartial hearing on their due process hearing request within two years of the date the parent or agency knew or should have known about the alleged action that forms the basis of the due process hearing request.

F. Exceptions to the Timeline.

The timeline described in paragraph (E) of this section does not apply to a parent if the parent was prevented from filing a due process hearing request due to--

- (1) Specific misrepresentations by the SAU that it had resolved the problem forming the basis of the due process hearing request; or
- (2) The SAUs withholding of information from the parent that was required under this part to be provided to the parent. [20 USC 1415(f)(1)(A), 1415(f)(3)(A)-(D)and 34 CFR 300.511]

14. Hearing Rights

A. General.(Applicable to Part C 34CFR 303.444, as well as Part B)

Any party to a hearing conducted pursuant to *Sections XVI.5 through XVI.15* or *Sections XVII.1 through XVII.5*, or an appeal conducted pursuant to *Section XVI.16*, has the right to--

- (1) Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
- (2) Present evidence and confront, cross-examine, and compel 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 the option of the parents, electronic, verbatim record of the hearing; and
- (5) Obtain written, or, at the option of the parents, electronic findings of fact and decisions.

B. Additional Disclosure of Information.

- (1) At least five business days prior to a hearing conducted pursuant to *Section XVI.13.A*, each party must disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.

- (2) A hearing officer may bar any party that fails to comply with paragraph (B)(1) of this section from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.
- C. Parental Rights at Hearings. Parents involved in hearings must be given the right to--
- (1) Have the child who is the subject of the hearing present;
 - (2) Open the hearing to the public; and
 - (3) Have the record of the hearing and the findings of fact and decisions described in paragraphs A(4) and A(5) of this section provided at no cost to parents. [20 USC 1415(f)(2), 1415(h) and 34 CFR 300.512]

15. Hearing Decisions

- A. Decision of Hearing Officer on the Provision of FAPE or EIS. (Applicable to Part C 34 CFR 303.445, as well as Part B)
- (1) Subject to paragraph ~~(a)~~ A(2) of this section, a hearing officer's determination of whether a child received FAPE must be based on substantive grounds.
 - (2) In matters alleging a procedural violation, a hearing officer may find that a child did not receive a FAPE only if the procedural inadequacies--
 - (a) Impeded the child's right to a FAPE;
 - (b) Significantly impeded the parent's opportunity to participate in the decision-making process regarding the provision of a FAPE to the parent's child; or
 - (c) Caused a deprivation of educational benefit.
 - (3) Nothing in paragraph (A) of this section shall be construed to preclude a hearing officer from ordering an SAU to comply with procedural requirements under 34 CFR §§ 300.500 through 300.536 or of this rule.
- B. Separate Request for a Due Process Hearing.

A parent *is permitted to file* a separate due process hearing request on an issue separate from a due process hearing request already filed.

- C. Findings and Decision to Advisory Panel and General Public. The *Department*, after deleting any personally identifiable information, *shall--*
 - (1) Transmit the findings and decisions referred to in *Section XVI.A.(5)* to the State advisory panel established under 34 CFR § 300.167; and
 - (2) Make those findings and decisions available to the public. [20 USC 1415(f)(3)(E) and (F), 1415(h)(4), 1415(o)and 34 CFR 300.513]

16. Finality of Decision; Appeal; Impartial Review

- A. Finality of Hearing Decision.

A decision made in a hearing conducted pursuant to §§ 300.507 through 300.513 or §§ 300.530 through 300.534 *Sections XVI.5 through XVI.15 or Sections XVII.1 through XVII.5* is final, except that any party involved in the hearing may appeal the decision under [*Section XV.19*] (Applicable to Part C 34 CFR 303.446, as well as Part B)

17. Timelines and Convenience of Hearings

- A. Not later than 45 days after the expiration of the 30 day period under *Section XVI.11.B*, or the adjusted time periods described in *Section XVI.11.C--*
 - (1) A final decision *shall be* reached in the hearing; and
 - (2) A copy of the decision *shall be* mailed to each of the parties.
- B. A hearing officer may grant specific extensions of time beyond the periods set out in paragraphs (A) of this section at the request of either party.
- C. Each hearing involving oral arguments must be conducted at a time and place that is reasonably convenient to the parents and child involved. [20 USC 1415(f)(1)(B)(ii), 1415(g), 1415(i)(1)and 34 CFR .300.515] (Applicable to Part C 34 CFR 3003.447, as well as Part B)

18. Attorneys' Fees

- A. In general. (Only applies to Part B)

- (1) In any action or proceeding brought under *Section XVI.5 or XVI.19*, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to--
 - (a) The prevailing party who is the parent of a child with a disability;
 - (b) To a prevailing party who is an *the Department* or SAU against the attorney of a parent who files a hearing request or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of a parent who continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; or
 - (c) To a prevailing *Department* or SAU against the attorney of a parent, or against the parent, if the parent's request for a due process hearing or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

B. Prohibition on Use of Funds.

- (1) Funds under Part B or Part C of the IDEA shall not be used to pay attorneys' fees or costs of a party related to any action or proceeding under section *XVI.5 or XVI.19*.
- (2) Paragraph (B)(1) of this section does not preclude *the Department or SAU* from using funds under Part B or Part C of the IDEA for conducting an action or proceeding under section *XVI.5 or XVI.19*.

C. Award of Fees. A court *that* awards reasonable attorneys' fees under section *shall do so* consistent with the following:

- (1) Fees awarded under *this* section must be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded under this paragraph.
- (2)
 - (a) Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding under this section ~~615 of the Act~~ for services performed subsequent to the time of a written offer of settlement to a parent if--

- (i) The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of an administrative proceeding, at any time more than 10 days before the proceeding begins;
 - (ii) The offer is not accepted within 10 days; and
 - (iii) The court or administrative hearing officer finds that the relief finally obtained by the parents is not more favorable to the parents than the offer of settlement.
- (b) Attorneys' fees may not be awarded relating to any meeting of the IEP Team unless the meeting is convened as a result of an administrative proceeding or judicial action, or for a mediation described in *Section XVI.2 or XVI.3*.
- (c) A meeting conducted pursuant to *Section XVI.11* shall not be considered--
 - (i) A meeting convened as a result of an administrative hearing or judicial action; or
 - (ii) An administrative hearing or judicial action for purposes of this section.
- (3) Notwithstanding paragraph (C)(2) of this section, an award of attorneys' fees and related costs may be made to a parent who is the prevailing party and who was substantially justified in rejecting the settlement offer.
- (4) Except as provided in paragraph (C)(5) of this section, the court *shall* reduce, accordingly, the amount of the attorneys' fees awarded under *this* section , if the court finds that--
 - (a) The parent, or the parent's attorney, during the course of the action or proceeding, unreasonably protracted the final resolution of the controversy;
 - (b) 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 comparable skill, reputation, and experience;

- (c) The time spent and legal services furnished were excessive considering the nature of the action or proceeding; or
 - (d) The attorney representing the parent did not provide to the SAU the appropriate information in the due process request notice in accordance with *Section XVI.6*.
- (5) The provisions of paragraph (C)(4) of this section do not apply in any action or proceeding if the court finds that the *Department or SAU* unreasonably protracted the final resolution of the action or proceeding or there was a violation of section of the IDEA. [20 USC 1415(i)(3)(B)-(G) and 34 CFR 300.517]

D. Responsibility for Attorneys' Fees

- (1) *SAU expenses - Personnel expenses incurred by an SAU in the conduct of a hearing shall be considered allowable special education costs. All expenditures (such as fees, honoraria, and per diem expenses) by an SAU to personnel involved in a hearing shall be supported by contractual agreements between these personnel and the SAU. Attorneys' fees and expenses for qualified special education or related services providers may be claimed as special education costs using only local or State funds. Funds under Part B and Part C of the Individuals with Disabilities Education Act may not be used to pay attorneys' fees or costs of a party related to an action or proceeding under the procedural safeguards section of IDEA or Section XVI of this rule.*
- (2) *Private expenses of hearing - Reasonable attorneys' fees incurred by a parent related to a special education hearing shall be the responsibility of the SAU when the parent prevails in the special education hearing and when ordered by a court of appropriate jurisdiction. Attorneys' fees shall be considered an allowable special education expenses using only local or State funds. Funds under Part B and Part C of the Individuals with Disabilities Education Act may not be used to pay attorneys' fees or costs of a party related to an action or proceeding under the procedural safeguards section of IDEA or Section XVI of this rule.*
- (3) *Public expenses of hearing - Impartial hearing officer expenses for due process hearings will be paid directly by the Department.*

19. Civil Action

- A. General.(Applies to Part C 34 CFR 303.448, as well as Part B)

Any party aggrieved by the findings and decision made under *Sections XVI.5 through XVI.15 or Sections XVII.1 through XVII.15* has the right to bring a civil action with respect to the due process hearing request notice requesting a due process hearing under *Section XVI.5 or Section XVII.1 through XVII.3*. The action may be brought in any State court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy.

B. Time Limitation.

The party bringing the action shall have 90 days from the date of the decision of the hearing officer to file a civil action.

C. Additional Requirements.

In any action brought under paragraph (A) of this section, the court--

- (1) Receives the records of the administrative proceedings;
- (2) Hears additional evidence at the request of a party; and
- (3) Basing its decision on the preponderance of the evidence, grants the relief that the court determines to be appropriate.

D. Jurisdiction of District Courts.

The district courts of the United States have jurisdiction of actions brought under section 615 of the IDEA without regard to the amount in controversy.

E. Rule of Construction.

Nothing in this part restricts or limits the rights, procedures, and remedies available under the Constitution, the Americans with Disabilities Act of 1990, title V of the Rehabilitation Act of 1973, 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 *the procedural safeguards* section of the Act, the procedures under *Section XVI.5 and Section XVI.16* must be exhausted to the same extent as would be required had the action been brought under *the procedural safeguards* section of the IDEA. [20 U.S.C. 1415(i)(2) and (3)(A), 1415(l) and 34 CFR 300.516]

- F. *If a party appeals a hearing decision, that party must send a copy of that appeal to the Department of Education Due Process Office at the same time as the appeal is filed with the court.*

20. Child's Status During Proceedings

- A. Except as provided in *Section XVII.4*, during the pendency of any *mediation or state complaint investigation request or administrative or judicial proceeding regarding a due process hearing request* notice requesting a due process hearing under *Section XVI.5*, unless the *Department or SAU* and the parents of the child agree otherwise, the child involved in the hearing request must remain in his or her current educational placement.
- B. If the hearing request involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school until the completion of all the proceedings.
- C. If the hearing request involves an application for initial services under this part from a child who is transitioning from Part C of the Act to Part B and 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 had been receiving. If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services under *Section V.1.A(4)(a)(ii)*, then the *SAU* must provide those special education and related services that are not in dispute between the parent and the public agency.
- D. If the hearing officer in a due process hearing agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between the *Department* and the parents for purposes of paragraph A of this section. [20 USC 1415(j) and 34 CFR 300.518]

21. Appeal (Only applies to Part B)

- A. General. The parent of a child with a disability who disagrees with any decision regarding placement under *Sections XVII.1 and XVII.2* or the manifestation determination under *Section XVII.E*, or an SAU that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a complaint pursuant to *Sections XVI.5 and XVI.6.A and B*. [34 CFR 300.532(a)]
- B. Authority of Hearing Officer.
 - (1) A hearing officer under *Section XVI.13* shall hear, and makes a determination regarding an appeal under paragraph (A) of this section.

- (2) In making the determination under paragraph (B)(1) of this section, the hearing officer may
 - (a) Return the child with a disability to the placement from which the child was removed if the hearing officer determines the removal was a violation of *Section XVII.1* or that the child's behavior was a manifestation of the child's disability, or
 - (b) 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 others.
- (3) The procedures under paragraphs (A) and (B)(1) and (2) of this section 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 and to others. [34 CFR 300.532(b)]

C. Expedited Due Process Hearing Procedure.

- (1) Whenever a hearing is requested under *Section XVII.3.A*, the parents or the SAU involved in the dispute must have an opportunity for an impartial due process hearing consistent with the requirements of *Sections XVI.5 and XVI.6.A through C* and *Sections XVI.11 through XVI.16*, except as provided in paragraph (C)(2) through (4) of this section.
- (2) The *Department shall arrange for an expedited due process hearing, which shall occur within 20 school days of the date the complaint requesting the hearing is filed. The hearing officer shall make a determination within 10 school days after the hearing.*
- (3) Unless the parents and SAU agree in writing to waive the resolution meeting described in paragraph (C)(3)(a) of this section, or agree to use the mediation process described in *Section XVI.3—*
 - (a) A resolution meeting must occur within seven days of receiving *the parent's request for a due process hearing*; and
 - (b) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint.

- (4) Expedited Due Process Hearings *shall only be available for persons who have been removed from school for disciplinary purposes and shall:*
 - (a) *Meet the hearing procedure, described in this section except that the hearing officer may elect to limit the hearing to a single day for presentation of evidence, direct and cross-examination of witnesses, and rebuttal.*
 - (b) *The appointment of the hearing officer shall meet the requirements of Section XVI.13.C of this rule, (Impartial Hearing Officer), except that the time periods identified in Section XVI.14 of this rule, (Hearing Rights) for disclosure of evidence shall, for purposes of expedited due process hearings, be not less than five business days.*
- (5) The decisions on expedited due process hearings are appealable consistent with *Section XVI.16. [20 USC 1415(k)(3) and (4)(B), 1415(f)(1)(A) and 34 CFR 300.532(c)]*

22. *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.

A. *Findings of Fact; Final Decision.*

The hearing officer shall issue the findings of fact and the final decision to all parties within 15 days after the conclusion of the hearing.

B. *Transmittal of Record of Hearing.*

The hearing officer shall forward the complete record of the hearing, the findings of fact, and the final decision to the Due Process Coordinator within 15 days after the conclusion of the hearing. The Department will transmit the findings of fact and decision, after deleting personally identifiable information, to the Maine Advisory Panel on the Education of Children with Disabilities.

C. *Appeal.*

Any party to the hearing may appeal the decision of the hearing officer to the Maine Superior Court or the Federal District Court. Federal law

requires that such appeals be brought in Maine Superior Court or Federal District Court within 90 days of the receipt of the decision of the hearing officer. An appeal may be filed in Maine Superior Court for the county in which the student resides or the county in which the administrative unit is located. If a party serves an appeal to court of a hearing decision, that party must send a copy of that appeal to the Department of Education Due Process Office at the same time as the appeal is served to the court.

D. Compliance.

The SAU shall submit to the Commissioner, within 45 days of the date the unit receives the final decision, documentation that the unit has complied with the decision or that an appeal is pending.

E. Enforcement.

If the SAU refuses to comply with a hearing decision and neither party appeals the decision, the Commissioner shall initiate enforcement action. (20-A MRSA §§6801-A and 7206)

23. *Hearing Record*

In proceedings subject to this rule, the hearing officer shall make a record consisting of:

- A. All papers filed and evidence received or considered;*
- B. A statement of facts officially noticed;*
- C. Offers of proof, objections and rulings thereon;*
- D. Findings of fact; and*
- E. The final decision.*

The Commissioner shall retain the entire record of the hearing.

FERPA**§99.7 What must an educational agency or institution include in its annual notification?**

(a)(1) Each educational agency or institution shall annually notify parents of students currently in attendance, or eligible students currently in attendance, of their rights under the Act and this part.

(2) The notice must inform parents or eligible students that they have the right to—

- (i) Inspect and review the student's education records;
- (ii) Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- (iii) Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and §99.31 authorize disclosure without consent; and
- (iv) File with the Department a complaint under §§99.63 and 99.64 concerning alleged failures by the educational agency or institution to comply with the requirements of the Act and this part.

(3) The notice must include all of the following:

- (i) The procedure for exercising the right to inspect and review education records.
 - (ii) The procedure for requesting amendment of records under §99.20.
 - (iii) If the educational agency or institution has a policy of disclosing education records under §99.31(a)(1), a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.
- (b) An educational agency or institution may provide this notice by any means that are reasonably likely to inform the parents or eligible students of their rights.
- (1) An educational agency or institution shall effectively notify parents or eligible students who are disabled.
 - (2) An agency or institution of elementary or secondary education shall effectively notify parents who have a primary or home language other than English.

(Approved by the Office of Management and Budget under control number 1880-0508)

(Authority: 20 U.S.C. 1232g (e) and (f))

[61 FR 59295, Nov. 21, 1996]

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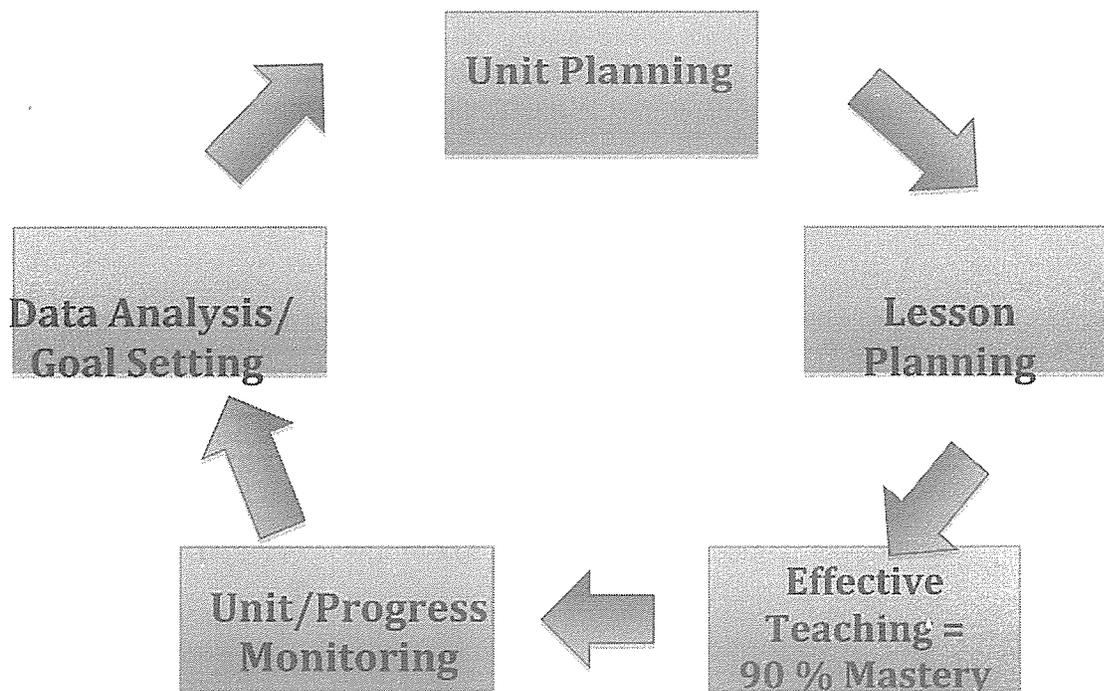
Inspire ME Academy

A.4 Assessment

Internal Informative Assessments

At Inspire ME Academy, students will be assessed in many different ways to determine student performance. Students will take a series of academic assessments when first entering the school to determine where they are academically in all areas. They will take a reading assessment to determine their general reading level and abilities. The Fountas and Pinell Reading assessment will be used three times a year to assess students reading level and grade level equivalency. By assessing decoding skills, reading fluency, and reading comprehension students will be assessed and then given a level. These results can be interpreted to help with understanding of where the student needs literacy instruction in order to progress. They will also take math skills/abilities assessments to determine what math skills they have mastered and ones they have not. This assessment will be “home-grown” but based on the Common Core standards. This will help guide our initial ability groups for instruction so students are not spending a lot of time reviewing concepts they have already mastered.

Following the initial assessments students will take progress-monitoring assessments every six weeks in each core subject. The basis of the assessment will be to cover concepts taught over the past six weeks. After giving and scoring these assessments, teachers will meet as a Professional Learning Team for a “data day” which takes place on Friday afternoons during the staff development time. The purpose of the data meeting is to analyze the student data from the past six weeks of instruction and use it to guide instruction in the future. Depending on the students achievement there might be a change in the ability groupings, concepts that need to be re-taught, or topics that have been mastered. This will also be a time for discussing interventions and identifying students who could benefit from interventions.



Inspire ME Academy

Statewide Assessments

Students at Inspire ME Academy will participate in the statewide assessments just as any other school in Maine. The NECAP assessment given in the state of Maine will help us determine the effectiveness of our students compared to Maine as a whole. These assessment results will be another form of data that will drive instruction for teachers and administrators.

At the beginning of each school year, teachers and administrators will analyze the results of statewide testing and use it to generate school wide student achievement goals for the year. These goals will be directly relate to the result of the prior year's testing outcomes. With these goals, the administrators and teachers will determine best practices that will help them achieve this goal. As a Professional Learning Team all employees will help work toward reaching the school's student achievement goals.

Reporting

Parents will receive frequent and meaningful contact about their student's progress in all subject areas. Students will receive quarterly report cards showing evaluation in all subject areas. Students who are on IEP's will also receive progress reports on their annual IEP goals at the same intervals as their report cards. Parent's will be required to attend three parent teacher conferences a year that falls at the same time report cards are released. We will also make use of a Student Information System Database with a Parent portal, where Parents can follow their student's progress.

Inspire ME Academy believes that every student has the ability to learn and we strongly believe that we can get students to grade level proficiency. Under this belief, students will be promoted to the next grade level with regularity. Retention will only be used in extreme cases as we feel that retention will be more detrimental to the student's progress at this grade level.

**Maine Charter School Commission
Performance Indicators Template
Measures, Metrics and Contract Evaluation Criteria
TAB 9.**

School Name INSPIRE ME ACADEMY Approved 6/5/12

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Student Academic Proficiency	<ul style="list-style-type: none"> Proficiency Level on State assessments Proficiency Level on school-developed assessments 	<ul style="list-style-type: none"> Percentage of students scoring at "proficiency" or above on state assessments in English Language Arts and Mathematics Percentage of students scoring at each state-defined performance level on ELA and Math Percentage of students considered proficient on school assessment in specified subject areas 	<ul style="list-style-type: none"> NECAP Percentage of students at proficiency level will increase every year by 5% in core subjects. Reach 90% proficiency by 8th grade. Fountas and Pinell Reading Assessment 3x/yr. Locally dev. Math assessment. 	<ul style="list-style-type: none"> Annual State assessment School-developed formative and summative assessment data, available on quarterly and annual basis. 		
Student Academic Growth	<ul style="list-style-type: none"> Value added nationally normed individual and group assessment or equivalent for English and Math Established benchmarks for each student Placed based rubric specific to charter school 	<ul style="list-style-type: none"> Percentage of students who make one years growth Percentage of students moving to a higher performance level for academics and goals of the charter school 	<ul style="list-style-type: none"> 75% meets or exceeds standards 99% moving to a higher performance level 	<ul style="list-style-type: none"> Within the first three months, school has established individual student records for target information, offered quarterly and annually 		

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document/ interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Achievement Gaps in proficiency and growth between major student subgroups	<ul style="list-style-type: none"> Gaps in proficiency and growth between major student subgroups 	<ul style="list-style-type: none"> Gaps as determined by Maine's ESEA-based accountability system 	<ul style="list-style-type: none"> >5% growth Agreement to review goals annually with authorizer. State data will be used as comparison. 	<ul style="list-style-type: none"> Evidence to be available quarterly and annually, for each student Where available, state data for comparison schools will be also reviewed. 		
Student Attendance	<ul style="list-style-type: none"> Average Daily Attendance Rate Individual student attendance rate Unexcused absences 	<ul style="list-style-type: none"> Percentage of students attending a target percentage of days Percentage of students exceeding a particular number of truancies in a given period of time 	<ul style="list-style-type: none"> MEDMS system for reporting data Target for attendance 98% School data to be compared with state average and for "comparison band" schools 	<ul style="list-style-type: none"> Operators to be required to report student attendance data in accordance with state regulations on truancy and dropouts 		
Recurrent Enrollment from Year to Year	<ul style="list-style-type: none"> Student re-enrollment from one year to the next Continuous enrollment of students for multiple years 	<ul style="list-style-type: none"> Percentage of students re-enrolled from one year to the next Percentage of students continuously enrolled for multiple years 	<ul style="list-style-type: none"> Enrollment Records 95% reenrollment Exit interview for all non-reenrollment to determine cause. 	<ul style="list-style-type: none"> Reviewed semi-annually 		

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency of Collection of Evidence	Evidence State whether evidence is from: document/ interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
<p>Postsecondary readiness (for HS)</p> <p>N/A Grades 4-8</p>	<ul style="list-style-type: none"> • Graduation rate • Success in dual enrollment courses • SAT or ACT scores • Enrollment in post-secondary institutions (college, trade and apprenticeship) • For students not enrolled in post-secondary institutions, full-time employment or military enlistment 	<ul style="list-style-type: none"> • Federal 4-year ACGR • Maine-determined graduation rates, as determined under Title 20-A MRSA, section 503 1, subsection 1 • Percentage of students completing dual enrollment courses • Percentage of students scoring at or above the state average on SAT or ACT tests • Percentage of graduates enrolled in a post-secondary institution (college, trade and apprenticeship) by Feb of Year 1 after graduation • Percentage of graduates not enrolled in post-secondary institutions but employed full-time or enlisted in the military by February of Year 1 after graduation 	<ul style="list-style-type: none"> • Negotiated in the contract as appropriate 	<ul style="list-style-type: none"> • Annual review 		

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Financial Performance and Sustainability	<ul style="list-style-type: none"> Budget versus Actual revenue and expenditures External audit reports 	<ul style="list-style-type: none"> Percentage variation between budget and actual revenue and expenditures Balance Sheet Presence of management findings or deficiencies on an audit report, and success in correct findings 	<ul style="list-style-type: none"> School will produce monthly financial reports, and evidence that reports are reviewed by governing board through agenda item. Any variations of more than 5% will be investigated by the board 	<ul style="list-style-type: none"> Quarterly financial reports available to the authorizer 	<ul style="list-style-type: none"> Annual financial audit - by a qualified, certified public accountant or public accountant certified by the Board of Accountancy 	
Governance Board Performance and Stewardship	<ul style="list-style-type: none"> Public Accountability -- Transparent, responsive and legally compliant Board operation Oversight of school leadership team 	<ul style="list-style-type: none"> Board operations consistent with By-laws, Charter Contract and state laws, including Freedom of Access law and law prohibiting conflicts of interest 	<ul style="list-style-type: none"> Governing Board will meet Monthly Evidence of bylaws and policies in place and are regularly reviewed. Governing Board membership to be increased to 7 members 	<ul style="list-style-type: none"> State and Federal IRS forms are regularly filed and available to the public Authorizer to conduct semi-annual interviews with Governance Board Chair and chief executive officer 		

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Adequacy of Facilities Maintenance in Support of Program	<ul style="list-style-type: none"> • Actual facility cost • Room utilization • Cleanliness of facility • Maintenance request log • Capital improvement plan 	<ul style="list-style-type: none"> • Percentage of over or under cost projection • Rate of room utilization • Daily cleaning logs • Maintenance requests and time completed • 1-3-5 year plan for capital improvements 	<ul style="list-style-type: none"> • Daily Cleaning Log • Maintenance Log/requests and timeframe • Facilities Committee to monitor facilities and plan capital improvements 	<ul style="list-style-type: none"> • Records available on request • Annual review of maintenance and capital improvements 		
School Social and Academic Climate	<ul style="list-style-type: none"> • Instances of bullying, harassment, or other abusive practices • Confidential surveys of parents, staff and students regarding social and academic climate • Emotional/social growth of students 	<ul style="list-style-type: none"> • Reports of actual or suspected bullying, harassment or other abusive practices • Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate • Survey of students and staff 	<ul style="list-style-type: none"> • The school will maintain the same state and federal reporting requirements as for public schools. • School will participate in the state student climate surveys; data compared with comparison schools • We will have our own student and parent survey at the end of each year. As well as a Staff survey. 	<ul style="list-style-type: none"> • Reviewed annually 		

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Parent and Community Engagement	<ul style="list-style-type: none"> Partnerships Communications systems Parent participation in their children's education and in operation of the school 	<ul style="list-style-type: none"> Partnerships with community organizations and representatives, including local non-charter public schools Regular and clear communications to and from parents and caregivers regarding operations of the school and about their children specifically Participation in parent-teacher meetings Parent and family participation in school-sponsored activities, including volunteer and fundraising activities 	<ul style="list-style-type: none"> We will have a goal of 80% parent participation for volunteering as well as attending events. Involvement noted in school handbooks for parents and students We will record volunteer hours and celebrate our volunteers. Plan for parent conferences established, and records maintained 	<ul style="list-style-type: none"> The Authorizer will meet annually with a representative group of parents to review their sense of school compliance with target practices School will present evidence of parental feedback and their subsequent actions 		
Transportation and Food Service	<ul style="list-style-type: none"> As planned in application and approved in contract 	<ul style="list-style-type: none"> Records of Costs and Student Utilization 	<ul style="list-style-type: none"> As Outlined in Feb. 5th "Transportation Variables" Document Free Breakfast, Snack and Lunch offered to all students 	<ul style="list-style-type: none"> State/Local inspection of facilities in accordance with health and safety laws 	<ul style="list-style-type: none"> Year 1, 6 month report, Annually thereafter 	

Summary of Performance Compliance by Indicator

<i>Indicator</i>	<i>Meets Contract Agreement</i>	<i>Partially Meets</i>	<i>Does Not Meet</i>
Student Academic Proficiency			
Student Academic Growth			
Achievement Gaps in proficiency and growth between major student subgroups			
Student Attendance			
Recurrent Enrollment from Year to Year			
Postsecondary readiness (for HS)			
Financial Performance and Sustainability			
Governance Board Performance and Stewardship			
Adequacy of Facilities Maintenance in Support of Program			
School Social and Academic Climate			
Parent and Community Engagement			
			Address: P/CSC/RFP TABS – Exhibits A-E

Inspire ME Academy

A.5 School Climate and Discipline

Inspire Me Academy will have a school climate that accentuates the positive. Positive reinforcement has proven to work better than simply disciplining for bad behavior. It is important to have a positive environment with clear expectations for behavior. Our leaders and teachers will model, teach and help students apply good citizenship skills. We will use our GREAT values (Generosity, Respect, Enthusiasm, Achievement, and Tenacity) to lead and guide staff, students and parents. This Acronym will be predominately posted as a reminder in every room and in the hallways. This will reinforce the teachings of the staff. Positive affirmation of good behavior as well as improved behavior is very important to students' success. We will recognize students for the progress they make.

Our Dean of Students will have the responsibility of staff development in this area. We will seek staff that believes in this positive approach to discipline and then train them in strategies that will help them be successful in applying this approach in and out of the classroom. The Dean of Students will also be a great resource for students that are having difficulty with their behavior or other issues that affect the learning process. We want to help students and families be successful; education and support are crucial! It is important to note that when discipline is appropriate the Head of School with guidance from the Dean of Students will administer it.

Every Friday students will have 30 minutes of Character Education, where teachers will teach aspects of the GREAT values. This will allow the students to learn in depth what these values mean and how to practice them and use them to be successful students and citizens. Students will grade themselves as well as be graded by the teacher on their GREAT values. This will be included as part of the student's report card.

With an overwhelmingly positive approach and clear expectations and accountability for behavior, there will be no room for bullying. The two values Generosity and Respect will focus on treating yourself and others well. Bullying will not be tolerated in any form, physically, socially, or emotionally.

We will have very clear expectations for all students, teachers and parents so there is no question about what is expected. There will be a "no excuses" mentality for behavior. If a student is on an IEP with a behavior element, he/she will work with a special education teacher to work towards meeting expectations.

Teachers will make every effort to handle discipline quickly and effectively in the classroom, using strategies such as redirection or a "time out" desk with a writing opportunity for the child to express how they are feeling. The more positive the approach the more successful the student and class will be.

This is the foundation of our school culture and discipline philosophy. We aim to staff our school with like-minded leaders and educators. Our leaders will work with the board to develop a sound discipline policy that reflects these ideas. We feel it is imperative for the staff to be involved in the development of this policy. Tab 10 includes samples, which we will use as a guide.

Inspire ME Academy believes this positive culture will provide a safe and nurturing environment that will allow all children to feel safe and cared for. This will allow the focus to be on learning. Our aim is to have a culture where it is "cool to be smart"! Inspiring all students to want to learn is the goal. A happy student is a well-behaved student.

For the Safety of all students and staff, Inspire ME Academy reserves the right to disenrollment of a student if a student's behavior is having an adverse/unsafe effect on the learning community.

Inspire ME Academy

Inspire ME Academy will welcome parent involvement as volunteers. We will also have several events that welcome parents to the school in other ways such as parent/student breakfasts, student performances and movie nights. Welcoming the parents into the community in fun events helps them feel more connected and welcome and then we can always remind them of volunteer opportunities at these events. Having the GREAT values displayed around the school also reminds parents and community our expectations for good citizenship.

Our Anti-bullying and Anti-harassment Policies in TAB 15 and 16 are samples we will use to develop our own. We like to refer to them as Pro-Kindness Policies! Kindness will be a word you hear often at Inspire ME Academy. If you are being kind to one another, there is no room for bullying or harassment. We do believe kindness can be modeled and taught. Kindness is also contagious!

An Emergency Response Guide will be developed once staff and a facility are in place and will cover all appropriate aspects needed to ensure our staff and students are safe. It is also difficult to plan emergency response when we are not positive of which facility we will choose. However, we have included guides from the US Department of Education as well as a Plan Template from Ready.gov. to help in development of our own Emergency Response Guide. This can be found under Tab 14.

Inspire ME Academy

Student Discipline Policy

It is essential for schools to maintain a safe and orderly environment which supports student learning and achievement. Good discipline allows the schools to discharge their primary responsibilities to educate students and promote good citizenship. All students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school. The Board expects the following principles to guide the development and implementation of school rules and disciplinary procedures:

A. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.

B. Expectations for student behavior should be clear and communicated to school staff, students and parents.

C. Consequences for misbehavior should be in proportion to the offense, fair and consistently enforced. School staff shall have the discretion to tailor discipline to the facts and circumstances of the particular case.

D. Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.

Physical force and corporal punishment shall not be used as disciplinary methods. However, state law provides that “a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to a) control the disturbing behavior; or b) remove the person from the scene of the disturbance.” Any restraint or seclusion of students shall comply with applicable regulations and Board policy.

Teachers are authorized to make and enforce rules for effective classroom management and to foster appropriate student behavior, subject to the direction and approval by the Head of School. School-wide rules shall be developed by the Head of School with appropriate input from school staff, students, parents, and subject to approval by the Board. The Head of School or the Dean of Students shall provide for the suspension of or other serious disciplinary action against students in accordance with Board policies, administrative procedures and Maine law.

Students with disabilities shall be disciplined in accordance with Board policy and applicable federal and state law/regulations.

Legal Reference: 17-A MRS § 106
20-A MRS §§ 1001(15A); 4009

Borrowed/edited from Harpswell Coastal Academy

Practical Information on Crisis Planning: A Guide for Schools and Communities

U.S. Department of Education
August 2004

Preparing Your School for a Crisis

Taking action now can save lives, prevent injury, and minimize property damage in the moments of a crisis. If you do not have a crisis plan in place, it is time to develop one. If you have one, review, practice, and update your plan. This brochure is designed to assist schools and communities in either situation. Although every school's needs and circumstances are different, these checklists provide general guidance that can be adapted as appropriate to each district's or school's circumstances.

If you would like additional, more detailed information on how to prepare your school or district for a crisis, you can order a free copy of *Practical Information on Crisis Planning: A Guide for Schools and Communities*, from which these checklists have been taken, on the U.S. Department of Education Office of Safe and Drug-Free Schools' emergency preparedness Web site: www.ed.gov/emergencyplan. This Web site contains many other crisis planning resources as well.

Additional Web Sites

- www.ed.gov/emergencyplan
- <http://www.ready.gov/>
- www.fema.gov/kids/
- www.redcross.org/services/disaster
- www.nasponline.org

Mitigation and Prevention

The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.

- Connect with community emergency responders to identify local hazards.
- Review the last safety audit to examine school buildings and grounds.
- Determine who is responsible for overseeing violence prevention strategies in your school.
- Encourage staff to provide input and feedback during the crisis planning process.
- Review incident data.
- Determine major problems in your school with regard to student crime and violence.
- Assess how the school addresses these problems.
- Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crises.

Preparedness

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs.

- Determine what crisis plans exist in the district, school, and community.
- Identify all stakeholders involved in crisis planning.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.

- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Identify the necessary equipment that needs to be assembled to assist staff in a crisis.

Response

A crisis is the time to follow the crisis plan and make use of your preparations.

- Determine if a crisis is occurring.
- Identify the type of crisis that is occurring and determine the appropriate response.
- Activate the incident management system.
- Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community.
- Monitor how emergency first aid is being administered to the injured.
- Decide if more equipment and supplies are needed.

Recovery

During recovery, return to learning and restore the infrastructure as quickly as possible.

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff are assessing students for the emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff, and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture “lessons learned” and incorporate them into revisions and trainings.

Company Name

Address

Telephone

Contact Name

Title

Last Revision Date

Policy and Organizational Statements

Identify the goals and objectives for the emergency response plan.

Define what your emergency response team is expected to do during an emergency (e.g., evacuate employees and visitors, provide first aid, etc.)

Identify any regulations covered by your plan (e.g., OSHA, fire code, etc.)

Evacuation Plan

Evacuation may be required if there is a fire in the building or other hazard. The evacuation team will direct the evacuation of the building and account for all employees outside at a safe location.

Employees will be warned to evacuate the building using the following system:	
Employees should assemble at the following location for accounting by the evacuation team:	

(Post a map showing the location(s) in a conspicuous location for all employees to see.)

Person who will bring the employee roster and visitor log to the evacuation assembly area to account for all evacuees. The evacuation team leader will be informed if anyone is missing or injured.	
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Evacuation Team	Name / Location
Evacuation Team Leader	
Floor Wardens (one for each floor)	
Searchers (one per floor)	
Stairwell and Elevator Monitors	
Aides for Persons with Disabilities	
Assembly Area Monitors (account for evacuees at the assembly area and inform incident commander if anyone is missing or injured)	

Severe Weather/Tornado Sheltering Plan

If a tornado warning is issued, broadcast a warning throughout all buildings instructing everyone to move to shelter.

Shelter-In-Place Team Assignments	Name / Location
Team Leader	
Person to monitor weather sources for updated emergency instructions and broadcast warning if issued by weather services	
Persons to direct personnel outside to enter the building	
Persons to direct employees to designated tornado shelter(s)	

Tornado Warning System & Tornado Shelter Locations

Location of tornado warning system controls	
Location of tornado shelters	

Shelter-In-Place Plan

If warned to "shelter-in-place" from an outside airborne hazard, a warning should be broadcast and all employees should move to shelter.

Shelter-In-Place Team Assignments	Name / Location
Team Leader	
Direct personnel outside to enter the building; then close exterior doors	
Shutdown ventilation system and close air intakes	
Move employees to interior spaces above the first floor (if possible)	
Person to monitor news sources for updated emergency instructions	
Assembly Area Monitors (to account for evacuees at the assembly area)	

Shelter-In-Place Shutdown of Ventilation System

Location of controls to shutdown ventilation system:	
Location of air handling units, fan rooms, or air intakes:	

Lockdown Plan

Persons trained to use the warning system to warn persons to "lockdown"

Name	Location

Instructions for Broadcasting Warnings

Where to Access the Warning System
(e.g., telephone, public address system, etc.)

Instructions for using the system

Fire Emergency Plan

If a fire is reported, pull the fire alarm, (if available and not already activated) to warn occupants to evacuate. Then Dial 911 to alert Fire Department. Provide the following information:

- Business name and street address
- Nature of fire
- Fire location (building and floor or)
- Type of fire alarm (detector, pull station, sprinkler waterflow)
- Location of fire alarm (building and floor)
- Name of person reporting fire
- Telephone number for return call

Evacuation team to direct evacuation of employees and visitors.

Procedures

- Evacuate building occupants along evacuation routes to primary assembly areas outside.
- Redirect building occupants to stairs and exits away from the fire.
- Prohibit use of elevators.
- Evacuation team to account for all employees and visitors at the assembly area.
- Meet Fire Department Incident Commander (IC). Inform the IC if everyone has been accounted for and if there are any injuries. Provide an update on the nature of the emergency and actions taken. Provide building floor plans, keys and other assistance as requested.
- Assign personnel to verify that fire protection systems are operating normally and to operate building utility and protection systems as directed by the fire department.

Property Conservation

Identify preparations before a forecast event such as severe weather:

Identify how you will assess damage; salvage undamaged goods; and cleanup the building following an incident.

Identify the contractors, equipment, and materials that would be needed. Update the resource table at the end of this plan.

Annexes

Hazard or Threat-specific

Instructions: Review the following list of hazards and identify those hazards that are foreseeable. Review the links to information provided within the Ready Business website to develop specific emergency procedures.

Natural hazards (geological, meteorological, and biological)

Geological hazards

- Earthquake
- Tsunami
- Volcano
- Landslide, mudslide, subsidence

Meteorological Hazards

- Flood, flash flood, tidal surge
- Water control structure/dam/levee failure
- Drought
- Snow, ice, hail, sleet, arctic freeze
- Windstorm, tropical cyclone, hurricane, tornado, dust storm
- Extreme temperatures (heat, cold)
- Lightning strikes (Wildland fire following)

Biological hazards

- Foodborne illnesses
- Pandemic/Infectious/communicable disease (Avian flu, H1N1, etc.)

Technology caused event

- Utility interruption or failure (telecommunications, electrical power, water, gas, steam, HVAC, pollution control system, sewerage system, other critical infrastructure)

Human-caused events (accidental and intentional)

Accidental

- Hazardous material spill or release
- Nuclear Power Plant Incident (if located in proximity to a Nuclear power plant)
- Explosion/Fire
- Transportation accident
- Building/structure collapse
- Entrapment and or rescue (machinery, confined space, high angle, water)
- Transportation Incidents (Motor Vehicle, Railroad, Watercraft, Aircraft, Pipeline)

Intentional

- Robbery
- Lost Person, Child Abduction, Kidnap, Extortion, Hostage Incident, Workplace violence
- Demonstrations, Civil disturbance
- Bomb threat, Suspicious package
- Terrorism

Public Emergency Services & Contractors

Emergency Service	Name	Emergency Telephone	Business Telephone
Fire Department			
Emergency Medical Services			
Police Department			
Emergency Management Agency			
Hospital			
Public Health Department			
State Environmental Authority			
National Response Center (EPA)			
Electrician			
Plumber			
Fire Protection Contractor			
Elevator Service			
Hazardous Materials Cleanup			
Cleanup / Disaster Restoration			

Warning, Notification & Communications Systems

The following systems are used to warn employees to take protective action (e.g., evacuate, move to tornado shelter, shelter-in-place, or lockdown) and provide them with information. The Communications capabilities enable members of our emergency team to communicate with each other and others.

	System	Location/Control Panel or Access Point
Warning System	Fire Alarm	
	Public Address	
	Other (describe)	
Notification System	Electronic	
	Telephone call tree	
Communications Capabilities	Telephone	
	Two-way radio	

Fire Protection Systems

Document the fire protection systems including the types of systems, location, area, or hazard protected, and instructions.

System Type	Location	Access Point / Instructions
Sprinkler System	Control Valve	
	Control Valve	
	Control Valve	
Fire Pump		
Special Extinguishing Systems	Computer Room	
	Kitchen	
	Manufacturing Area	

Revision History

Revision No.	Date	Description of Changes	Authorization

Plan Distribution & Access

The Plan will be distributed to members of the emergency response team and department heads. A master copy of the document should be maintained by the emergency response team leader. The plan will be available for review by all employees.

Provide print copies of this plan within the room designated as the emergency operations center (EOC). Multiple copies should be stored within the facility EOC to ensure that team members can quickly review roles, responsibilities, tasks, and reference information when the team is activated.

An electronic copy of this Plan should be stored on a secure and accessible website that would allow team member access if company servers are down.

Electronic copies should also be stored on a secured USB flash drive for printing on demand.

Inspire ME Academy

Anti-Bullying Policy Sample

Bullying in any form will not be tolerated. Bullying is a form of abuse, where a person or group of people speak or act in an abusive manner in order to have physical or social power over another person and usually occurs over time.

Inspire ME Academy will provide a school culture that does not allow for bullying. Staff will need to model positive behaviors and intervene quickly in any bullying situation. The focus first will be on changing the behavior rather than punishing it. Our expectation is that bullying will be stopped long before it requires escalated disciplinary action.

If a person (staff or student) believes they are being bullied, they should report such behavior to the appropriate person.

- a. Staff to the Head of School
- b. Students to a staff member or parent

Reports of Bullying will be documented in accordance with applicable laws and reported to the Head of School within the same school day. The Head of School is responsible for addressing the complaint immediately. The Head of School is responsible for all documentation. Any person who, after investigation, is found to have bullied a student or staff member will be subject to disciplinary action.

Adapted from parts of Harpswell Coastal Academy

Inspire ME Academy

Anti-Harassment Policy Sample

Harassment in any form will not be tolerated.

If a person (staff or student) believes they are being harassed, they should:

- 1) Notify the harasser that the behavior is offensive and request that it stop.
- 2) If that is not possible, report such behavior to the appropriate person.
 - a. Staff to the Head of School
 - b. Students to a staff member or parent

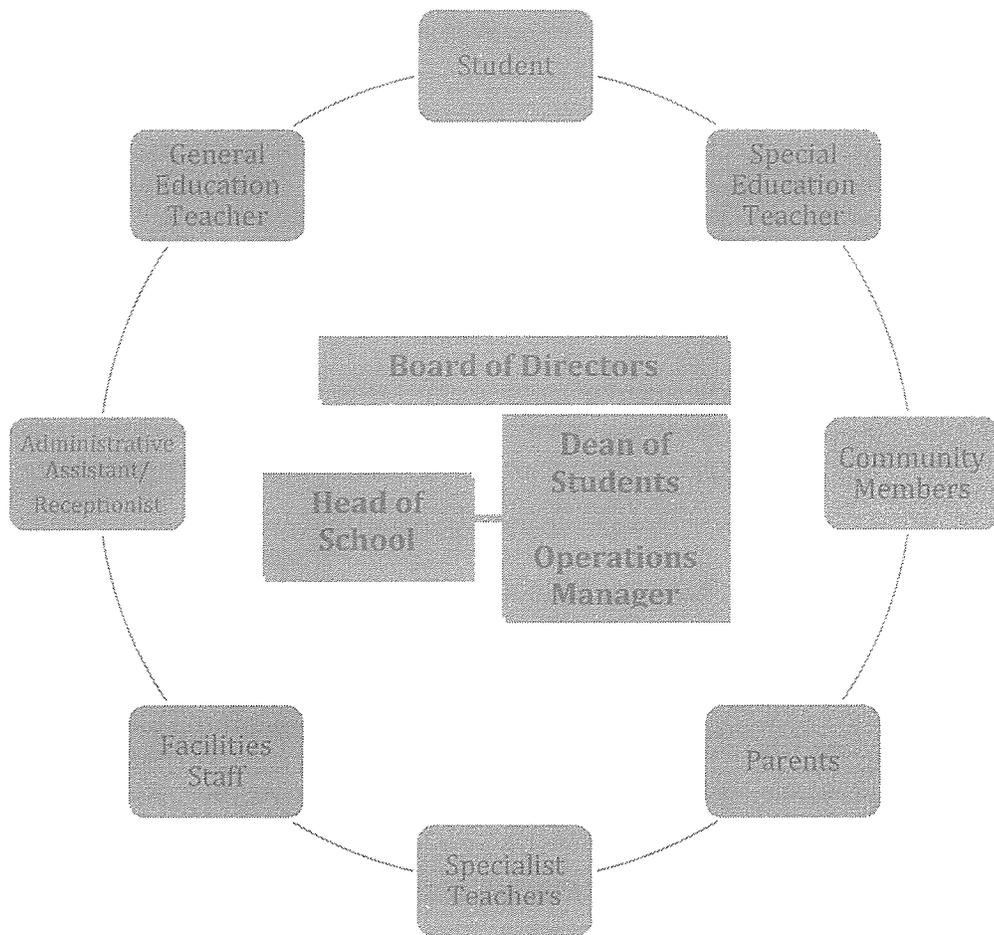
Reports of harassment will be kept confidential, to the extent permitted by law. Once a staff member receives a complaint, the incident must be documented and reported to the Head of School within the same school day. The Head of School is responsible for addressing the complaint immediately. The Head of School is responsible for all documentation. Any person who, after investigation, is found to have committed any act of harassment towards a student or staff member will be subject to disciplinary action or termination of employment.

Adapted from parts of Harpswell Coastal Academy

Inspire ME Academy

B. Organizational and Operational Plan

Inspire ME Academy will have a Governing Board of Directors and will utilize key advisory personnel to help the board make informed decisions. Three key staff will lead the school: the Head of School, Dean for Students and an Operations Manager. They will be at the center of school operations with teachers, support staff, students, parents and community members around them. These key leaders will be accountable to the board for all operating responsibilities.



Inspire ME Academy

B.1 School Calendar and Daily Schedule

TAB 17

At Inspire ME Academy, we offer a longer school day than the traditional public schools. Our official day will run from 7:45-3:30 and the students will have more time for learning. Our school day will contain 2.5 hours of literacy instruction, 1.5 hours of math instruction and .75 hour of writing each day. Science and social studies as well as a foreign language and physical education are a part of the daily schedule.

A Typical Day at Inspire ME Academy (M-Th):

7:15-7:45: Breakfast

7:45-8:00: Welcome Circle (entire student body)

8:00-10:30: English Language Arts (snack time 9am)

10:30-11:10: Science/Social Studies

11:10-11:50: Physical Education

11:50-12:30: LUNCH

12:30-2:00: Math

2:00-2:45: Writing (15 minutes of handwriting to start)

2:45-3:20: Foreign Language

3:20-3:30: Pack up/End of day procedures

Homework Club will be available every day from 3:30 to 4:30pm for any student that wants to stay.

Inspire ME Academy

At Inspire ME Academy, each Friday will be “Fun Friday”. We will have core instruction in the morning with a half hour of Health/Wellness. After lunch, we will have our Character Education Program, followed by Teacher time. Teachers will have staff development time to look at data, review learning results, learn new teaching strategies, or plan with colleagues. During this time, students will attend a variety of mini-courses. We will offer stipends to community specialists willing to teach their specialty for a six to eight week period. Students will be able to choose one or two offerings each period. We will also use this time to cycle in the performing and visual arts.

A Typical Fun Friday at Inspire ME Academy:

7:15-7:45: Breakfast

7:45-8:00: Welcome Circle (entire student body)

8:00-9:00: English Language Arts

9:00-10:00: Math

10:00-10:30: Writing

10:30-11:10: Health and Wellness (possibly a short PE Session Included)

11:10-11:50: LUNCH

11:50-12:20: Character Education

12:20-3:20: Fun Friday Activities (snack time 2:30) (teachers will be in professional development)

3:20-3:30: Pack-up/End of day procedures

Inspire ME Academy will follow a similar school calendar as the Sanford School District Academic Calendar. Key difference--Our start date will be one week earlier starting before Labor Day. Our school will not have any early release days or teacher workshop days during the student academic calendar because we will utilize *Fun Fridays* as a time for teachers to meet and collaborate and have time for professional development. We will have 184 school days unlike most current school calendars, which only incorporate 175 school days. Our schedule allows for an additional 346 hours of instruction (an additional 55 days at the rate of 6.25hrs currently offered at traditional public schools).

Inspire ME Academy

School Closing Policy

The Head of School will make decisions regarding School Closure. We will follow Sanford Public School lead for the most part; however, on days we are in session different from Sanford Public Schools the Head of School will make any necessary decisions. We will utilize an automatic call system embedded into the Student Information System Database we choose. We will also report any closings that are not the same as the local School District to the local TV and Radio Stations. We will list the stations in the Student Handbook. If a student comes from a district other than Sanford and their district schools are closed for weather related issues they will not be considered absent if they cannot make it to school. We will not make up snow days unless they exceed 4 days.

B.2. Student Recruitment and Enrollment

Inspire ME Academy will have inclusion classrooms with one teacher having Special Ed Certification. The teachers will team-teach and the Special Ed Certified teacher will have the added responsibility to ensure compliance for Identified Students. The Special Ed Certified teacher will also be responsible in helping grade level teachers with the RTI process.

Exhibit B

Projected Enrollment Table (min, planned, max)						
Grades	Ages	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
4	9	30, 35, 40	30, 35, 40	30, 35, 40	30, 35, 40	30, 35, 40
5	10	30, 35, 40	30, 35, 40	30, 35, 40	30, 35, 40	30, 35, 40
6	11	30, 30, 35	30, 35, 40	30, 35, 40	30, 35, 40	30, 35, 40
7	12		30, 30, 35	30, 35, 40	30, 35, 40	30, 35, 40
8	13			30, 30, 35	30, 35, 40	30, 35, 40

Inspire ME Academy will have approximately 100 students in the first year and grow to between 175 and 200 by year five. Sanford Public Schools currently have approximately 230 students per grade in grades 4 thru 8; allowing for enrollment of 23 per grade or 47% of our target enrollment coming from Sanford Public Schools. Sanford also has a large homeschooling population (estimating about 45 children in grades 1-8 using percentages from 2002, the last time individual towns were documented and applying that to today's totals) We will target all of York County to fill enrollment. If applicants from Sanford Public Schools exceed 23 per grade, we will request a waiver from the Sanford School Board to allow maximum enrollment through the lottery process. However, we understand they do not have to agree to it.

We will use all forms of media including newspaper, radio, website and bulk mailing to reach as many potential students as possible. As a part of our recruitment process we will make it known to the public that any student regardless of race, ethnic group, gender, or disability will be welcomed and allowed to enroll in our public charter school. We will also be sure to advise there will be no cost to any student who wants to enroll.

In keeping with Public Charter School Law, preference will be given to children of Founders, Board Members and Employees of Inspire ME Academy as well as younger siblings of students currently enrolled in our school. If enrollment requests are greater than slots available, we will have an open public

Inspire ME Academy

lottery to fill the slots. When the slots are filled, the next ten names chosen for each grade level will be put on a waitlist. Parents will have two weeks to confirm their student's enrollment or their spot will be forfeited and given to the next student on the waitlist. The deadline for all intent to enroll applications will be in February. The lottery will be held shortly after the application deadline.

Initial community support has been very positive. At our initial organized informational meeting, parents, educators and community members who attended were very interested and supportive of the proposed plan for Inspire ME Academy. At the meeting six surveys were returned, all indicating they would be willing to help. Four of those surveys were parents of current third grade students that were searching for options for their child's education. We felt this was a good start for our first informational meeting and plan to have more going forward to continue to determine support.

Community support has been overwhelmingly positive. We have had one parent join the board. We have had primarily positive feedback. The lawyer we contacted to start our non-profit offered his services at no charge. The accountant we contacted to help file our 1023 IRS tax exemption offered her services at no charge. The community is truly in need of options and our goal is to fill that need. We recently were contacted by parents from Old Orchard Beach and South Berwick looking for options for their children, both of these locations would be about a half hour commute. A parent from New Mexico that is returning to Maine and has a sixth grader next fall also contacted us. She likes our vision and wants to be kept informed of our progress. Since we would be the only Charter School in York County, we feel we will be able to meet enrollment projections as all the new charter schools have wait lists currently.

Sanford has a Department of Human Services; this would be a great place to put a poster regarding the school, in order to reach people that may not otherwise find the information. Inspire ME bought t-shirts and made a banner and walked in Sanford's 4th of July Parade which we felt very well received. We also had a second public informational meeting on June 14 and though the attendance was small the enthusiasm was very high from the people that did come. We received one more survey with offer to help. Letters of support and surveys along with school district data are included in the appendixes. We do have additional surveys on demand but didn't get permission to print in a public document, so they are not included.

Inspire ME Academy

Maine Charter School Commission
Projected Enrollment Table
TAB 19.

Projected Enrollment Table		INSPIRE ME ACADEMY				
Grades	Ages	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Pre-K						
K						
1						
2						
3						
4		35	35	35	35	35
5		35	35	35	35	35
6		30	35	35	35	35
7			30	35	35	35
8				30	35	35
9						
10						
11						
12						

Address: P/CSC/RFP TABS – EXHIBITS A-E

Inspire ME Academy

B.3 Staffing and Human Resources

TAB 20

First Year Staffing Chart		
Administrative Staff		
Head of School	Full time	Educational Leader/Curriculum Dev. Discipline and Assessment
Dean of Students	Full time	Student/Teacher/Parent and community support/wellness
Operations Manager/ Admin assistant/Finance	Full time	Reception/Finance/Assist Staff
Teaching Staff		
Grade 4 Teacher	1 Full time	Classroom Instruction
Grade 4 SPED Teacher	1 Full time	Classroom/Inclusion/IEP
Grade 5 Teacher	1 Full time	Classroom Instruction
Grade 5 SPED Teacher	1 Full time	Classroom/Inclusion/IEP
Grade 6 Teacher	1 Full time	Classroom Instruction
Grade 6 SPED Teacher	1 Full time	Classroom/Inclusion/IEP
Supplemental Teachers		
PE/Coach	.50 time	PE Instruction/wellness
Foreign Language	1 Full time	Spanish/French
Art Teacher	.25 time	Art Instruction
Music Teacher	.25 time	Music/Performance
Teachers Aid/Sub	1 Full time	Daily Classroom support/coverage
Facilities Staff		
Custodian	1 Full time	Maint/cleanliness of Facilities
Food Service Staff		
Cafeteria Worker	1.5 Full time	All aspects of Food Service
	13 Full time Staff	4 Part time Staff

Staffing Plan

Inspire Me Academy will first recruit our leaders for the school. We will search for highly capable leaders that understand and identify with our mission. Once the Board of Directors has selected the school leaders, the Head of School and Dean of Students along with the Board of Directors will then actively recruit the staff needed to fill our first year staffing plan. We will use many forms of recruitment such as our Website, jobsites (Serving Schools, Craigslist, etc.), and newspapers. We will also advertise with colleges who have Education Degree Programs. Inspire ME Academy will search for a combination of highly qualified teachers with solid experience and new teachers willing to learn and grow with constant support and mentoring. We will search for teachers with a variety of strengths in subject matter, literacy, math, science, and social studies. Inspire ME Academy will add 4 additional teachers in the next two years, and bring our part time teachers up to full time status by the third year.

Inspire ME Academy

Recruitment

Using several types of media and Outstanding College Graduates, we will clearly state our vision and seek out individuals who understand and are enthusiastic about our mission. We will post complete job descriptions for job posting including, job title, pay, location, required hours.

Retention

Inspire ME Academy will strive to be a great place to work. We value our employees. We will support our employees with competitive wages, a comprehensive benefits package and staff development. We will also offer incentives for great job performance. Our leaders will be supportive and caring of their employees. Excellent communication and clear expectations will help keep staff well informed.

Job Performance

Assessment of teachers will be based on the results in the classroom. Student Success= Teachers Success. The Head of School will be a common presence in the classroom, doing routine observations and mentoring of the teachers. This will help guide performance evaluations. The Head of School will offer two performance appraisals for each teacher each year, giving feedback of success and advice on where there is room for improvement. Each teacher will have a long-term growth plan developed by them and their leader, which could be the Head of School or the Dean of Students to evaluate their ongoing progress. Support staff's performance will be evaluated using criteria around their job descriptions.

Professional Development

Professional growth and development is a vital part of our mission. We want all our leadership, teachers and staff to be the best that they can be. We will offer 3 hours of "teacher time" on Fridays every week. This time can be used for staff development as well as planning and collaborating. The Head of School/Dean of Students will have the responsibility to seek out excellent staff development opportunities that align with the mission and help strengthen the goals of the mission. We will also have staff development time prior to the start of each school year (3/5 days). First year staff as well as our first year of operation will offer 2 week of initiation/staff development time. Teachers can also request to take workshops that they are interested in and that will enhance their teaching skills. Teachers that are already trained in special skills will be called upon to share their knowledge with their peers. Well-trained and diverse staff makes the school a better place for student learning.

Community Members

When drawing from the community for Fun Fridays and other programs we will look for well-established experts in the field they will share with our students. We will require a background check for anyone who will be teaching our students. Parent Volunteers will always be welcome to participate and we will encourage and support the development of a PTA or similar group.

EMPLOYEE HANDBOOK
FOR
INSPIRE ME ACADEMY

I.....Welcome
 II.....Company Policy
 III.....Purpose of This Handbook
 IV.....What You Can Expect From the Company

A. Company Policies

- 1. Labor Policy
- 2. Hiring Policy
 - a. Equal Employment Policy
 - b. Conflict of Interest
 - c. Anti-Nepotism Policies
 - d. Moonlighting
 - e. Introductory Period
 - f. Standards of Conduct
 - g. Employee Background Check
 - h. Health Examinations
 - i. Immigration Law Compliance
- 3. Internet Policy
- 4. Email Policy
- 5. Social Media Policy
- 6. Harassment-Free Workplace Policy Statement
- 7. How Your Job is Classified
- 8. Hours and Payroll Practices
- 9. Overtime
- 10. Wage and Performance Review
- 11. Promotion
- 12. Layoff

B. Benefits Offered by the Company

- 1. Group Health Insurance
- 2. Group Life Insurance
- 3. Worker's Compensation Insurance
- 4. Profit Sharing Plan
- 5. Funeral Leave
- 6. Jury Duty
- 7. Social Security Benefits
- 8. Leave of Absence
 - a. Military Leave
 - b. Personal Leave
 - c. Medical Leave
 - d. Family Medical Leave Act

- 9. Rest and Lunch Periods**
- 10. Holidays**
- 11. Vacations**
- 12. Suggestions and Complaints**
- 13. Bulletin Boards**

V.....What the Company Expects of You

- A. Change of Address**
- B. Absence**
- C. Severe Weather Conditions and Other Emergencies**
- D. Moonlighting**
- E. Visitors**
- F. Dress Standards**
- G. Personal Mail**
- H. Solicitation**
- I. Collections**
- J. Injuries and Illness**
- K. Personal Telephone Calls**
- L. Security**
- M. Gratuities/Gifts**
- N. Fire Prevention**
- O. Personal Safety Equipment**
- P. Discharge, Discipline and Work Rules**
- Q. Voluntary Termination**
- R. References and Recommendations**

VI.....Conclusion

I. Welcome

Welcome to the Inspire ME Academy (herein after referred to as "Company"). We hope that you enjoy your position with us and that it will prove beneficial to both you and the Company. We offer our best wishes for your future success. We hope you will be just as proud to be a member of our organization as we are to have you.

II. Company Policy

To provide the customer with consistently high quality and friendly, competent service.
To provide all our employees with equal opportunities for advancement.
To provide you with good working conditions, to pay you a fair wage and to promote your welfare.

Effective: January 01, 2013

III. Purpose of This Handbook

This handbook is for the information and use of all employees of the Company. It contains the policies of the Company relating to hours, wages, employee benefits and conditions of employment, and provides a reference manual that should be followed by the Company and its employees. Company policies are operating practices and procedures of the Company. These policies have been established for the benefit of the employees and management in order to provide the best working conditions possible.

THE LANGUAGE OF THIS HANDBOOK AND THE RULES AND POLICIES STATED WITHIN ARE NOT INTENDED TO CREATE, NOR DO THEY CONSTITUTE, A CONTRACT IMPLIED OR EXPRESS BETWEEN THE COMPANY AND ANY OF ITS EMPLOYEES. THE POLICIES AND PROCEDURES ARE NOT UNCHANGEABLE. IF CIRCUMSTANCES ARISE THAT WARRANT CONSIDERATION OF A CHANGE IN POLICIES OR PROCEDURES, EMPLOYEES SHOULD BRING SUCH CIRCUMSTANCES TO THE ATTENTION OF MANAGEMENT. THIS HANDBOOK AND THE RULES AND POLICIES CONTAINED IN IT ARE SUBJECT TO CHANGE AT ANY TIME WITHIN THE SOLE DISCRETION OF MANAGEMENT.

EMPLOYMENT AT THE COMPANY IS ON AN "AT WILL" BASIS AND MAY BE TERMINATED BY THE COMPANY OR THE EMPLOYEE AT ANY TIME FOR ANY REASON. ANY CHANGE TO THIS AT WILL EMPLOYMENT STATUS, INCLUDING EMPLOYMENT FOR A PARTICULAR REASON, MAY BE GRANTED ONLY WITH THE SPECIFIC PRIOR WRITTEN APPROVAL OF THE PRESIDENT OF THE COMPANY.

It is the duty of the management to administer fairly without discrimination these policies, and all employees are expected to abide by and follow these policies. In the event you have any questions concerning the application of any procedure or policy, you should first ask your supervisor, if possible. Any employee who feels that a policy has not been administered in accordance with this handbook should refer the problem directly to his/her supervisor or to another member of management. No employee shall be penalized or discriminated against in any

way for having requested consideration of the application of these policies or questioning the application of a policy in any situation.

Management intends that justice and fair dealing be the practice as well as the policy of the Company. Every employee should feel free to discuss his or her problems and any policies contained in this handbook with members of management. We welcome suggestions from you that will aid in maintaining constructive and harmonious relationships throughout the Company.

Please read this handbook carefully and review it with whomever you like-your family, your fellow employees, or your supervisor. If you have any questions, please bring them to the Employee Relations Office/Human Resources Department. When you have completed your review, please sign the form at the end of the handbook stating that you have reviewed the handbook, understand its contents, and agree to abide by it. Please return the form to the Employee Relations Office/Human Resources Department.

IV. What You Can Expect From the Company

A. Company Policies

1. Labor Policy

The Labor Policy of the Company is an open shop-open door policy. Each employee has the right to deal with members of management with reference to all working conditions. No employee is required to obtain any other person or organization to represent him or her in the presentation of problems or questions of regarding the application of the Company's working policies. No employee need pay to any person or to any organization any contribution or assessment for the right to work here. Management does not and will not discriminate against any employee because of membership or non-membership in any organization, whether it is religious, fraternal, professional or social. Each employee has the right to bring any problems to the attention of his or her supervisor or to any member of management. It is the duty of management to aid and assist whenever possible, in the solution of any problems or in the working out of suggestions. It is by solving our problems and capitalizing on suggestions that progress is made.

The management has attempted to provide the best conditions of employment, the most satisfactory tools and the most opportunity for advancement for each employee. It is the policy of the Company to compensate each employee in accordance with his or her ability and skill, and to provide him or her with every opportunity for training and development.

2. Hiring Policy

The Company hires individuals on the basis of their qualifications and ability to complete the responsibilities and tasks of the job to be filled. Unless otherwise provided in writing, employment with the Company is considered to be at will, so that either party may terminate the relationship at any time and for any lawful reason.

The Hiring Policy of this Company includes the following:

a. Equal Employment Policy

The Company is an equal opportunity employer. It is our policy to grant equal employment opportunities to qualified persons without regard to race, religion, color, national origin, sex, sexual orientation, pregnancy, age, veterans' or military status or non-job physical or mental handicap or disability or other classification protected by applicable federal, state or local laws, except where there is a bona fide occupational disability. The Company will provide equal opportunities in employment, promotion, wages, benefits and all other privileges, terms and conditions of employment. All recruiting, hiring, training, and promoting for all job classifications is done without regard to race, color, religion, sex, age or national origin except when a bona fide occupational qualification exist. All decisions on employment are made to further the principle of equal employment. All promotion decisions will continue to be made in accordance, with Equal Employment Opportunity principles, and only valid job requirements will be used.

b. Conflict of Interest

All persons employed by the Company owe a duty of fidelity to the Company. Employees must never place themselves in a position where their self-interest may conflict with this duty. Any employee who breaches this policy is subject to disciplinary action, up to and including discharge.

c. Anti-Nepotism Policies

Under the Company's Anti-nepotism policy, no relative may supervise a relative, work in the same department as a relative, or exert influence over a relative's hiring, salary, or promotion.

"Relative" is defined as a member of an individual's family, including wife, husband, son, daughter, mother, father, brother, sister, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, father-in-law, aunt, uncle, niece, nephew, grandmother, grandfather, stepparent, and stepchild.

d. Moonlighting

Employees may engage in other employment provided it does not interfere with duties as an Employee of the Company or impair the ability of the Employee to perform Company duties. Employee must advise supervisor in writing that they have or want a second job. All outside Employment shall be subject to departmental rules and regulations, and the prior approval of no approval necessary.

e. Introductory Period

No introductory period, upon hire employees are entitled to full benefits.

f. Standards of Conduct

It is anticipated that the Company employees will apply themselves fully to their work. Included in this assumption is that employees will report to work punctually as scheduled, perform their work assignments in a timely and professional manner, and follow all the Company policies, procedures, and practices.

Conduct that interferes with operations will not be tolerated. The Standards of Conduct are designed to be used to correct behavior. For the most part, they follow the principle of progressive discipline, i.e., warnings followed by increasing discipline depending on the type and frequency of offenses. Discipline under the Standards of Conduct will not be based on any employee's race, color, religion, gender, age, national origin, disability, or political affiliation. The standards were developed to protect the well-being and rights of all employees. The standards are intended to be illustrative but not all-inclusive. Accordingly, an offense which, in the judgment of management, although not listed in the policy, seriously undermines the effectiveness of the college's activities or the Employee's performance, is to be treated consistent with the provisions of the Standards of Conduct Policy.

g. Employee Background Check:

The Company will perform a background investigation to evaluate a job candidate's qualifications, character, fitness, and to identify potential hiring risks for safety and security reasons. A background investigation should include criminal history, social security number trace, past employment verification, credit score, and criminal history.

h. Health Examinations

The Company employing units may require periodic physical examinations and/or tests to certify an Employee's continued ability to perform job duties or to serve as a measure of disease control. The costs of these examinations and/or tests are the responsibility of the Company. If there is reasonable cause to believe that an Employee has an illness that can be detrimental to other staff, the Company may require the Employee to have a health examination to indicate whether the Employee has such an illness.

i. Immigration Law Compliance

The Company does not unlawfully discriminate on the basis of citizenship or national origin but, at the same time is committed to employing only the U.S. citizens and aliens who are authorized to work in the U.S. In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility.

III. Internet Policy

Purpose.

The purpose of this policy is to ensure the proper use of the Company's internet system and make its employees and users aware of what the Company deems as acceptable and unacceptable use of its internet system. This policy also provides for sanctions in the event of a breach or violation of the policy terms hereunder.

Applicability.

This Policy applies to all users of company technology, including employees, contractors, vendors, partners, associates, and any other parties accessing or using the Company's System through on-site or remote terminals.

Disclaimer of liability for use of Internet.

The Company is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an e-mail address on the Internet may lead to receipt of unsolicited e-mail containing offensive content. Users accessing the Internet do so at their own risk.

Duty not to waste computer resources.

Employees must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in online chat groups, printing multiple copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

No expectation of privacy.

The computers and computer accounts given to employees are the exclusive property of the Company. No individual should have any expectation of privacy in any communication over this System. The System is to be used solely for company-related business, and is not to be used for personal business or pleasure.

Monitoring computer usage.

The Company reserves the right to monitor, intercept and/or review all data transmitted, received or downloaded over the System. Any individual who is given access to the System is hereby given notice that the Company will exercise this right periodically, without prior notice and without the prior consent of the employee. The Company's interests in monitoring and intercepting data include, but are not limited to: protection of company proprietary and classified data; managing the use of the Company's computer System; preventing the transmission or receipt of inappropriate materials by employees; and/or assisting the employee in the management of electronic data during periods of absence. No individual should interpret the use of password protection as creating a right or expectation of privacy. In order to protect everyone involved, no one can have a right or expectation of privacy with regards to the receipt, transmission or storage of data on the Company's Internet System.

Blocking of inappropriate content.

Company may use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by Company networks. In the event you nonetheless encounter inappropriate or sexually explicit material while browsing on the Internet, immediately disconnect from the site, regardless of whether the site was subject to company blocking software.

Prohibited activities.

Material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, or otherwise unlawful, inappropriate, offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law), or in violation of Company's equal employment opportunity policy and its policies against sexual or other harassment may not be downloaded from the Internet or displayed or stored in Company's computers. Employees encountering, witnessing or receiving this kind of material should immediately report the incident to their immediate supervisor and supervisor, by phone at _____ or email at _____. Company's equal employment opportunity policy and its policies against sexual or other harassment apply fully to the use of the Internet and any violation of those policies is grounds for discipline up to and including discharge.

Games and entertainment software.

Employees may not use the Company's Internet connection to download games or other entertainment software, including wallpaper and screen savers, or to play games over the Internet.

Illegal copying.

Employees may not illegally copy material protected under copyright law or make that material available to others for copying. You are responsible for complying with copyright law and applicable licenses that may apply to software, files, graphics, documents, messages, and other material you wish to download or copy. You may not agree to a license or download any material for which a registration fee is charged without first obtaining the express written permission of your immediate supervisor and Human Resources.

Accessing the Internet.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to Company's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to the Company's network.

Virus detection.

Files obtained from sources outside the Company, including disks brought from home; files downloaded from the Internet, newsgroups, bulletin boards, or other online services; files attached to e-mail; and files provided by customers or vendors may contain dangerous computer viruses that may damage the Company's computer network. Employees should never download files from the Internet, accept e-mail attachments from outsiders, or use disks from non-company sources, without first scanning the material with company-approved virus checking software. If you suspect that a virus has been introduced into the Company's network, notify the Help Desk immediately.

Sending unsolicited e-mail (spamming).

Without the express permission of their supervisors, employees may not send unsolicited e-mail to persons with whom they do not have a prior relationship.

Amendments and revisions.

This policy may be amended or revised from time to time as the need arises. Users will be provided with copies of all amendments and revisions.

Violations of this policy.

Any employee who abuses the privilege of access to the Company's Voicemail, E-mail or the Internet System will be subject to corrective action, up to and including termination. If necessary, the Company also will advise law enforcement officials of any illegal conduct.

Use of Internet.

Use of the Internet via Company's computer system constitutes consent by the user to all of the terms and conditions of this policy.

Points of Contact.

Questions concerning the use of the Internet System should be directed to supervisor, by phone at _____ or email at _____. Questions concerning the improper use of the System should be directed to the employee's immediate supervisor and supervisor, by phone at _____ or email at _____.

4. Email Policy**Purpose.**

The purpose of this policy is to ensure the proper use of the Company's email system and make the users (defined below) aware of what the Company deems as acceptable and unacceptable use of its email system. This policy also provides for sanctions in cases of breach of violation of the policy terms.

Applicability.

This policy applies to the use of the Company's email services by the users at the Company's offices, as well as remote locations, including, but not limited to, the users homes, airports, hotels, and client offices.

All company employees, full-time or part-time, independent contractors, interns, consultants, clients, and other third parties who have been granted the right to use the Company's email services are defined as the users for the purpose of this policy and are required to sign this agreement confirming their understanding and acceptance of this policy.

Email Accounts are the Property of the Company.

All email accounts maintained on the Company's email systems are property of the Company. Company has the right to read and keep a record of any emails that users transmit via the Company's email system.

E-mail exists for Business Purposes only.

The Company allows its e-mail access primarily for business purposes. The users may use the Company's email system for personal use only in accordance with this policy.

Authorized Personal Email Use.

Although the Company's email system is meant only for business use, the Company allows the reasonable use of email for personal use subject to the following guidelines:

- i. Personal use of email should not interfere with work. Employees can send them only during non-work hours.
- ii. Personal emails must also adhere to the guidelines in this policy.
- iii. Personal emails are kept in a separate folder, named Private. The emails in this folder must be deleted weekly so as not to clog up the system.
- iv. The forwarding of chain letters, junk mail, jokes and executables is strictly forbidden.
- v. On average, users are not allowed to send more than the number of personal emails a day as fixed by the Company.

Unacceptable use of Email.

The following acts shall constitute unacceptable use of the email system of the Company:

- i. Use of the Company's communications systems to for a personal business or send chain letters;
- ii. Forwarding of the Company's confidential messages to external locations;
- iii. Distributing, disseminating or storing images, text or materials that might be considered indecent, pornographic, obscene or illegal;
- iv. Distributing, disseminating or storing images, text or materials that might be considered discriminatory, offensive or abusive, in that the context is a personal attack, sexist or racist, or might be considered as harassment;
- v. Accessing copyrighted information in a way that violates the copyright;
- vi. Breaking into the Company's or another organizations system or unauthorized use of a password/mailbox;
- vii. Broadcasting unsolicited personal views on social, political, religious or other non-business related matters;
- viii. Using e-mail to operate another business, conduct an external job search, or solicit money for personal gain;
- ix. Transmitting unsolicited commercial or advertising material;
- x. Undertaking deliberate activities that waste staff effort or networked resources; and
- xi. Introducing any form of computer virus or mal-ware into the corporate network;

Legal Risks Involved.

Email is a business communication tool and the users are obliged to use this tool in a responsible, effective, and lawful manner. Although by its nature email seems to be less formal than other written communication, similar laws apply. Therefore, it is important that users are aware of the following legal risks of e-mail. Both the user and the Company can be held liable for:

- i. sending emails with any libelous, defamatory, offensive, racist or obscene remarks;
- ii. forwarding emails with any libelous, defamatory, offensive, racist or obscene remarks;
- iii. unlawfully forwarding confidential information of others;
- iv. copyright infringement for unlawfully forwarding or copying messages without permission; and
- v. sending an attachment that contains a virus.

The above list does not enumerate all the legal risks involved. However, by following the guidelines provided in this policy, the users can minimize the legal risks involved in the use of e-mail. If any user disregards the rules set out in this Email Policy, Company can take corrective action up to and including termination of employment.

Best Practices.

The Company considers email an important means of communication and recognizes the importance of appropriate email content and prompt replies in conveying a professional image and delivering good customer service. Therefore, the Company institutes the following guidelines for users to adhere to:

Writing Emails.

- i. All email messages sent on company equipment should be professional and appropriate;
- ii. Write well-structured emails and use short, descriptive subjects;
- iii. The Company's email style is informal. This means that sentences can be short and to the point. However, the use of Internet abbreviations and characters such as smileys is not encouraged;
- iv. Signatures must include your name, job title and company name. A disclaimer will be added underneath your signature (see Disclaimer);
- v. Use the spell checker before you send out an email;
- vi. Do not send unnecessary attachments. Compress larger attachments before sending them;
- vii. Do not write emails in capitals;
- viii. If you forward mails, state clearly what action you would like the recipient to take;
- ix. Only send emails of which the content could be displayed on a public notice board. If they cannot be displayed publicly in their current state, consider rephrasing the email, using other means of communication, or protecting information by using a password;
- x. Only mark emails as important if they really are important;

Replying to Emails.

- i. Emails that require a reply should be answered at the earliest possible time;
- ii. Prioritize emails from existing customers and business partners;

Newsgroups.

The users need to request permission from their supervisor before subscribing to a newsletter or newsgroup;

Subscribe to a newsletter or newsgroup only if it directly relates to the nature of your job;

Maintenance.

- i. Email passwords should not be given to other people and should be changed periodically;
- ii. Email accounts not used for a long period will be deactivated and possibly deleted;
- iii. Delete any email messages that you do not need to have a copy of, and set your email client to automatically empty your deleted items on closing;

Business Record Retention Policy.

E-mail messages are written business records and are subject to the Company's rules and policies relating to retaining and deleting business records.

Confidential Information.

Avoid sending confidential information by email. Unless authorized to do so, the users are prohibited from using email to transmit confidential information to outside parties. Users may not access, send, receive, solicit, print, copy, or reply to confidential or proprietary information about the Company, its employees, clients, and other business associates.

Confidential information includes, but is not limited to:

- i. client lists;
- ii. credit card numbers;
- iii. Social Security numbers;
- iv. employee performance reviews;
- v. salary details;
- vi. trade secrets;
- vii. passwords; and
- viii. any other information that could embarrass the Company and its associates if the information were disclosed to the public

Disclaimer.

The following disclaimer shall be added to each outgoing email:

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to which they are addressed. If you have received this email in error please notify the system manager. Please note that any views or opinions presented in this email are solely those of the author and do not necessarily represent those of the Company. Finally, the recipient should check this email and any attachments for the presence of viruses. The Company accepts no liability for any damage caused by any virus transmitted by this email.

System Monitoring.

E-mail messages created and transmitted via the Company's email system are the property of the Company. The Company reserves the right to monitor all email transmitted via the Company's email system. Employees have no reasonable expectation of privacy when it comes to business and personal use of the Company's email system.

Violations and Sanctions.

If an employee is found to violate any of this email policy rules, the Company could take disciplinary action up to and including termination of employment.

The actual penalty applied will depend on factors such as the seriousness of the breach, the employee's disciplinary record, and any other factors the Company deems necessary to consider.

If an employee witnesses email policy abuse by, he/she is required to report the incident immediately to supervisor, by phone at _____ or email at _____.

Amendment of Policy.

The Company reserves the right to amend this policy at its discretion. In case of amendments, users will be informed appropriately.

Questions.

If you have any questions or comments about this email Policy, please contact supervisor, by phone at _____ or email at _____. If you do not have any questions, the Company presumes that you understand and are aware of the rules and guidelines in this email policy and will adhere to them.

5. Social Media Policy

The Company knows that online social platforms, including blogs, wikis, message boards, video and photo sharing websites, and social networking services, are constantly transforming the way we interact. We also recognize the importance of the Internet in shaping the public view of our Company. The Company is committed to supporting your right to interact responsibly and knowledgeably on the Internet through blogging and interaction in social media. We want our members to share and learn from others in order to build a valuable online community.

The purpose of these guidelines is two-fold: First, the Company has an aim to protect our interests, including, but not limited to, the privacy of our employees and confidentiality regarding our business purpose, plans, partners, users, and competitors. Second, these guidelines will help you make respectful and appropriate decisions about your work-related interactions with people on the Internet.

Your personal online activity is your business. However, any activity in or outside of work that affects your performance, the performance of others at the Company, or the Company's business interests are a proper focus for this Social Media Policy. You must always assume that your work-related social media activity is visible to the Company as well as current and potential employees, clients, partners, prospects, and competitors. The Company reserves the right to direct its members to avoid certain subjects and remove inappropriate comments and posts. Our internal policies remain in effect in our workplace.

Guidelines for Discussing Inspire ME Academy on the Internet

You are not authorized to speak on behalf of the Company without express permission from Executive Team.

If you have permission to discuss the Company and / or our current and potential business activities, employees, partners, clients, or competitors, please follow these guidelines:

- o **Identification:** Identify yourself. Include your name, and when appropriate, state your role or title within the Company.
- o **Disclaimer:** Use a disclaimer that "the views you express on the particular website are yours alone and do not represent the views of the Company."
- o **Proof:** Support any statements made online with factual evidence.

- o Also, let your manager know about the content you plan to publish. Your manager may want to visit the website to understand your point of view.

Guidelines for Confidential and Proprietary Information

You may not share information that is confidential and proprietary about the Company. This includes, but is not limited to, company strategy, information about trademarks, upcoming product releases, sales, finances, number of products sold, number of employees, and any other information that has not been publicly released by the Company.

The list above is given as example only and does not cover the range of what the Company considers confidential and proprietary. If you have any questions about whether information has been released publicly or any other concerns, please speak with your manager before releasing information that could potentially harm the Company, or our current and potential business interests, employees, partners, and clients.

For additional information on proprietary information, please review the Employee Handbook and the contract you signed when you joined the Company.

The Company's logo and trademarks may not be used without explicit permission in writing from the Company. This is to prevent the appearance that you speak for or officially represent the Company.

It is fine to quote or retweet others, but you should not attempt to pass off someone else's words, photography, or other information as your own. All copyright, privacy, and other laws that apply offline apply online as well. Always give proper credit to credit your sources when posting a link or information gathered from another source.

Ownership of Social Media Contacts

Any social media contacts, including "followers" or "friends," that are acquired through accounts (including, but not limited to email addresses, blogs, Twitter, Facebook, Youtube, or other social media networks) created on behalf of the Company are the property of the the Company.

Transparency and Disclosures

If you have permission to publicly share what a client, partner, or other organization is doing, such as launching a new website or coming out with a new product, you must disclose your relationship to the other party.

Do not discuss an organization or product in social media in exchange for money. If you receive a product or service to review for free, you must disclose it in your post or review.

Respect and Privacy Rights

- Use common sense.

- Follow the rules of the social media sites you use.
- Speak respectfully about the Company and our current and potential employees , clients, partners, and competitors.
- Write knowledgeably, accurately, and with appropriate professionalism. Despite disclaimers, your Web interaction can result in members of the public forming opinions about the Company and its employees, partners and business interests.
- Refrain from publishing anything that could reflect negatively on the Company's reputation or otherwise embarrass the organization, including posts about drug or alcohol abuse, profanity, off-color or sexual humor, and other inappropriate conduct. Do not use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not otherwise be acceptable in the Company's workplace. Please also show respect for topics that may be considered objectionable or inflammatory.
- Honor the privacy rights of our current staff, members, and partners by seeking their permission before writing about or displaying internal company information that could be considered a breach of their privacy and confidentiality.
- Ensure that your social networking conduct is consistent with the all policies contained in the Company's Employee Handbook.
- Respect the law, including those laws governing defamation, discrimination, harassment, and copyright and fair use.

Media

Media inquiries for information about our Company and our current and potential products, employees, partners, clients, and competitors should be referred to the Board of Directors. This does not specifically include your opinions, writing, and interviews on topics aside from our Company and our current and potential products, employees, partners, clients, and competitors.

Non-Competition

You may not sell any product or service that would compete with any of the Company's products or services without permission in writing from Executive Team. This includes, but is not limited to trainings, books, products, and freelance writing. If in doubt, discuss this matter with your Executive Team.

Your Legal Liability

The Company complies with all federal and state laws that apply to our operations and activities. Since you are involved in the Company's operations and activities, you are responsible for understanding and observing these policies.

Note that the breach of privacy and confidentiality, use of copyrighted materials, unfounded or derogatory statements, or misrepresentation may be considered illegal and is not accepted by the Company.

Each person at the Company is personally responsible, and may be legally liable, for the content he or she publishes online. You can be sued for not disclosing your relationship to the Company, or for purposely spreading false information. You can also be sued by company employees, competitors, and any individual or company that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. In addition to any legal action, your activity can result in disciplinary action up to and including *employment termination*.

If you have any questions, please ask the Board of Directors for guidance on compliance with the laws.

6. Harassment-Free Workplace Policy Statement

Purpose.

The Company is committed to providing an environment for our members, directors, officers, employees, volunteers and persons served by the Company ("Covered Persons") that is comfortable, safe and free from harassment of any kind. Any type of harassment is a violation of this policy and may be illegal.

Definition.

Harassment can take many forms. It may be, but is not limited to, the following: words, signs, jokes, pranks, intimidation, physical contact, or violence. Harassment does not have to be sexual in nature. Sexual harassment may include unwelcome sexual advances; requests for sexual favors; or other verbal or physical contact of a sexual nature when such conduct creates an intimidating environment or prevents an individual from effectively performing the duties of his or her position, or when such conduct is made a condition of employment or compensation, either implicitly or explicitly. It is not the intent of the behavior by the offender that determines if harassment has occurred but whether the behavior is welcome by the receiver.

Responsibility.

A covered person is responsible for helping keep our work environment free of harassment, including the work environment of Company's Clients with whom you have contact. If you become aware of an incident of harassment, whether by witnessing the incident or being told of it, you must report it to TBD, Principal, _____ with whom you feel comfortable. When the Company becomes aware of harassment, it is obligated by law to take prompt and appropriate action, regardless of whether the victim wants the company to do so.

Complaint Procedure.

Any Covered Person, who believes that he or she has suffered harassment in violation of the Harassment Policy, should take the following action:

- i. If you are able to do so without conflict or danger, tell the harasser as clearly as possible that the behavior is unwelcome;
- ii. If the behavior continues, advise your direct supervisor of your complaint. Clearly identify the behavior surrounding the complaint;

Confidentiality.

The Company, including all persons to whom a violation of this Harassment Policy has been reported and persons who have become aware of a complaint, must maintain confidentiality, to the extent possible given the need to investigate. All complaints shall be considered confidential to the maximum extent possible.

Retaliation.

The Company, or any director, officer, or employee may not retaliate against any victim, or witness, who reports a violation of this Harassment Policy. Any person who believes that he or she has been retaliated against should consult the Organization's Whistle-Blowing Policy or a Company official.

7. How Your Job Is Classified

Exempt status is determined by federal and state law. In general, exempt employees are those engaged in executive, managerial, high-level administrative and professional jobs who are paid a fixed salary and perform certain duties. In addition, certain commissioned sales employees and highly paid computer professionals are exempt. Exempt employees are not subject to the minimum wage and overtime laws.

All employees who are covered by the federal or state minimum wage and overtime laws are considered nonexempt. Employees working in nonexempt jobs are entitled to be paid at least the minimum wage per hour and a premium for overtime.

Regular full-time employees are salary and are eligible for all the Company benefits subject to the terms and conditions of the benefit plan or policy.

Regular part-time employees are salary are not eligible for the Company benefits except as expressly described herein.

Temporary employees are hired for a limited period of time and/or for a specific project. These employees may be scheduled to work full or part-time, and are not eligible for any benefits except those required by law.

Each employee will be advised of his or her status at the time of hire and any change in status. Regardless of the employee's status, the employee is employed at-will and the employment relationship can be terminated by the Company or the employee at any time, with or without cause.

8. Hours and Payroll Practices

The Company's paydays are Biweekly on an annual basis. All employees are paid by check or direct deposit on the above-mentioned payday. If the regular payday falls on a weekend or Company holiday, employees will be paid on the last business day before the holiday and/or weekend.

Each regular part-time, temporary, or non-salaried employee may be provided a personal clock card. This "clock card" may be in the form of a physical time card, electronic software based timecard system or other Company approved time tracking method. If you are an hourly employee, your clock card is your record of employment from which your pay is computed and from which all is determined. It is necessary for each employee to "clock in" at the start of work and "clock out" when he or she leaves. In the event that an employee fails to "clock in" or "clock out" a supervisor's approval and signature must be received prior to the submission and payment of any wages. Repeated failure to accurately log hours may result in disciplinary action. If any employee fails to submit a time log, as required, that employee's pay may be delayed.

9. Overtime

Due to the nature of our business, situations frequently arise which require overtime work. In order to meet customer requirements and in order to insure efficient utilization of equipment, overtime work may be essential. In such cases, your supervisor will give you as much advance notice as possible. We will cooperate in every case with you in attempting to accommodate your abilities and preferences regarding overtime work. However, we reserve the right to require that any such work be performed.

10. Wage And Performance Review

At least once a year, during the anniversary of your month of hire, your immediate supervisor will conduct a formal performance evaluation. The evaluation will consist of a review of the employee's performance, attitude, attendance, progress and ability. The information required to review your job performance is collected continuously by your supervisor and other management personnel. Evaluations will weigh heavily in determining promotions and merit pay increases.

An employee may at any time, take the opportunity to ask questions, make suggestions or to discuss any matters relating to his or her job or the Company in regard to this evaluation.

11. Promotion

It is the Company's policy to promote employees from within the Company, insofar as possible, to all jobs in which vacancies arise. Factors considered in making promotions are employee knowledge, training, skill, efficiency, compatibility with fellow employees, and the ability to perform the job which is available, with due consideration of the employee's length of continuous service with the Company. In the event of an opening for a promotion, the supervisor will make his or her recommendations to the general manager who, together with the other members of management, shall determine which recommended employee is to be promoted to the open position. All supervisors are charged with the responsibility of recommending the strongest candidates for all open positions in which a promotion is involved within the organization.

12. Layoff

From time to time the business may require a reduction of the Company's work force. Since it is the Company's policy to transfer employees and maintain continuity in the event of a reduction in the work force, the Company will retain those employees who, in management's judgment and discretion, have shown the greatest ability for the jobs available. In the event that two or more employees are judged to be equal in ability for the jobs available, the greater length of continuous service shall govern retention.

B. Benefits Offered By the Company

1. Group Health Insurance

All permanent, regular full-time employees are eligible for our Group Health Insurance Plan. Inspire ME Academy will cover full costs of Employee's coverage. Coverage for spouse or family will be paid by employee.. The Company's Group Health Plan is offered through TBD. Consult the Company's Group Insurance Benefits booklet for complete details and benefits.

2. Group Life Insurance

All permanent, regular full-time employees are eligible for the Company's Group Life Insurance, including accidental death and dismemberment coverage. The cost of the group life insurance is paid entirely by the Company. When you become eligible for the insurance program, all you need do is fill in the application card naming your beneficiary. Complete details concerning these coverages are contained in the Company's Group Insurance Benefits booklet available in the Human Resources Department.

3. Workers' Compensation Insurance

Should you become injured on the job, the Company carries workers' compensation insurance. The policy requires that all injuries be reported immediately, in person to your supervisor in order that proper medical attention can be obtained from you and reports made to the proper governmental authorities. For injuries requiring medical attention, your supervisor or management will assist you in making any additional arrangements.

4. Profit-Sharing Plan

The Company does not currently offer profit-sharing or other savings plan benefits.

5. Funeral Leave

Regular full-time employees are eligible for funeral leave with pay beginning their first full day of employment.

6. Jury Duty

Any employee who is requested to perform service as a juror shall be given time off while serving on the jury.

7. Social Security Benefits

The Company is a vital partner in the matter of the employee's Social Security benefits. The Social Security funds, made up of the FICA (Federal Insurance Contributions Act) tax deducted from each employee's paycheck and matched by the Company with an equal amount, are on deposit with the Treasurer of the U.S. At retirement, or in the event of disability, employees will

be eligible to participate in the Social Security Plan. The employee's income and age are the factors that determine the amount an employee will receive in benefits.

8. Leave of Absence

There may be times when it becomes necessary for you to request an unpaid leave of absence. The purpose of the leave of absence program is to protect your service record during periods when you are authorized to be absent from work. Leave include military leave, personal leave and medical leave.

a. Military Leave

All employees required to go into military service will be treated as though on leave of absence in accordance with federal law. Nothing in this provision is intended to restrict any rights granted to employees under federal law.

b. Personal Leave

Personal leave is for a specified period not to exceed 3 days and may be granted only for unusual or extenuating personal or family reasons. You must submit to your supervisor a written request for personal leave which sets forth the reasons why a leave of absence is necessary. For a leave to be granted, the reason must be acceptable to management at its discretion.

c. Medical Leave

Medical leave is for a period not to exceed 0 days and will be granted when an employee is disabled from working for medical reasons. To be granted medical leave of absence, you must submit a statement from your physician setting forth the nature and extent of the disability, and the date of expected return to work.

d. Family Medical Leave Act

FMLA Leave means leave which qualifies under the Family and Medical Leave Act of 1993 and the Department of Labor's regulations and is designated by Company as so qualifying. Some states have family and medical leave laws that may entitle employees to benefits different than those provided under the Company's FMLA policy. Applicable law is based on the state in which you are employed, not the state in which you live.

9. Rest and Lunch Periods

Nonexempt employees are provided with one 10-minute rest period for every four hour period of work, or major fraction thereof. To the extent possible, each rest period should be taken in the middle of the four hour work period. This time is counted and paid as time worked. Therefore, employees must not be absent from their workstations beyond the allotted rest period time.

Nonexempt employees scheduled to work more than five hours in a workday are provided with a 30-minute unpaid, duty-free meal period. Supervisors will schedule meal periods to accommodate operating requirements.

10. Holidays

Regularly scheduled paid holidays are granted to all regular, full-time employees each year, after 0 days of continuous employment. Paid holidays include:

- All Federal Holidays

An employee will receive holiday pay provided he or she works the full day before and after the holiday. Employees who are out for excessive time during holiday weeks may not be paid for the holidays.

12. Suggestions and Complaints

In any business where individuals are working together, employee complaints or ideas for improvement are bound to arise. It is the desire and responsibility of management to attempt to answer and solve problems whether of a business or personal nature. This Company maintains an open door policy so that any employee has the right to discuss matters directly with any member of management he or she selects. Generally, complaints or suggestions may be taken up with your supervisor or the Human Resources Department. We recognize and value employees' suggestions and note that often times they may find their way into actual practice. If satisfactory action is not taken, you should discuss the matter with the general manager. If still not satisfied, any member of management is available to discuss problems, whether business or personal, with any employee.

13. Bulletin Boards

The Company bulletin board is reserved for management's exclusive use. All notices from the Company relating to benefits, holidays, etc., will be posted on it. Employees may not post notices or materials on the Company bulletin board.

V. What the Company Expects Of You

A. Changes of Address

When you change your address or telephone number, you should notify the payroll department in writing of the change immediately, in order that the Company will always have the correct home address and telephone number by which your home can be reached. It is important that the Company be able to communicate with you, or, in the event of necessity or emergency, with members of your family, and this can only be done if an accurate record of your address and telephone number is on file with the payroll department. Proper mailing addresses are also necessary in order to keep records on a current basis for federal and state taxes, pension plans and group insurance coverages extended by the Company.

B. Absence

Regular attendance is necessary in order to meet customer needs. Production on all equipment is carefully scheduled and the absence of key people can easily cause a failure to deliver an order to a customer by the promised time.

Written permission from a physician must be obtained before returning to work if you have been absent 3 days or more due to illness. If you fail to call in for a period of 3 days, you will be considered to have voluntarily resigned. Repeated instances of one day absences from work will be grounds for discipline up to and including discharge.

C. Severe Weather Conditions and Other Emergencies

When severe weather conditions exist, if you ask to leave work before regular quitting time, you may do so with your supervisor's approval unless your services are essential for the completion of work in progress. Non-exempt employees who leave early will not be paid for time lost unless they request that the time be charged against their unused vacation allowance or paid personal days. Those who cannot be released will be paid their regular straight time rate of pay.

If the Company remains open during adverse weather conditions and you are unable to report to work, your time off will be charged to allowable personal days, if any are available.

If the Company is officially closed, you will be paid for the time off and the hours will not be reflected in your personal days allowance.

E. Visitors

As a general rule, employees should not have visitors joining them during working hours. Visitors are not allowed without special permission from management. All visitors must enter through the front entrance and be registered at the reception desk. It shall be the responsibility of each supervisor to enforce this policy.

F. Dress Standards

What we wear to work is a reflection of the pride we have in our Company, in what we do and in ourselves. Although dress code requirements will vary according to job responsibilities, we ask that your appearance at all times show discretion, good taste, and not present a hazard in the performance of your job.

G. Personal Mail

All personal mail should be received by employees at home. In the normal operation of business, however, incoming mail is frequently addressed to individual employees. While this practice is not desirable, every effort will be made to deliver the mail to the proper party. It should be remembered, however, that all business mail is opened upon receipt.

H. Solicitation

Persons not employed by the Company may not, at any time, solicit or distribute literature or other printed materials on Company property for any purpose.

Employees may not solicit during working time in work areas or distribute literature or other printed material during working time or in working areas.

"Working time" is the time employees are engaged, or should be engaged, in performing their work tasks for the Company. It includes the working time of both the employee doing the soliciting or distributing and the employee being solicited or to whom literature is distributed.

"Working time" does not include the time when employees are properly not performing their work duties, for example, scheduled meal times and breaks.

If you have any questions regarding the meaning of "working time" or "working areas," please inquire in the general manager's office.

I. Collections

Collections for any cause are not to be taken up without prior approval of your supervisor.

J. Injuries and Illness

Whenever you feel ill, you should immediately inform your supervisor that you are ill. In the event the illness prevents your continuing work, the general manager shall be notified and you shall be advised to go home and consult your family physician. If necessary, some other person will accompany you home.

In the case of injury of any kind, no matter how minor, you should immediately report the injury to your supervisor. In the event of a serious injury, arrangements will be made to take you to the hospital. Only authorized personnel may dispense first-aid supplies.

K. Personal Telephone Calls

Employees are not to receive personal telephone calls while at work, except in emergencies. It is the responsibility of each employee to notify family, friends and others who might call, not to do so during working time in the absence of an emergency.

L. Security

The Company's Human Resources Department is committed to providing the organization with the most thorough and comprehensive security program possible. The program is intended to provide legitimate and reasonable guidelines for safeguarding our facilities and proprietary information. Every employee has an obligation to protect our Company's proprietary data and to practice good security common sense. Further details on specific policies and procedures are provided in this handbook and can be supplemented by the Human Resources Department.

M. Gratuities/Gifts

Employees may not accept gifts from business-related sources.

N. Fire Prevention

Fire is always a hazard in any plant in which combustible materials are used. Automatic sprinklers have been installed to minimize the effect of any fire which might develop. However, minor fires can develop which can quickly be brought under control by careful adherence to our fire prevention policies. Each employee must be familiar with the location of fire alarms, fire fighting equipment and the fire exits in the plant. Each employee must be familiar with the proper use of the fire extinguishers located in the plant. If you are unsure about the proper use of the plant fire extinguishers, you should immediately report your concerns to your supervisor, and arrangements for appropriate training will be made. A serious fire would put you and your fellow workers out of work. It is part of each employee's job to protect the property and equipment against fire and other damage by keeping the plant clean and free from rubbish.

O. Personal Safety Equipment

All employees working with machinery (other than secretarial or clerical staff working with office equipment) must wear gloves, respirators, safety glasses and appropriate work shoes. These will be provided at the Company's expense. Your supervisor will instruct you on the use of all safety equipment. Head wear may be necessary for certain jobs and this will also be provided. Failure to properly wear safety gear may result in disciplinary action.

P. Discharge, Discipline and Work Rules

For the protection of all employees, and in order to operate efficiently, certain rules are necessary. The following is a partial list of the kinds of improper conduct which shall constitute grounds for disciplinary action, up to and including immediate discharge:

- i. Reporting to work under the influence of alcohol or drugs.
- ii. Bringing, possessing, or acquiring alcohol or drugs .
- iii. Selling or attempting to sell alcohol or drugs to other employees.
- iv. Theft of Company property, Company time, or fellow worker's personal belongings.
- v. Punching another employee's time card or allowing another employee to punch your time card.

Additionally, any employee may be discharged in the event of continued violation of work rules. Improper conduct may constitute grounds for the issuance of a warning before more severe disciplinary action is taken.

The Company has a few; simple rules which are fundamental, and which provide for the safety and protection of its employees. Compliance with these rules is a condition of employment.

- vi. Be careful-work safely at all times.
- vii. Report all dangerous conditions and equipment to your supervisor immediately.
- viii. Report every injury of a serious nature immediately to your supervisor and first aid will be provided.
- ix. Do not attempt to work if you are taken ill.
- x. Keep your work area neat and orderly at all times.

Q. Voluntary Termination

If you decide to leave the Company, we ask that you provide two weeks' written notice of your intention to quit. Failure to provide such notice will result in ineligibility for re-hire. Walking off the job or absence for more than 3 days without a report to the Company, with the reason for the absence will constitute a voluntary quit.

At the time of your termination, you will be asked to sign a termination clearance form and you will receive your final paycheck at that time. You must pick up your final paycheck in person; final checks will not be mailed to your residence.

R. References and Recommendations

An employee may request his/her supervisor to provide a letter of recommendation to a prospective employer.

VI. Conclusion

This handbook has outlined the broad principles that guide our Company in its relations with employees. Specific information about Company insurance plans, retirement plans or other benefits can be obtained in the office. It is quite possible that you may from time to time have

SAMPLE ONLY

DRAFT

questions about Company matters which directly affect you, or you may desire further information about how Company policies apply to your individual case. Should you be unable to find the complete answer to your particular question in this manual, feel free to ask your supervisor. If s/he does not have the information readily available, he or she will get the answer for you.

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SAMPLE ONLY

Statement of Understanding

I have received, read, and agree to abide by the Company Employee Handbook. I understand the policies and procedures set forth in the handbook. I also understand that the handbook is not a contract of employment, does not in any way limit the right of the Company to terminate my employment and that my employment may be terminated at any time, with or without notice, within the sole discretion of the Company management.

Employee Name

Date

Inspire ME Academy

B.4 Pre-Opening Plan

2012: Established Founding Board and Incorporated as a Maine Non-Profit Corporation.

2013: Draft Application, Locate possible facilities, Created website, Develop Community Engagement.

June

2014: Establish a fiscal sponsor, Held second Public Meeting.

August

2014: Submit Charter Application/1023 Tax Exemption Application. Establish a strong fundraising plan. Research and apply for funding opportunities, Continue to recruit quality Board Members to grow to 7-member board.

September

2014: Solidify Founding Board into a Governing Board with Executive Director. Continue raising start-up funds.

October

2014: Charter Approval
Finalize Facilities location from selected options. Apply to Charter School Development Corporation for facilities funding and development.

November

2014: Recruit students/ mass mailing/advertise/application for enrollment on website.
Community and fundraising work. Grant application for Dec. 31st deadline.

January

2015: Recruit and Hire Head of School, Recruit Operations Manager and Dean of Students.
Grant applications.

February

2015: Application for enrollment deadline. 2/28/15

March

2015 Lottery if needed/enrollment commitments/notice to districts

April-

June

2015: Recruit all staff for hire in August. Prepare Facilities. Finalize: Curriculum Development, Staff Handbook, Student Handbook, and Emergency Response Guide.

Aug 17

2015: Staff Hire and preopening induction time, staff development, review employment policies, curriculum planning and assessment initiation.

Aug 31

2015: First Day of School

See Tab 22-Pre-opening Plan for detailed information.

Inspire ME Academy

Maine Charter School Commission Required Elements Pre-Opening Plan

TAB 22.

School Name INSPIRE ME ACADEMY

(Approved 1-3-13; 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-ongoing	
	Articles of Incorporation and Nonprofit filings	Founders and Governing Board	In application-complete Submitted with Application	7/2012
	By-laws	Founders and Governing Board	In application-complete	7/2012
	Organizational Chart	Founders and Governing Board	In application-complete	8/14
	Organizational Policies and Procedures	Founders and Governing Board	In application-complete	8/14
	Staff Handbook	Governing Board Executive Director	In application-draft Final-March	
Enrollment	Enrollment Policy and Enrollment Plan	Governing Board	In application-complete	8/14
	Required min/max enrollments	Governing Board	On contract date	
	Application process for admission	Governing Board/ Executive Director	In application-complete	8/14

TAB 22

Inspire ME Academy

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-complete	8/14
	Admissions Notification and/or Lottery Deadline	Executive Director / Director of Admissions	February 28, 2015 applications due Lottery in March	
	Admissions Acceptance Decisions	Executive Director / Director of Admissions	March	
	File Pre-enrollment Report to SAU's	Executive Director	April 1 of the school year	

Inspire ME Academy

Staff Recruitment and Hiring	Recruitment Procedures for Principal and Key Admin. (Chief Finance Officer, Special Services Director, others)	Governing Board / Executive Director	In application-complete	8/14
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	January 2015	
	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	

Inspire ME Academy

	Substitute Teachers	Executive Director / Head of School	At start of school year	
	Initial Professional Development and Staff Orientation	Executive Director / Head of School	2 weeks 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	180 days prior to start of school year	
	All required renovations to meet approved school inspections	Governing Board / Executive Director	60 days prior to start of school year	
	Certificate of Occupancy	Executive Director / Head of School	30 days prior to start of school year	
	Fire and Asbestos Inspections, Lead-paint Assessment	Executive Director / Head of School	30 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,	Executive Director / Head of School	60 days prior to start of school year	

Inspire ME Academy

	electricity)			
	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	Draft complete February 2015 final	
	Code of Conduct	Executive Director / Head of School	February 2015 final	
	Special Services and Special Education Policy	Executive Director / Head of School / Dean of Students	In application-complete	8/14
	DOE has reviewed the Special Student Population section of the Application: " <u>Name of Applicant's</u> " application contains all	Dept. of Education Special Education Department	Submitted with Rubric by DOE SPED.	

Inspire ME Academy

	required elements.”			
	If applicable, Title 1 plan approved by DOE. ELL plan approved by DOE.	Executive Director /Head of School /Dean of Students	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 /Dean of Students	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 /Dean of Students	Submit to ME Dept. of Ed Special Education 14 days prior to start of school	
Finance and Financial	Operating Budget -	Governing Board /	45 days prior to school opening	

Inspire ME Academy

Services	final pre-opening revisions	Executive Director		
	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	Ongoing	
	Other Grants	Executive Director /CFO	Ongoing	
	Misc. Funds / Fundraising Plan	Executive Director /CFO	Ongoing	
	Audit Timeline	Governing Board / Executive Director	On signing of contract	

Inspire ME Academy

Technology	Hardware installed and set-up	Contracted	30 days before opening of school	
	Software installed and set-up	Contracted	20 days before opening of school	
	Student/Staff IT Policy and Procedures in place	Executive Director /Head of School	February 2015	
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Curriculum and Instruction	Curriculum Plan	Executive Director / Head of School	In application-complete	8/14
	Instructional Materials purchasing plan	Executive Director / Head of School	180 days prior to opening of school	
	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	May 2015	

Inspire ME Academy

	Academic Performance Information	Executive Director / Head of School	May 2015	
	Student information system compatible with MEDMS	Executive Director / Head of School	May 2015	
	Student academic assessment and reporting plan compatible with MEDMS	Executive Director / Head of School	May 2015	
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	

Inspire ME Academy

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	February 2015	
	Professional Development Plan	Head of School	February 2015	
			<small>Address: P/CSC/RFP TABS – EXHIBITS A-E</small>	

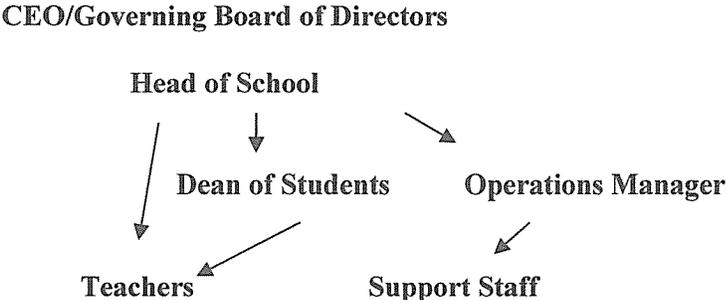
Inspire ME Academy

B.5 Management and Operation

Inspire ME Academy’s Board of Directors along with the direction of a Chief Executive Officer is an independent body and registered in the State of Maine as a non-profit corporation for the sole purpose of operating a Public Charter School. Our three key personnel: Head of School, Dean of Students, and Operations Manager will have full responsibility and accountability in managing a successful school. The Board of Directors will oversee and have final approval on policy, procedures, and staff. We will seek out highly qualified staff and will work under the assumption that they will make good faith efforts to manage the school in an exciting, enthusiastic, constructive and responsible manner, with students and parents (our customers) first and foremost in their minds. The board will use outside hired consultants on issues that the board feels would be beneficial in making effective and sound decisions (i.e. Lawyer and Auditors). We will continue to grow the current board to a sound governing board of seven with a diversity of abilities.

Organizational Chart

TAB 23



Inspire ME Academy

TAB 24

Inspire ME Academy will have three key administrators; Head of School, Dean of Students, and Operations Manager. They will work cooperatively to ensure all students show achievement gains and model and integrate our GREAT (Generosity, Respect, Enthusiasm, Achievement, and Tenacity) values.

Head of School:

Our Head of School will be responsible for academic achievement as well as school culture. Leadership of the vision for academic achievement and student success, motivating others through this vision and executing the vision will be the primary focus.

Duties:

Student Achievement—

- Lead and oversee a sound instructional program that is in line with the schools mission
- Collaborate with teachers to maximize student performance
- Ensure every student is reaching goals and showing great gains in achievement
- Teach one section of a subject the individual specializes in

Teacher Mentoring and Evaluation—

- Plan excellent professional development that is appropriate to the mission for all teachers
- Supervise, observe and evaluate staff
- Provide positive support and mentoring
- Oversee Professional Growth Plans with thoughtful feedback

School Leadership—

- Set Standards for professional behavior
- Model GREAT values
- Supervise Dean of Students and Operations Manager
- Create strong culture of Achievement
- Cultivate positive relationships with parents and community
- Interview and select teachers in cooperation with Governing Board
- Communicate well and regularly with teachers, parents, and students
- Ensure the school runs smoothly, efficiently and on budget

For our Head of School we will search out a leader who has very strong classroom management and discipline skills, excellent communication skills, extremely high standards for student achievement, a relentlessness to ensure success for the students and staff, a strong work ethic and a sense of humor.

Inspire ME Academy

Dean of Students:

This key person will work collaboratively with the Head of School to ensure a culture of Achievement and promote our GREAT (Generosity, Respect, Enthusiasm, Achievement and Tenacity) values. Our Dean of Students will model building strong and mutually respectful relationships with students and families and support teachers to do the same.

Duties:

Establish a Structured, Positive and Inspiring School Culture—

- Implement Character Development Program that builds and reinforces positive self
- Leads recognition assemblies, parent workshops, family and community service events
- Coordinates and implements a school-wide behavior management system that includes meaningful incentives and consequences
- Support children who have behavior challenges and their families
- Support teachers to execute individualized behavior interventions when needed
- Staff training on student-teacher relationships, classroom management, parent partnerships and school culture
- Supervise School Arrival, Breakfast, Lunch, Dismissal and Daily Transitions to ensure they are smooth and positive process
- Monitor and analyze daily student attendance, homework and discipline records

Teacher Mentoring and Leadership—

- Train teachers in developing classroom expectations and routines that are clear and consistent
- Support teachers to build meaningful relationships with students and parents
- Observe and provide targeted feedback for teachers
- Oversee Professional Growth Plans with thoughtful feedback
- Model great instruction by teaching a subject the individual specializes in

School Leadership Team Player—

- Leadership team meeting participation
- Active participant in staff trainings and professional development days
- Work as a team to support a high-achievement academic culture
- Help teachers become leaders
- Model professional and core values at all times
- Be visible and highly engaged in the school community

For our Dean of Students we will search out a leader who has very strong classroom management and discipline skills, excellent communication skills, extremely high standards for student achievement, a relentlessness to ensure success for the students and staff, a strong work ethic and a sense of humor.

Inspire ME Academy

Operations Manager:

This key person will be responsible for the operational functions of the school. This allows the Head of School and Dean of Students to focus on excellent academics and school culture. The Operations Manager will develop and implement the school budget, organize all school data and ensure the school has the materials needed to serve its students. This position will work closely with the Head of School and Dean of Students.

Duties:

Budget and Finance—

- Work with Leadership to manage the school's budget
- Maintain accurate records of all financial transactions
- Monthly review of budget to the Board
- Ensure adherence of school's fiscal policy and procedures
- Participate in annual review/audit by providing documentation
- Manage purchasing process, orders by vendors, tracking delivery and maintaining inventory

Operations—

- Prepare school for start-up by ordering furniture, equipment, and classroom supplies
- Ensure school services (food and transportation) are ready for action
- Process new hires and maintain employee records
- Manage tracking and follow up of teacher certification and employee benefits
- Oversee maintenance of facilities by managing custodial personnel and third-party contracts (trash removal, recycling, security)
- Manage inventory of assets and supplies

Administration—

- Oversee adherence to all local compliance and reporting requirements
- Provide oversight of the planning and execution of school events and field trips
- Oversee the administration of student testing
- Data dissemination progress reports to school and staff
- Ensure student records are properly maintained and up to date
- Create and manage a variety of Fundraising opportunities

The Operations Manager for Inspire ME Academy will have an entrepreneurial spirit and must be comfortable with financial oversight and budgetary tracking that supports growth. This individual will need to be willing to work collaboratively and under the direction of administrative staff. We will look for a combination of excellent detail to the work and creativity in a constantly changing environment.

Inspire ME Academy

Teachers:

Inspire ME Academy will have six classroom teachers the first year, some will be SPED certified and work in an inclusion environment where they will be a second teacher in the room and help all students be successful as well as support their special education students. At least one SPED teacher will specialize in Gifted Education or will be willing to grow in this area. We are committed to recruiting, developing and retaining excellent teachers. Inspire ME Academy will seek out teachers who believe in our mission and are passionate about promoting high achievement in academics and behavior. Our teachers will be able to recognize the potential in each student and inspire our students to maximize that potential.

Foreign Language will be a commitment of Inspire ME Academy. Our global community is growing every day and having a second language can add culturally as well as add value to our students as they grow into adults. We will seek out a teacher who can teach both French and Spanish, and has the desire to reach fluency by the end of eighth grade.

Inspire ME Academy will have part-time Art, Music, and PE Teachers in the beginning and work to full time as we grow. We will also have one full-time teachers aid/Substitute. This person will assist the teachers as needed and be available to substitute if a teacher is out for an emergency. We believe this is an added asset as we can cover emergencies with a teacher who is already familiar with procedures and students.

Duties:

Academic Achievement and Student Character Development—

- Create a positive, structured learning environment that excites and invests students
- Motivate students to realize high academic and behavioral standards
- Model and promote our GREAT values (Generosity, Respect, Enthusiasm, Achievement, and Tenacity), in order to build a great classroom community
- Design and implement unit and lesson plans in collaboration with grade/subject team
- Utilize data from interim assessments to drive instruction and interventions
- Oversee accountability of students during transitions, meals, trips, and events

Professional Learning and Growth—

- Collaborate with team and leadership to improve instructional, culture-building and leadership skills
- Actively participate in all professional development, team planning and data analysis opportunities
- Take ownership of personal growth plan by seeking out new learning opportunities and share knowledge with team and leadership

Support Staff:

Cafeteria Personnel: One full time and one part-time worker to oversee breakfast, lunch and snack each day. They will work with the operations manager to ensure a variety of quality meals for all our students and staff.

Custodian: If needed depending on location of school.

Receptionist: in future years/first year Operations Manager will also fill this role until it is no longer feasible.

Inspire ME Academy

B.6 Parent and Community Involvement

Parent and Community involvement are very important for a successful school. Inspire ME Academy is working hard to build community support and offer a variety of volunteer opportunities. Since forming our Founding Board, Heather Ericson has joined our board. Heather is parent of a fourth grader currently enrolled in the local public school. Heather joined because she liked our vision and was looking for a stronger academic environment for her daughter. Inspire ME Academy was incorporated under the help and in-kind support of Ronald Bourque of Bourque and Clegg office in Sanford, ME. We also received and continue to receive in-kind support from Ayn Hanselman of Troiano & Associates in review and submission of our 1023 Tax Exemption Application and other accounting matters.

Inspire ME Academy held an informational meeting on October 25, 2012 at the Goodall Public Library in Sanford, ME. We did not have a lot of advertisement for the meeting, local paper only. However, we had 13 attendees and we felt considering this is a brand new concept this was not a bad start. We had six surveys returned to us and four indicated they were looking for options for their children all had students going into fourth grade the following year. Four of the respondents expressed a willingness to help. All of the surveys indicated they were from Sanford. Tim Horton's of Biddeford provided the refreshments at no charge.

We had a second Public Informational Meeting on June 14, 2014. It was a small but enthusiastic crowd. We received on more Survey showing support and interest. Tim Horton's of Biddeford once again provided refreshments at no charge. Inspire ME Academy walked in the 4th of July Parade in Sanford and felt well received. We passed out over 400 Flags/flyers on pencils! We will continue to spread the word in any way possible.

Inspire ME Academy has developed a website (www.inspiremeacademy.org) to help get the word out. We have gotten contact forms from as far away as New Mexico; one parent who is looking to move back to Maine next year with a sixth grader. She liked our vision and wanted us to keep her updated of our progress. We have also had contact from parents from Old Orchard Beach and South Berwick. Sanford is centrally located for these towns, and the willingness to travel to get a better education shows there is a need. We have included an email from the Old Orchard Beach Parent in the appendixes.

Inspire ME Academy is on Facebook, please Like us! And Share us! We have 27 Likes!

Our "Fun Fridays" will be our biggest commitment to community and parent involvement. For 3 hours on Friday afternoons while the Teachers are in collaboration and staff development time, the students will participate in mini-courses offered by community members. We will request that any community member who has a passion for any subject to submit a course offering proposal. We will offer small stipends to draw quality offerings. However, we will also advise "volunteer" proposals are always welcome. These courses will run about six weeks each giving students a few options throughout the year. This brings in the community while offering a variety of learning that adds greatly to our curriculum from experts in the subject. Anyone working with our students will require a background check.

Performing Arts will be a big part of our curriculum and our goal is to have several community performances though out the year. We also plan to have field trips that go out into the community to explore different things. We hope to locate in the heart of the community and strive to make the school a welcoming place for family and friends. We will have events such as Family Breakfasts and Dinners to bring the community together, and help parents feel welcome at all times. Families will be asked to help support their child's education by attending events and conferences and overseeing their child's progress. We will offer surveys to both students and parents each year to monitor the schools progress and identify

Inspire ME Academy

any changes that can better serve our customers. We will encourage and help parents form a parent advisory group that can advocate for the school and its families.

Inspire ME Academy plans to seek out local free events for children that are available throughout the year. Events such as a Tour of UNE's Marine Science Center are invaluable and will be a great compliment to our daily schedule. It is also a great way to get students involved and see what is available to them in their community. Getting out in the community also gives students an opportunity to practice their GREAT values out in the public world and represent the school with pride. Seventh and Eighth grade students will do active community engagement as often as possible throughout the year.

We plan to collaborate with the local school district, Sanford Public Schools for transportation. We have been in touch with Eric Knowlton, Assistant Superintendent and he has expressed a willingness to work with us to provide transportation for Sanford Students who choose to attend Inspire ME Academy. An email Correspondence is included in the appendixes.

Inspire ME Academy will continue to look for community partners; we are members of the Sanford Strong Coalition which aids in getting our mission out to the public. We are currently working on a partnership to provide uniforms for the first year of operation and are developing a corporate sponsor page for our website. We believe we need our community's help, but we also believe we can help our community. We have one corporate sponsor that is very interested in our mission and wants to be kept up to date on our progress. They felt it is too early to make a full commitment at this time. Letters of support, surveys, correspondences, and evidence of Public Informational Meetings are included in the Appendixes.

Inspire ME Academy

C. Governance

C.1 Governing Body

Inspire ME Academy's Board of Directors is an independent body and registered in the State of Maine as a non-profit corporation for the sole purpose of operating a Public Charter School. We will submit our 1023 Tax Exemption application for 501(3)c status in conjunction with this application. We are currently a 5-member Founding Board of Community Members, Educators and Parents. We are currently seeking to grow to a 7-member Governing Board with the direction of an Executive Director. We are passionate about education and believe in high achievement and maximizing each student's potential. We will be the governing body that oversees all functions of the school. We will seek out and higher staff that understands and believes in our mission. We will look to high quality staff and will allow them to develop and grow the curriculum to match the vision we set forth. Our goal is to oversee only, to be sure compliance with budgetary and regulatory measures and to be sure that the mission of high achievement and student success is accomplished and that all requirements of the Charter Contract are met. We will use performance data, attendance records, and discipline records as well as student and parent surveys to assess our schools success. We will have monthly board meetings with regular agenda items regarding updates from all Key Staff on financial and day-to-day operations. We will also visit often and our Executive Director will work closely with our Key Staff in an advisory capacity. We will create a comprehensive performance evaluation process to evaluate our Head of School.

Included items:

- Tab 25: Articles of Incorporation
- Tab 26: Corporate By-laws
- Tab 27: Copy of 1023 Application
- Tab 28: Conflict of Interest Policy

The Board of Directors will use Advisory Personnel as needed to make well-informed and responsible decisions. We are actively recruiting Advisory Personnel. Listed below are our current Advisory Personnel:

Sandra Kittridge—Owner Tim Horton's in Biddeford, has many years of experience in Human Resources and Employee Benefits and is willing to advise the board for hiring and development of our benefits.

Ayn Hanselmann—Accountant, to assist with 1023 tax exemption and other preliminary accounting needs.

Dr. William Crumley—Head of School of the first Public Charter School in Maine, Cornville Regional Charter School, for the first two years. Willing to advise in all aspects of start-up.

Lily Morin—Teacher, Chelsea Public Schools, Chelsea, MA (moved from Founding Board to advisory on 8/5/14). Will advise on academic planning.

Committees are still in the development stages but will include:

- Finance
- Buildings
- Curriculum
- Employment
- Marketing and Fundraising

TAB 25

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF INCORPORATION

Filing Fee \$40.00

File No 20130032ND Pages 3

Fee Paid \$ 40

DCN 2122061910056 ARTI

FILED

07/19/2012

Julie R. Flynn
Deputy Secretary of State

A True Copy When Attested By Signature

Julie R. Flynn
Deputy Secretary of State

Pursuant to 13-B MRSA §403, the undersigned incorporator(s) execute(s) and deliver(s) the following Articles of Incorporation

FIRST: The name of the corporation is Inspire ME 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
To operate a Charter School in the Sanford/York County area

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

Ronald D Bourque

(name of noncommercial registered agent)

949 Main Street, Sanford, ME 04073

(physical location, not P O Box - street, city, state and zip code)

P.O. Box 1068, Sanford, ME 04073

(mailing address if different from above)

FOURTH: Pursuant to 5 MRSA §108.3, the registered agent as listed above has consented to serve as the registered agent for this nonprofit corporation

Form No MNPCA-6 (1 of 3)

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 4.

The minimum number of directors (not less than 3) shall be 4 and the maximum number of directors shall be 7.

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 7/16/12

Renee P Morin
(signature)

Street 44 West Street
(residence address)

Renee Morin
(type or print name)

Biddeford, ME 04005
(city state and zip code)

Renee Morin
(signature)

Street 246 School Street
(residence address)

Lily Morin
(type or print name)

Somerville, MA
(city state and zip code)

Mary-Elise Alexandre
(signature)

Street 3 Hoyt Street
(residence address)

Mary-Elise Alexandre
(type or print name)

Springvale, ME 04083
(city state and zip code)

Form No MNPCA-6 (2 of 3)

For Corporate Incorporators*

Name of Corporate Incorporator _____

By _____
(signature of officer)

Street _____
(principal business location)

(type or print name and capacity)

(city, state and zip code)

Name of Corporate Incorporator _____

By _____
(signature of officer)

Street _____
(principal business location)

(type or print name and capacity)

(city, state and zip code)

***Articles are to be executed as follows:**

If a corporation is an incorporator (13-B MREA §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

Form No MNPCA-6 (3 of 3) Rev. 7/1/2008

INSPIRE ME ACADEMY BY-LAWS

ARTICLE I NAME OF INCORPORATION

Section 1. Name The name of the corporation is Inspire ME Academy. It is hereinafter referred to as “the corporation.”

Section 2. Location. The principal location of Inspire ME Academy shall be York County, Maine.

Section 3. Purposes. The corporation is a non-profit corporation organized under the laws of the State of Maine and its purposes are exclusively educational as set forth in the Articles of Incorporation. More specifically, the purposes for which the corporation is organized are to operate a public charter school in the Sanford, York, County Maine area.

Section 4. Statute and Code. The corporation shall operate in accordance with Title 20-A, chapter 112 of the Maine Revised Statutes.

Section 5. Non-discrimination. The corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring and other employment practices of the school or in its admission policies for students. Further, the corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of Maine.

ARTICLE II MEMBERS

Section 1. Non-membership Corporation. The corporation shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III BOARD OF DIRECTORS

Section 1. Number. The Board of Directors shall consist of not less than four and not more than seven persons. The Director of the public charter school shall be a non-voting member of the Board of Directors.

Section 2. Qualifications

Section 3. Term. Directors shall be elected for five year terms.

Section 4. Powers The Board of Directors shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the corporation, to do such lawful acts as it deems proper and appropriate to promote the objections and purposes of the corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the corporations such powers as it may see fit for specified periods of time.

Section 5. Election The names of the initial Directors are Renee Morin, Lily Morin, Alison Morin and Mary-Elise Alexandre. All successor Directors shall be elected by majority vote of the current or existing Board of Directors.

Section 6. Term Limits. None.

Section 7. Resignation and Removal. A Director may resign by submitting his or her resignation in writing to the President of the Board of Directors. A Director may be removed for cause at a meeting of Directors by an affirmative vote of two-thirds of the remaining Board of Directors. Directors being considered for removal shall receive a least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 8. Annual Meeting. An annual meeting of the Board of Directors for the election of Directors and Officers and such other business as may come before the meeting shall be held in June of each year. Written notice shall be given not less than 10 days nor more than 50 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the corporation or such other place as shall be specified in the meeting notice. The notice shall comply with Maine's Freedom of Access statute Title 1 Chapter 13, which applied to chartered public schools.

Section 9. Regular Meetings. In addition to the Annual Meeting, regular meetings of the Board of Directors shall be held once a month from September through June, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. Timely public notice of all such regular meetings shall be provided as specified in Title 1, Chapter 13, Subchapter 1 § 406 of the Maine Revised Statutes.

Section 10. Special Meetings. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full Board of Directors. Such meetings shall be held upon not less than two business days' notice given personally or by telephone, telephone facsimile, or electronic mail or upon not less than four business days' notice given by depositing

notice in the United States mail, postage prepaid. Such notice shall specify the time and place of the meeting and in all respects comply with the notice requirements contained in Title 1, Chapter 13, Subchapter 1 § 406 of the Maine Revised Statutes.

Section 11. Open Public Meetings Act. All meetings of the Board of Directors shall be held in accordance with Maine's Freedom of Access statute Title 1 Chapter 13, which applies to chartered public schools. Adequate notice of all meetings subject to the Act shall be visibly posted and provided to newspapers of local circulation not less than forty-eight (48) hours before any such meeting.

Section 12. Quorum. A majority of the full number of Directors shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Directors present may take any action of behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

Section 13. Vacancies. A vacancy on the Board of Directors, including a vacancy caused by an increase in the number of Directors, may be temporarily filled by a majority vote of the remaining Directors to elect a person(s) to fill the vacancy(ies) until the next annual meeting of Directors, at which time Directors so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

Section 14. Compensation. Directors receive no payment for their services. With board approval, Directors may be reimbursed for out-of-pocket expenses incurred on approved board business. Directors must present receipts for all such expenses, which shall be fore the Director only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Directors shall set a schedule of allowable charges for meals, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations.

Section 16 (sic) Meeting Attendance. Directors are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Director after such Director's three unexcused, consecutive absences or five total absences in one year to ascertain the Director's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

ARTICLE IV Committees

Section 1. Establishment. The Board of Directors may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Directors. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up on no more than two less than a quorum of the Board of Directors. The chair shall be an ex officio member of such committee. The chief education director of the charter school shall be an ex officio member of each committee, except where his/her evaluation, tenure or salary are to be deliberated. Standing committees shall be:

- Committee A: Policy
- Committee B: Finances
- Committee C: Facilities

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Directors and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Directors. Ad hoc committees shall be made up of no less than 9 and no more than 15 members. Directors shall not be eligible to serve on ad hoc committees, since they have authority and responsibility to review the committee's recommendations and adopt them or not.

ARTICLE V Officers

Section 1. Titles. The officers of the corporation are a Chair, a Vice Chair, a Secretary and a Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these By-laws. No officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Directors at each annual meeting of the Directors and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms. Officers shall serve terms of one years.

Section 4. Duties. Officers shall have the duties and responsibilities belong to their office, including those that follow.

(a) The Chair shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Directors, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The Chair shall have full and equal vote as accorded to all Directors. The Chair may enter into and execute in the name of the corporation contracts or other instruments that are authorized by the Board of Directors. The Chair may delegate, as needed, to any other officer any or all of the duties of the Chair. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

(b) The Vice Chair shall have such duties and responsibilities as may be delegated to him/her by the Chair. The Vice Chair shall have full and equal vote as accorded to all Directors. In the absence of the Chair, the Vice Chair shall perform all the duties of the Chair and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the Chair, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the corporation that set out business transactions of the corporation, such books to be at all times open to inspection at their place of keeping to any Board of Director member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for that consideration and approval of the Board of Directors. The Treasurer shall ensure that the Business Administrator deposits all moneys and other valuables in the name and to the credit of the corporation with such depositaries as shall be designated by the Board of Directors. The Treasurer shall provide oversight to the Business Administrator in the investment and reinvestment of funds of the corporation and the disbursement of funds of the corporation as may be ordered by the Board of

Directors. The Treasurer shall render to the Board of Directors and the members of the school community, at the Annual Meeting, statement evidencing the current financial condition of the corporation. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Directors a detailed written financial report in compliance with the Maine statutes and regulations relating to charter schools.

Section. 5. Removal. Any officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting.

ARTICLE VI FISCAL YEAR AND CHECK SIGNING

Section 1. Fiscal Year The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing. Either the Chair or Treasurer are authorized and required to sign all checks over the amount of \$200. The Board of Directors shall establish a policy setting the amount above which checks must have both signatures.

ARTICLE VII AMENDMENTS TO BY-LAWS

Section 1. Amendments. The Board of Directors shall have the power to make, amend, or repeal the By-laws of the charter school, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Directors and posted in all places and in newspapers as required by Maine Freedom of Access Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the Board.

ARTICLE VIII DISSOLUTION

Section 1. Revocation of Charter. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation becomes insolvent, all state funds of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed to the Department of Education, Augusta, Maine, and all other assets, after

satisfaction of all outstanding claims by creditors, will be distributed to the Sanford School Department for continued use in educational purpose consistent with the requirements of Section 501(c) (3) of the Internal Revenue Code.

Section 2. Voluntary Dissolution. Should the corporation choose to dissolve for reasons other than the revocation of its charter of financial insolvency, all state funds of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed to the Department of Education, Augusta, Maine, and all other assets, after satisfaction of all outstanding claims by creditors, will be distributed to the Sanford School Department for continued use in educational purpose consistent with the requirements of Section 501(c) (3) of the Internal Revenue Code.

ARTICLE IX ADDITIONAL PROVISIONS

Section 1. Indemnification of Officers and Directors. The corporation shall indemnify every corporate agent as defined in, and to the full extent permitted by, Sections 714 of the Maine Nonprofit Corporation Act (title 13-B Chapter 7). A Director or officer shall not be personally liable to the corporation for damages for breach of any duty owed to the corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a Director or officer from liability for breach of a duty based on an act of omission; (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Compensation. No Director or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the corporation, except that directors and officers may be reimbursed for proven expenses incurred in the business of the corporation and approved by formal vote of the Board of Directors.

Section 3. Insurance. The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4. Audit. At the close of each fiscal year, the accounts of the corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Directors present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with Maine statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations.

These By-laws were adopted by the Board of Directors at its meeting held on Oct 25, 2012 by a vote of 4-0. 1 Absent

A handwritten signature in cursive script, appearing to read "AKC", is written above a horizontal line.

Board Secretary

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|--|------------|--|
| Schedule A | Yes ___ No <input checked="" type="checkbox"/> | Schedule E | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule B | Yes <input checked="" type="checkbox"/> No ___ | Schedule F | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ No <input checked="" type="checkbox"/> | Schedule G | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ No <input checked="" type="checkbox"/> | Schedule H | Yes ___ No <input checked="" type="checkbox"/> |

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Inc. Art.pg1,sec Item
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Bylaws, Art. VIII
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

**Application for Recognition of Exemption
 Under Section 501(c)(3) of the Internal Revenue Code**

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) INSPIRE ME ACADEMY		2 c/o Name (if applicable)
3 Mailing address (Number and street) (see instructions) PO BOX 122	Room/Suite	4 Employer Identification Number (EIN) 46-0675521
City or town, state or country, and ZIP + 4 SPRINGVALE, ME 04083		5 Month the annual accounting period ends (01 - 12) 06
6 Primary contact (officer, director, trustee, or authorized representative) a Name: RENEE P MORIN		b Phone: 207-282-3557
		c Fax: (optional)
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
9a Organization's website: INSPIREMEACADEMY.ORG		
b Organization's email: (optional) info@inspiremeacademy.org		
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 07 / 19 / 2012		
12 Were you formed under the laws of a foreign country? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," state the country.		

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**

- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**

- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**

- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**

- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **ARTICLES PG 1 SECOND ITEM**

- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **by-laws ARTICLE VIII**
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
RENEE P MORIN	CHAIR/DIRECTOR	44 WEST ST BIDDEFORD, ME 04005	NONE
CHAD A WALLS	DIRECTOR	89 DYER RD DAYTON, ME	NONE
HEATHER ERICSON	DIRECTOR	327 GRAMMAR RD SANFORD, ME 04073	NONE
ALISON MORIN	SECRETARY/DIRECTOR	44 WEST ST BIDDEFORD, ME 04005	NONE
MARY-ELISE ALEXANDRE	DIRECTOR	3 HOYT ST SPRINGVALE, ME 04083	NONE

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
TBD	HEAD OF SCHOOL	TBD	\$65000 EST
TBD	DEAN OF STUDENTS	TBD	\$65000 EST

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No

b Do you or will you approve compensation arrangements in advance of paying compensation? Yes No

c Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
-
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

- 4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**
- mail solicitations phone solicitations
 - email solicitations accept donations on your website
 - personal solicitations receive donations from another organization's website
 - vehicle, boat, plane, or similar donations government grant solicitations
 - foundation grant solicitations Other

Attach a description of each fundraising program.

- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. **Yes** **No**
-
- 12a** Do you or will you operate in a **foreign country or countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a. **Yes** **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. **Yes** **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. **Yes** **No**
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. **Yes** **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. **Yes** **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. **Yes** **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. **Yes** **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. **Yes** **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. **Yes** **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 15** Do you have a **close connection** with any organizations? If "Yes," explain. **Yes** **No**
- 16** Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain. **Yes** **No**
- 17** Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain. **Yes** **No**
- 18** Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain. **Yes** **No**
- 19** Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. **Yes** **No**
- 20** Is your main function to provide **hospital or medical care**? If "Yes," complete Schedule C. **Yes** **No**
- 21** Do you or will you provide **low-income housing** or housing for the **elderly or handicapped**? If "Yes," complete Schedule F. **Yes** **No**
- 22** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. **Yes** **No**

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From To	(b) From To	(c) From To	(d) From To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	PLEASE SEE	ATTACHED	3YR BUDGET	PROJECTIONS	
	2 Membership fees received	WE HAVE	NOT YET FILE	A TAX RETURN		
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)					
	8 Total of lines 1 through 7					
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	10 Total of lines 8 and 9					
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 Unusual grants					
	13 Total Revenue Add lines 10 through 12					
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages					
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)					
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)					
	24 Total Expenses Add lines 14 through 23					

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End:

Assets		(Whole dollars)
1	Cash	1
2	Accounts receivable, net	2
3	Inventories	3
4	Bonds and notes receivable (attach an itemized list)	4
5	Corporate stocks (attach an itemized list)	5
6	Loans receivable (attach an itemized list)	6
7	Other investments (attach an itemized list)	7
8	Depreciable and depletable assets (attach an itemized list)	8
9	Land	9
10	Other assets (attach an itemized list)	10
11	Total Assets (add lines 1 through 10)	11
Liabilities		
12	Accounts payable	12
13	Contributions, gifts, grants, etc. payable	13
14	Mortgages and notes payable (attach an itemized list)	14
15	Other liabilities (attach an itemized list)	15
16	Total Liabilities (add lines 12 through 15)	16
Fund Balances or Net Assets		
17	Total fund balances or net assets	17
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. Yes No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

- a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
- b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
- c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
- d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

.....
(Signature of Officer, Director, Trustee, or other authorized official)

.....
(Type or print name of signer)

.....
(Date)

.....
(Type or print title or authority of signer)

For IRS Use Only

.....
IRS Director, Exempt Organizations

.....
(Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).
- (i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.
- (b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Part XI User Fee Information

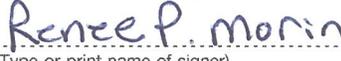
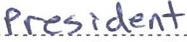
You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here


 (Signature of Officer, Director, Trustee, or other authorized official)


 (Type or print name of signer)

 (Type or print title or authority of signer)


 (Date)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. Yes No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. Yes No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) Yes No

Part IV Narrative

Mission: At Inspire ME Academy our mission is to *Inspire Greatness*. We believe every student is capable of reaching his or her potential when provided with a meaningful education. We are committed to student success.

Vision Statement: Inspire ME Academy will offer a complete educational opportunity with more school days and a longer school day; giving students more time for learning. We will have a rigorous academic program. We will teach character education with the same enthusiasm as we would teach academics. Inspire ME Academy will have a positive rewards based discipline structure that encourages strong self-esteem. Student progress will be assessed often ensuring students are constantly progressing and meeting goals. Inspire ME Academy aims to include all children in an environment where they can be successful. Kindness and community will be celebrated. Families will be asked to commit to their student’s success. The respectful partnership of Teachers, Students, Parents and Community guarantees our students success.

We are a brand new non-profit so we only have planned activities. Inspire ME Academy will be a public school for children in fourth, fifth, and sixth grades; adding seventh and eighth grade respectively.

The board of directors will oversee the school. However the activity will be conducted by a traditional staff of educators.

We will conduct activity during a slightly longer school year and school day. Limited activities may also be conducted on weekends and during the summer.

We have not finalized an exact location for the school but our goal is to be located in Sanford, ME.

One-hundred percent of the total time will be allocated to the activity.

Inspire ME Academy will be funded through the state and local per-pupil allocation funding formula. We will also have fundraising income and sponsorships. We will actively seek out grant opportunities.

Part V

~~1a. Additional Directorship~~ Rm

2a. Relationship of directors- Renee Morin is the mother of ~~Lily Morin and Alison Morin~~ Rm
~~assistants~~ Rm

8a. Inspire ME Academy currently does not have any finalized contracts. However, we will have employee contracts and property contracts. We will use the practices set forth in section 4 of part V of this document in setting those contracts.

Part VI

1a. Inspire ME Academy will provide educational services to grades 4, 5, 6 and eventually grades seventh and eighth. We will also offer some goods in the form of uniforms and school items.

2. Maine' Charter school law Title 20 A chapter 112 section 2404 limits the number of students per school administrative district to 10% if student population is greater than 500 and 5% if the student population is fewer than 500 for each grade level. If the number of applicants from specific school districts reaches this maximum amount, we would hold a public lottery. The only other limit would be capacity of the school, which would also be handled by public lottery.

3. The same section of the Maine law in #2 allows for preference for students who are children of the Founders, Governing Board Members, and full time employees. They would not need to participate in a lottery. None are identified at this time.

Part VIII

4a. Inspire ME Academy does have plans to fundraise. However, we have no programs in place at this time.

4d. We plan on fundraising in the State of Maine on our own behalf.

4e. We have none at this time, but would consider if needed to benefit our mission.

11. We have none at this time, but would consider if needed to benefit our mission.

15. We are applying to the State Charter School Commission as our authorizing body and if approved, will have a contract with them. They will oversee:

- a. compliance with applicable federal and state laws and rules.
- b. monitoring and oversight of the charter school
- c. School specific expectations for academic and operational performance- in relation to rule, RFP and application
- d. prompt notification of any deficiencies
- f. setting standards for revocation
- g. Charter school reporting of any issues

The State Charter School Commission is an oversight commission and as long as the school is run as agreed in the Charter they do not have the power to make changes.

Schedule B

Section I

1b. Inspire ME Academy will be an elementary School.

2b. Funding will be based on the State of Maine Public School Funding Formula with the funds coming from public tax dollars. The funding agreement has not been established yet; it will be based on the number of students we enroll as well as the district in which they come from.

INSPIRE ME ACADEMY
CONFLICT OF INTEREST POLICY

Inspire ME Academy's Conflict of Interest Policy was adopted by resolution of the founding board and is as follows:

INSPIRE ME ACADEMY CHARTER SCHOOL
CONFLICT OF INTEREST POLICY

Article I
Purpose

The purpose of the conflict of interest policy is to protect Inspire ME Academy Charter School's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

1. **Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. **Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the organization has a transaction or arrangement.
- b. A compensation arrangement with the organization or with any entity or individual with which the organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether of Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

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

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances nor producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. **Violation of the Conflicts of Interest Policy**

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

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Record of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

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

Article V Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

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

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

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

Article VII
Periodic Reviews

To ensure the organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Article IX
Maine Specific Requirements

It shall be the policy of the Board not to employ the spouse of a member of the Board of Governors. In addition, neither a Governor nor his/her spouse may serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular or extra-curricular program or activity and reports directly to the superintendent, principal, athletic director or other school administrator.

No person shall be employed in a position where a member of the immediate family (spouse, brother, sister, parent, son or daughter) is responsible, in whole or in part, for the supervision and/or evaluation of the employee.

The Board may approve an exception to this policy where the Board determines that granting of such exception is in the best interest of the school system and does not violate existing State of Maine statutes.

This policy shall comply with the requirements of Title 20-M.R.S.A. §1002.

Renee Morin

Experience

2000-Present **Uptown Appraising**, 44 West St., Biddeford, ME 04005
Office Manager/Business Owner. Receive and schedule appraisal requests. Perform billing, record keeping and general office duties.

2010 – 2014 **WEX-Wright Express**, 97 Darling Ave, So. Portland, ME 04106
CSR Rep. Receive and address phone calls questions for fleet fuel credit card account maintenance.

2007 - 2009 **LLBean**, Freeport, ME 04033-0001.
CSR Rep. Receive and process phone calls and catalog orders during the Christmas season.

1995-2000 **Kennebunk Savings Bank**, PO Box 28, Kennebunk, ME 04043
Senior Teller. Processing teller transactions, balancing each day, vault cash handling, CTR reporting, cash audits, and opened new accounts
Loan Servicing Specialist. Responsible for insurance coverage on all collateral loans from consumer to home mortgages. From 1997 to 1998.

1991-1995 *Homemaker*.

1989-1991 **Juniper Hill Inn**, PO Box 2190, Ogunquit, ME 03907
Front Desk Clerk. Responsible for the management of the Front Desk of a 100-unit motel, most times alone. Duties included; reservations on the phone and in person, handling checking-in and checking-out guests, processing mail, customer service and complete office duties. Very knowledgeable in all aspects of hotel/motel work.

1986-1989 **US Postal Service**, 28 School St., Sanford, ME 04073
Letter Carrier. Responsible for sorting and delivering mail to the public for five different city routes.

1980-1985 **Portsmouth Naval Shipyard**, Portsmouth, NH 03801
Shipfitter. Performed a variety of steel work and steel construction on nuclear submarines. Supervised one to two employees on several projects.
. Worked for one year as a *Nuclear Shipfitter Mechanic*

1978-1981(summers) **Seaview Motel**, Rt. 1, Ogunquit, ME 03907
Chambermaid. Responsible for cleaning and setting up of motel rooms.

1980 **Sprague Electric Company**, Rt 109, Sanford, ME 04073
Line Operator.

Education

2012 to present student in Leadership and Organizational Studies Major at USM/LAC
1997-2000 **American Institute of Banking**. Northern New England
Customer Service Skills Certificate and Certified Teller.
1980-1984 **Portsmouth Naval Shipyard Apprenticeship Program**
Graduated Shipfitter Mechanic
1976-1980 **Sanford High School**, Sanford, ME 04073
Graduated with honors and received diploma.

Volunteer

Inspire ME Academy Board Member/President and Founder
Saco Meals Program-Meals Coordinator
Volunteer at School—Purple and Gold Club *past* Board Member and Secretary.
Volunteer--*past* Club Director and Assistant Coach for Biddeford/Saco Sparks Basketball.
Past Town Meeting Member for the Town of Sanford, 5 years.

Interests

Camping , Hiking, Reading, Politics, Education

Alison Morin

44 West Street, Biddeford, ME 04005

Phone 207-286-6209

Morina610@gmail.com

Experience

April 2012-Present, Spring Harbor Hospital, Westbrook, ME
Psych Tech III. Duties Include: Maintaining a safe and healthy environment for the children. Observing and assisting children during groups and activities.

July 2012-Present, Inspire ME Academy, Sanford, ME
Board Member/ Secretary. Duties include: Development of charter school.

2010-2012 (September-May) Nanny for 2 children, Westport, CT
2010 and 2011(May-August) Nanny for 3 children, Cape Elizabeth, ME
Nanny. Duties Included: Organizing events, driving children to and from events, cleaning, cooking, planning and participating in activities with children, discipline when needed.

2008, 2009, and 2011 (June to August) Ben and Jerry's, Kennebunkport, ME
Scooper. Duties Included: Scooping ice-cream, closed store at night, inventory help, restocking and cleaning duties. Held to a very high customer service standard.

Fall 2010 Internship, Yale New Haven Psychiatric Hospital, New Haven, CT
Intern. Duties Included: Interviewing patients on the Adult and Adolescent floor. Participation in group activities. Sat in on Doctor's rounds with medical students. Daily vital signs with floor nurse. Review of patient charts and work with nursing care plans.

2009-2010(September-May) Sacred Heart University (Nursing Department) Fairfield, CT
Lab Assistant/Office Assistant. Duties include: setting up manikin and labs for different lab classes, stocking/ordering supplies, laundry, office duties, photo copying, and small projects for teachers.

2009(June-August) Kennebunk Savings Bank, Kennebunk, ME
Loan Servicing. Duties Included: office duties, filing, photo-copying, paperwork, small status change projects, loan vault inventory, and other small organizational projects

2008(may) Barron Center, Westbrook, ME
Volunteer. Worked in the activities department with the elderly Alzheimer's patients. Brought residents to and from activities, interacted with them during activities, spent some time just talking with patients, and helped with planning and setting up for events.

Education

2008-2012 **Sacred Heart University, Fairfield, CT**
Graduated with a BS in Psychology.

2004-2008 **Cheverus High School, Portland, ME**
Received high school diploma. Graduated with honors from a Jesuit college preparatory school

Special Skills

CPR certified, MANDT restraint and seclusion trained

Interests

Sports (Basketball, Soccer, Track and Field), Volunteering, Reading, Crafts, Dancing, and Outdoor Sporting (Hunting, Fishing, Camping, Kayaking/Boating, Hiking, Skiing)

Mary-Elise Alexandre
3 Hoyt Street, Springvale, ME 04083
207-324-1789(H) 207-432-5071(C)

OBJECTIVE: My teaching objective is to create a positive classroom environment with a universally designed curriculum where all students feel safe to express themselves and are provided with the opportunity to reach their potential despite any disabilities which may exist. I see each student's capacity to succeed, not his/her potential to fail.

EXPERIENCE: RSU 23, Old Orchard Beach, ME

Position: Special Education Teacher/Case Manager at Loranger Middle School (6-8)

- September, 2012 to present
- Responsibilities include specialized instruction in reading, math, and language arts, leading IEP meetings, writing written notices and IEPs, implementation of IEPs, academic evaluations using WIAT-III, Gort V, TOWL-IV, and CMAT, communicating with parents and outside agencies, collaboration and communicating with classroom teachers and modifying the curriculum in math, language arts, science, and social studies inclusion classrooms.

Portland School District, Portland, ME 04101

Position: Special Education Teacher/Case Manager at East End Community School (K-5)

- August, 2011 to July, 2012
- Responsibilities include specialized instruction in both math and literacy (K-5), scheduling and leading IEP meetings, writing written notices and IEPs, implementation of IEPs, academic testing using the WIAT-III along with writing of reports, creating and implementing positive behavior support plans, communicating with parents, collaborating and communicating with classroom teachers

Sanford School Department, Sanford, ME 04073

Position: Special Ed. Educational Technician II at Margaret Chase Smith School (K-3)

- August, 2002 to August, 2011
 - Responsibilities included instruction in all areas, curriculum preparation, taking an active role in the development and implementation of Group and Individual Positive Behavior Support Plans, differentiated literacy/math instruction, guided reading
- Position: Long Term Substitute Special Ed. Teacher
- 01-2011 to 03-2011 and 01-2005 to 02-2005
 - Responsibilities included curriculum preparation, instruction in all areas, development and implementation of individual behavior plans as needed, preparation for and attendance at IEP meetings, actively communicating and collaborating with parents and other team members

EDUCATION: University of Southern Maine, Portland, ME

- ETEP Program K-8 Special Education-Summer 2009 through Spring 2011
 - Major: Teaching and Learning, GPA: 4.0
 - Degree Earned: Master of Science in Education
- University of Maine, Orono, ME - Fall, 2003**
- Graduate Course: EDU 590 Literacy Collaborative: Good First Teaching
 - 3 Graduate Credits Earned, GPA 4.0

Westbrook College, Portland, ME from 09/1980-07/1985
-Major: Medical Technology, GPA: 3.95
-Degree Earned: Bachelor of Science

PROFESSIONAL

DEVELOPMENT: Talk Science Professional Development Workshop, 05/2014
PBIS team member 2012 to present at Loranger Middle School
Professional Development Associated With a SIG School 2011
Making Decoding Automatic, by Phyllis Fischer on April 6, 2012
Introduction to the PAAP Workshop, by Susan Fossett/DOE in 2011
Lindamood-Bell LiPS/Phoneme Sequencing 3 Day Workshop 8/2011
RTI: Powerful and Practical Strategies Workshop 11/2010
School Wide Positive Behavioral Supports by George Sugai 05/2010
Handwriting Without Tears Workshop Pre K and K-5 09/2010

Chad A. Walls
89 Dyer Road
Dayton, Maine
(207) 252-8998
chad.walls@gmail.com

Education

Ph.D. in Education
University of Manchester, England
2012

My one-year study set out to find areas in a school in the United States that students labeled with a behavior difficulty might identify as positive learning environments. The specific focus was designing and implementing a methodology that used action research to more accurately identify literature to address the specific needs and concerns of the students under scrutiny. The implications of these findings are a significant step forward to what we know about the workings of inclusive classrooms, the teachers who find success in them, and how students come to be labeled with a behavior difficulty.

M.S. Ed. in Literacy Education
University of Southern Maine
2005

The literacy education program allowed me to pull from theories and relevant research to enhance my daily lesson plans by integrating strategic teaching of reading and writing. My curriculum then focused on learning deficits and as a result, improved the self-esteem of my students through the improvement of basic skills. Success in this area afforded me the opportunity to design and implement reading programs cooperatively with colleagues and construct staff development classes that explored best practices, theories, and technology in literacy.

B.S. in Secondary Education
University of Maine at Farmington
1994

Through the academic rigor this program necessitates, I am able to demonstrate knowledge of the central concepts, tools of inquiry, and structures of language arts and can create learning experiences that make these aspects of subject matter meaningful to high school and college students. I continue to achieve this by providing learning opportunities that support their intellectual, physical, emotional, social and cultural development. However, the most satisfying experiences working in these schools have been designing programs and courses for adolescents at risk of failing due to gaps in basic knowledge and perceived behavioral issues.

Employment

English Instructor
Kaplan University

2012 – present
Lewiston, ME

At Kaplan University, I design online activities by utilizing multiple instructional strategies that provide significant experiences for each class participant. I keep my learners' attention in a weekly live seminar by incorporating several media components integrated into the course material. By doing so, my learners believe that the course material has relevance to their lives.

English Instructor
Southern Maine Community College

2009 – present
South Portland, ME

Southern Maine Community College gives me the opportunity to construct and teach courses in English Composition and Literature and gear curricula to accommodate a wide range of abilities. I design courses in adult literacy that have immediate usefulness and are presented in a respectful manner so that all learners have the opportunity to participate. I also successfully develop courses on-line that are rich in interaction, student-managed and focus on addressing the needs of students in attaining the course learning outcomes.

English Teacher
Biddeford High School

2003 – 2008
Biddeford, ME

I developed and implemented engaging, effective lessons in language arts for a heterogeneous group of special and regular education students at Biddeford High School. I was asked to contribute to the accreditation process by analyzing the effectiveness of the school in relation to student learning and performance. I worked collaboratively with other teachers and professionals to create effective lessons that met the learning needs and abilities of all students and attended parent conferences, faculty and team meetings, IEP meetings and state-wide professional development days.

Alternative Education Teacher
Program Co-Director/Coordinator
Lewiston Regional Technical Center

1997 – 2003
Lewiston, ME

At Lewiston Regional Technical Center (LRTC), I worked with a culturally and socio-economically diverse, various ability-level group of 10th and 11th grade students in the Opportunity Awareness Program, a school-to-work transition program that provides job-skill competencies, career-based exploration, team/leadership-building activities and community service. I also organized budget proposal for the Alternative Education department at LRTC for 40K, which was approved for the 00'-01' school year. I collected meaningful data including pre/post assessments and a variety of formative assessments to chart student growth in literacy. I also helped mentor first-years teachers, shared information correlating benchmarks and adopted curriculum, and monitored and maintained the transferring of students from alternative education to adult education.

English Teacher
St. James School

1994-1997
Biddeford, ME

During my years at St. James School, I guided students through classic novels, emphasizing vocabulary and thematic discussion. I enhanced students' inferential and critical thinking skills through guided literature exploration, directed several plays with middle school students and was responsible for the organization of several special events including poetry workshops with Biddeford High School, social functions, graduation and closing exercises.

Teacher Certification

Maine State Certification
Secondary English, 7-12
September 2013 – February 2020

Committees/Related Educational Experiences

Adjunct Union Negotiating Committee Southern Maine Community College	2012 - current
B.A.S.E. Committee (Biddeford Achieving Success in Education) Biddeford High School	2007 – 2008
Doctoral Student Representative University of Manchester, England	2006 - 2007
Board of Trustees Graduate Student Representative University of Maine	2004 – 2006
Freshman Advisory Board Biddeford High School	2005 – 2006
AmeriCorps VISTA Site Coordinator Lewiston, Maine	2000 – 2001

Interests/Hobbies

Songwriter: An Overnight Low

Delayed at Heathrow airport for nine hours and facing another six on my flight home for Christmas, I pulled out the pictures, videos and interviews I collected over the past year while studying at The University of Manchester. I organized these scattered items in folders on my laptop while waiting for my flight. The year of distance provided an objectivity allowing me to stitch together unrelated moments into common themes. The collected events spoke with a new voice creating new stories. I continued using spare time to travel around the UK. En route, I continued to rearrange my travel artifacts. On one particular trip, I used a typical song format as a template. The song cycle on *Euston* represents the stories I learned from my journeys; I named the project *An Overnight Low*. www.anovernightlow.com

Musician:

- Drums/Percussion 30 years experience
- Bass Guitar 24 years experience
- Guitar 2 years experience
- Ukulele 2 years experience

Travel: United Kingdom and Ireland

I have a general interest in train travel, especially in the United Kingdom and Ireland. Recently, while negotiating a study at the University of Edinburgh, I travelled by train and boat from Manchester To Edinburgh, Edinburgh to Glasgow, Glasgow to Belfast, Belfast to Dublin, Dublin to Holyhead, and Holyhead back to Manchester.

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HEATHER E. ERICSON

SUMMARY OF QUALIFICATIONS

I have over one year of experience as a Licensed Practical Nurse in a skilled and long term care setting. I am a graduate of Inter Coast Career Institute in So. Portland Maine and I am listed with the Maine Board of Nursing with a current LPN license. I have a combined five years experience as a professional health care provider as both a Nurse and CNA working with traumatic brain injury, end of life, long term, dementia and skilled care.

WORK EXPERIENCE

November 2010-Current Genesis Healthcare- Spring Brook Nursing Center Westbrook, ME

LPN

As an LPN and Charge Nurse my responsibilities include providing treatments such as wound vac and tracheotomy care and the distribution of medications according to the MAR and Physicians orders. Documenting skilled services according to current MDS standards. I lead and supervise the Certified Nurses Assistants on my unit to ensure work is accomplished in a safe and efficient manner.

October 2008-2010 Genesis Healthcare - River Ridge Rehabilitation Center Kennebunk, ME

CNA

Transferred to River Ridge from Oceanside Rehabilitation Center. As a CNA for River Ridge my duties included assisting clients afflicted with traumatic brain injuries with the activities of daily living and documenting client care information to current MDS standards. Provided continuity of care for clients and assisted nurses in obtaining vital signs. Provided care with compassion and respect to maintain the dignity and quality of life for each client.

January 2007-October 2008 Genesis Healthcare- Oceanside Rehabilitation and Living Center Hampton, NH

LNA

As an LNA it was my job to assist with my client's activities of daily living and completing documentation daily required by current MDS standards. Assisted nurses in obtaining vital sign. I provided care and support to client and family during last stages of life.

May 2006-January 2007 Dress Barn Kittery, ME

Assistant Store Manager

As an assistant manager for a major retail chain, my responsibilities included supervising and evaluating team members in a fast paced environment. Duties also included inventory management, payroll assistance and generating projections and estimates of daily, monthly and quarterly sales.

August 2004-May 2006 State Street Discount Portsmouth, NH

Office Manager

Worked as the office manager for a small family owned business. My tasks included assisting with payroll, data entry and inventory controls. Other responsibilities included streamlining office operations and managed office scheduling.

EDUCATION

May 2009-September 2010 Inter Coast Career Institute So. Portland, ME

LPN Certification

Graduated from an accredited LPN program with a 3.7 GPA

2007 Hearts and Minds LNA certification Hampton, NH

LNA certification

REFERENCES

Professional and personal References available upon request

Inspire ME Academy

C. 2 Governing Board Composition

TAB 30

The Governing Board has a variety of experience and is passionate about education. Our Mission is to Inspire Greatness.

Board of Directors Profiles:

Chair, Renee Morin—Biddeford, ME

Renee has a variety of experiences in a number of different fields and is currently a student of Leadership and Organizational Studies at the University of Southern Maine, LAC. Renee successfully started a real estate appraisal business, Uptown Appraising, with her husband in 2000. Renee has several years of experience in banking and customer service. A strong passion for education and creating new ideas are of great interest to Renee. Starting a public charter school where any student can access an exceptional education is an exciting idea for her. This led to the founding of the non-profit Inspire ME Academy. Renee has also been working the past few years in customer service at WEX Inc. in South Portland. She is currently the Thursday Meal coordinator of the Saco Meals Program. Renee also organized and directed the Sparks Basketball Club, an AAU Basketball team for girls in the Biddeford/Saco area that grew into five teams at the high point of the organization. She has raised three children through a variety of educational experiences and this has brought about a realization that we must do more for parents and students. Renee often volunteered at her children's schools and served as a member and board secretary of the Purple and Gold Club during their high school years. She previously served as a Town Meeting Member for the Town of Sanford for five years and served on the curriculum committee while in Sanford. Renee was raised in Sanford and graduated from Sanford High School and went on to graduate from the Portsmouth Naval Shipyard Apprenticeship program in Shipfitting. She enjoys hiking and camping with her family.

Vice Chair, TBD, *Previously-* Lily Morin—Somerville, MA *(Lily has moved to an advisory position as of 8/5/14—we included her Bio as she was instrumental in writing the academic portion of our application.)*

Lily has her Bachelor of Science degree in Interdisciplinary Arts for Children, which focuses on including the arts into the everyday curriculum to deepen student's understanding. Lily also received her Elementary teaching certification as well as her K-8 Special Education teaching certification in New York. Lily's first full time position was as a Special Education teacher at Lafayette Elementary School in Sanford, Maine. She taught there for one year and in that year she started an after school program called W.O.W (We're Open Wednesdays). She directed this program, which brought in community groups from the town of Sanford to run mini-classes on Theater, Dance, Construction/building, Yoga, and Engineering for kids, all on a completely volunteer basis. By the end of the school year, 75% of Lafayette students were enrolled in the afterschool program at no charge to their families. Lily and Lafayette School were awarded the Schools that Shine award from WCSH-6 and received \$1,000 from a local Dunkin' Donuts in honor of this award. This money helped fund W.O.W. the following school year. Lily has received her Master of Science in Special Education from Lesley University. She currently teaches in the Chelsea Public Schools in Boston. Lily is a 4th grade special education teacher in a full inclusion classroom where she co-teaches with a general education teacher. Lily has been instrumental in helping move her school to become a successful full inclusion school. She services all of the special education students in the 4th grade. She makes sure all special education laws and regulations are in compliance. Lily is trained in the common core standards as well as the WIDA standards (standards for English Language Learners). During the summer, Lily works at an overnight summer camp in New Hampshire. She has worked there for eight summers and has spent the last six as the Arts Director. She is in charge of the visual art, theater, and dance departments at camp as well as the character education/morality program. She oversees 8-10 staff members each summer and is responsible for their evaluations. Lily brings a wealth of programing knowledge and enthusiasm to the board.

Inspire ME Academy

Treasurer—Inspire ME Academy is currently seeking a treasurer for our board who believes in the mission of the school and has a solid understanding of budgeting and strategic financial planning.

Secretary, Alison Morin—Biddeford, ME

Alison Morin currently works as a Psych Tech III on the Children's Unit at Spring Harbor Hospital in Westbrook, ME. Alison manages patients while maintaining a safe and therapeutic environment for them. She works collaboratively with the mental health team and facilitates groups on coping skills, feelings, sensory activities, and therapeutic play. Although her job can be mentally and physically challenging she enjoys working with children because of how rewarding it is. She has an excellent team of co-workers that she adds to by bringing a positive outlook and smiling face to work. Her enthusiasm and desire to make children's lives better is contagious.

Alison attended Cheverus High School in Portland Maine where she worked hard both in the classroom and after school as a three-sport athlete. She fell in love with learning and discovered how to be 'a person for others'. This led Alison to have a passion for finding ways to give back to her community and do her part in changing lives. Alison has her Bachelor of Science Degree in Psychology from Sacred Heart University. She volunteered in local communities, on campus, and played club soccer while earning her degree.

She became interested in Charter Schools after hearing her mother and others testify for them at the state house. When her mother proposed the idea of applying to open a Charter School in the York County area, she knew she wanted to help in any way she could. Seeing it in her everyday life at work, Alison knows that school has a grand impact on who a child is and who they aspire to be. What she loves about Inspire ME Academy is cherishing the student as well as the academics, a large portion of the mission. She is familiar with behavioral issues and believes these behaviors are much more manageable with early interventions. She brings very valuable knowledge to the board regarding discipline oversight. Alison serves as the secretary on the Board of Inspire ME Academy. Working at the school or helping out as a member of the school community is something Alison would look forward to if the school is approved and open their doors in the future.

Mary Alexandre—Sanford, ME

Mary works as a seventh grade special education teacher in an inclusion classroom at Loranger Middle School in Old Orchard Beach, ME. She has her Master of Science in Education from the University of Maine, Orono. She is an exceptional teacher with a strong passion for student success. Mary has had training in a variety of special techniques to aid in her student success and will continue to look for new ideas if her current strategies are not working. She holds high expectations for her students and they have grown to respect her for this. Mary is a model teacher of the board's vision for our school. She brings great insight and ideas to the board. She is a lifelong resident of Sanford and has raised two daughters.

Chad Wall—Dayton, ME (Newest member of our board, joined us in August).

Chad is an adjunct professor for Kaplan University and Southern Maine Community College. He holds a M.S. Ed. in Literacy Education from the University of Southern Maine and his Ph.D. in Education from the University of Manchester, England. He has had a variety of teaching experiences. He brings a wealth of knowledge to the Board. Chad has worked to design and implement Alternative Ed Programs in a few different schools, including budget analysis for the programs. Chad's most satisfying experiences have been designing programs and courses for adolescents at risk of failing due to gaps in basic knowledge and perceived behavioral issues. Chad enjoys songwriting and traveling and is a musician. He has served on several Boards and Committees.

Inspire ME Academy

Heather Ericson—Sanford, ME (*will be moving to an advisory position officially at our next board meeting*)

Heather joined our board in October of 2012 as a concerned parent. Her daughter is in the fourth grade and she is looking for a stronger academic program for her. Heather helps bring the perspective of current parents, which is a valuable resource to the board. It is important for knowing what parents today need for their student. She believes in our vision and is excited to help be part of bringing a wonderful educational opportunity to the Sanford community. She works as a nurse at River Ridge Rehabilitation Center in Kennebunk, ME. Her daughter will attend Inspire ME Academy.

Inspire ME Academy is actively seeking a Treasurer for our board as well as two more board members preferably with a legal and marketing background. Our main criteria for board membership are a clear understanding of our desire for student success and high expectations for academic and personal success. We believe we can fill these vacancies in a timely manner.

Advisory assistance:

Sandra Kittridge—Owner Tim Horton's in Biddeford, has many years of experience in Human Resources and Employee Benefits and is willing to advise the board for hiring and development of our Benefits.

Ayn Hanselmann—Accountant, to assist with 1023 tax exemption and other preliminary accounting needs.

*Dr. William Crumley—Head of School of the first Public Charter School in Maine, Cornville Regional Charter School, for the first two years. He is willing to advise in all aspects of start-up.

*Lily Morin—Teacher, Chelsea Public Schools, Chelsea, MA (moved from Founding Board to advisory on 8/5/14). Will advise on academic planning.

*Resumes included in appendixes

Resumes for all Governing Board Members (Tab 29) are included and the By-laws (Tab 26) clearly delineate the roles of each member.

Inspire ME Academy

List of Officers and Committee Chairs

TAB 31

Renee Morin, President
Alison Morin, Secretary
Treasurer is TBD
Vice President is TBD

We are in the process of changing from a founding board to a governing board and roles and relationships are not well established at this point. We are working hard to fill our governing board positions. Therefore, committees will need to be delineated once the board is finalized.

Committees are still in the development stages but will include:

Finance
Buildings
Curriculum
Employment
Policy
Marketing and Fundraising

Board Member Information Sheet

Directory Information

Name of proposed Public Charter School ___ Inspire ME Academy_____

Name of Board Member ___ Renee Morin_____

Mailing Address _44 West St., Biddeford, ME 04005_____

Telephone (Home) _207-282-3557_____

Telephone (Business) _207-282-3558_____

Email Address _infor@inspiremeacademy.org_____

Occupation _Self Employed and Student_____

Questions:

1. How long have you resided in Maine (the catchment area)? Always lived in Maine. Grew up and started my family in Sanford. Moved to Biddeford 13 yrs. Ago.
2. Why do you wish to serve on the governing board? I am the founder and have always felt we need to do more for our children regarding their education. I am excited at the opportunity/choice Public Charter Schools give to parents and children.
3. What interests or concerns do you have regarding the proposed public charter school? My interest is simply providing an excellent option for parents and children in York County. There were very little options for my children when they were going through school. Many parents are interested in the school and the only real concern at this point is finding more board members willing to help. However, we have several on the sidelines that are anxious to see if we can move forward.
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 previously served on the Curriculum Committee in Sanford and was a Town Meeting Member (a voting and elected position) for five years while in Sanford. I also previously served as a Board Member for the Purple and Gold Club (a co- curricular support group at Cheverus). I served as Secretary for one of the years and served as a Parent Liaison for the Girls Basketball Teams.
5. What special qualifications do you have that will help you to be a board member? I am determined and enjoy creating new things. I have done a variety of things throughout my life that has provided me with a well-rounded set of abilities. I learn quickly and seek out answers to any problems that present themselves. I have a passion for great education and feel it is the most important aspect of truly ending poverty.

6. Describe the role that the board will play in the charter school's operation. The board will actively oversee all aspects of operations of the school. The board will be the liaison to the authorizer and keep the MCSC informed of progress and any concerns that present themselves. Inspire Me Academy plans to hire excellent personnel that are very good at what they do. The board will advise and have final say in all matters and review the personnel often. However, we hope to truly allow our hired personnel to do the job of fulfilling the mission we set forth. The board will work on fundraising and grant writing and seek out excellent opportunities that support the school and the educational experience.
7. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Have regular public meetings, hold personnel accountable, Fundraise, oversee all necessary reporting to the MDOE, Promote the school in a positive and supportive manner, handle issues or concerns that come up effectively and in a timely manner.
8. What is your understanding of the appropriate role of a public charter school board member? To be present and actively engaged in all board and committee meetings; to serve with passion and pride in the school; to act in a manner that supports the mission and vision for the school.
9. How will you know that the charter school is succeeding (or not) in its mission? We will survey both students and parents at the end of each year to see if they are satisfied. We consider this a customer service role and if our customers are happy, we are successful. Teachers will also be surveyed to be sure they feel they are supported and have what they need to do their job well. This is key to saying we are successful. Financial stability and the ability to fulfill our mission will also be a good indicator of success.

Sign Renee P. Moen Date 8/22/14

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 Inspire ME Academy

Name of Board Member Mary -Elise Alexandre

Mailing Address 3 Hoyt Street, Springvale, Maine 04083

Telephone (Home) 207-324-1789

Telephone (Business) 207-432-5071 (cell)

Email Address aalexandre@metrocast.net

Occupation Special Education Teacher

Questions:

- 1. How long have you resided in Maine (the catchment area)?** I have resided in this area for approximately 50 years.
- 2. Why do you wish to serve on the governing board?** I feel I can offer suggestions from a teacher's perspective.
- 3. What interests or concerns do you have regarding the proposed public charter school?** I am interested in the educational aspect and making sure a universally designed curriculum, as well as, a positive school environment are provided to the 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).** I am currently a member of the Teacher Evaluation Committee and I am also a member of the PBIS Team at Loranger Middle School in Old Orchard Beach, Maine.
- 5. What special qualifications do you have that will help you to be a board member?** I have my Masters in Education and I am also the mother of 2 daughters that attended school in Sanford.
- 6. Describe the role that the board will play in the charter school's operation.** The board will provide a complete oversight of the school to make sure that each student is being provided a quality education.
- 7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?** To ensure the success of the school, the charter school board will need to hire qualified staff and hold them accountable for monthly updates in all aspects of running the school. Good communication between teachers and parents will be vital to the success of the school and should be encouraged by the

board.

8. **What is your understanding of the appropriate role of a public charter school board member?** My understanding of the role of a public charter school board member is to work collaboratively with the other board members to keep the Maine Charter School Commission well informed of progress and any issues that come up while providing a complete oversight of the school.
9. **How will you know that the charter school is succeeding (or not) in its mission?** The success of the charter school will be measured using student success through progress monitoring along with ongoing input from students, parents, and teachers on their feelings and thoughts regarding the school.

Sign

Date

Mary-Elise Alexandre

8-20-14

Inspire ME Academy

D. Business and Financial Services

D.1 Budget

Inspire ME Academy understands the need for sound financial management. We plan to hire an Operations Manager that will be highly competent in finance and budget matters. See job description in Sec. B.5. We will use QuickBooks, which is a widely accepted program throughout accounting practices. The Operations Manager will be required to give monthly updates to the Board of Directors for review at the Board Meetings. Inspire ME Academy believes a sound financial plan is very important and we have the oversight to understand the budgeting process. However, we will continue to seek out additional support in this area.

Our budget is based on Sanford's per pupil expenditures for 2015 as found on the DOE website and a copy is included in the appendixes. We have tried to use the best assumptions possible and all numbers are based on careful research and on our planned enrollment. We have positive outcomes for our budget growing to a 25% cumulative reserve by year 3 without included the Federal Grant in our projections. However, we will apply for the Federal Grant offered each spring to aid new charter school startups. We feel our target population and vision for our school closely align with the grant requirements. It was exciting to see that Maine Charter Schools received this grant this past year and we are hopeful we will also. We are also applying for a private grant in December that we have included in our assumptions. We will continue to seek out grant opportunities and will be starting our Corporate Sponsor Campaign. We carefully analyzed several school budgets including many of the new Charter Schools and feel this budget is realistic and we over estimated in areas that we found ambiguous.

- Our facilities budget is based on our 1st choice in locations covered in Section D.3. It is most likely our most expensive choice also. Therefore, our other options would be within our budget.
- Budget template is included
- We will comply with all audit requirements and have an annual independent audit in our budget.
- Our website will be our main source of transparency to post our annual operating budget, with notices of upcoming meetings regarding any budget issues.
- We will have a Student Information System Database with a Parent portal, an electronic reporting system that is compatible with the DOE to provide all necessary information in a timely and accurate manner
- All board meetings will be held in public and will welcome questions and concerns regarding our budget and finances.

The budget does include \$150,000 in fundraising and Grants and this we feel is necessary and reasonable. We recently started our corporate campaign and feel we will be able to meet this goal. We have also found several grants that are specific to Charter Schools as well as startup ideas and we will pursue any that we feel will fit our vision.

We have been in contact with the Charter School Development Corporation regarding Facilities and they are very helpful and generally can help about 1/3 of their requests for help. We feel this is an encouraging number and will seek their help upon Charter Contract. This is a requirement in order to apply for their help. They will guarantee a lease or loan and do Turnkey projects. In Maine, they cannot do direct lending. We have reached out to Kennebunk Savings Bank and they are interested in helping and willing to work with the Charter School Development Corp, if we can move forward with our contract.

Inspire ME Academy
TAB 32. Budget

NOTES

Use this workbook for all required financials.
Copy the entire Workbook.
Rename it to your school and submit in application.

Budget Please note assumptions in the appropriate section of the Application.
Worksheet cells should contain any formulas used for calculations.
Do not remove any rows that are unused by your school.

Enrollment Staffing assumptions should be stated (number of students per teacher).

Staffing Position Descriptions are approximate. Use your own for each position.
Add rows as necessary to list all positions supported by the budget.
Salaries for unfilled positions are approximate.

Excel Toolbar Tabs:

Notes
Budget
Enrollment
Staff
Pre-Opening Cash Flow
Operating Cash Flow

Inspire ME Academy		Budget			
TAB 32. Budget			Year	Year	Year
		Pre-Opening	Year One	Year Two	Year Three
Revenues					
	Per-Pupil Allocation		657100	887085	1149925
	Disadvantaged/SPED/Assessment/technology		258958	346604	455312
*	Federal and State Grants				
*	Foundation Grants	50000			
*	Fundraising Events	105000	15000	20000	30000
*	Parent Contributions	2000			
*	In-Kind Contributions	3000			
	Other transportation		50000	67500	87500
		-----	-----	-----	-----
		160000	981058	1321189	1722737
Expenses					
	<i>Research & Planning</i>				
	Market Research				
	Curriculum Development	5000	5000	5000	5000
	Application Costs				
	Consultants	1000			
	Staff Recruitment	1000	500	500	500
	Board Recruitment				
	Website Development	2000	500	500	500
	Marketing Materials	1000	500	500	500
	Nonprofit Incorporation	1000			
	Admissions Lottery	200			
	Other:				
		-----	-----	-----	-----
	Research & Planning	11200	6500	6500	6500
	<i>Instructional Services</i>				
	Teacher Salaries & Benefits		195000	275000	355000
*	Substitute Salaries & Benefits		10000	12000	12000
*	Aides Salaries & Benefits		30000	45000	60000
	Textbooks	10000	5000	5000	5000
	Classroom Supplies	3000	2000	2000	2000
	Classroom Furniture	1000	1000	1000	1000
	Classroom Equipment	1000	1000	1000	1000
	Academic Computers/Software	5000	2000	2000	2000
	Staff Development	5000	5000	5000	5000
	Travel & Conferences	1000	1000	1000	1000
	Other: 1% to district and 3% to MCSC		38642	52048	67709
		-----	-----	-----	-----
	Instructional Services	26000	290642	401048	511709
	<i>Special Education Services</i>				
	Teacher Salaries & Benefits		120000	160000	200000
	Aides Salaries & Benefits				
	Special Facilities/Equipment	1000	1000	1000	1000

		Inspire ME Academy	Budget		
		TAB 32. Budget			
			Year	Year	Year
			Year One	Year Two	Year Three
		Pre-Opening			
		Curriculum	1000	1000	1000
		Instructional Materials	500	500	500
		Contracted Services		15000	15000
		Other:			
		-----	-----	-----	-----
		Special Education	2500	137500	177500
		<i>Supplemental Programs & Services</i>	# Teachers Salaries included above		
#		Athletic Programs/PE	500	500	500
#		Art & Enrichment Programs	500	500	500
		Summer/Bridge School/Programs	5000	5000	5000
		After-School Programs			
		Community Service Programs	3000	3000	3000
		English Language Learner Programs			
#		Music Programs	500	500	500
		Tutoring Programs			
*		Uniforms/ working on in-kind donation/1st yr.		2500	3000
		Other:			
		-----	-----	-----	-----
		Supplemental Programs	0	9500	12000
		<i>Library</i>			
		Librarian Salary & Benefits			
		Books & Other Reading Materials	1000	2000	2000
		Furniture		500	500
		Computers/Software			
		Audiovisual Equipment			
		Other:			
		-----	-----	-----	-----
		Library	1000	2500	2500
		<i>Student Support Program & Services</i>			
		Nurse Salary & Benefits (contracted)		10000	12000
		Health Supplies & Equipment	200	200	200
		Guidance Counselor Salary & Benefits			
		School Psychologist Expense			
		Volunteer Expense		200	200
		Other:			
		-----	-----	-----	-----
		Student Support	200	10400	12400
		<i>Facilit</i>	*Estimate of 1st choice location/we have 3 places identified no commitments yet		
		Rent/Leas/Mortgage	10000	40000	60000
		Maintenance/custodian Salaries & Benefit	2900	35000	35000
		Maintenance & Repair Expenses	35000	10000	30000
		Utilities	4000	25000	30000
		Telephone	600	1000	1000

Inspire ME Academy		Budget			
TAB 32. Budget			Year	Year	Year
		Pre-Opening	Year One	Year Two	Year Three
	Internet Services	1000	2000	4000	4000
	Fire & Security		1000	1000	1000
	Custodial Services				
	Custodial Supplies	1000	1000	1000	1000
	Waste Disposal		1000	1000	1000
	Other:				
		-----	-----	-----	-----
	Facilities	54500	116000	158000	163000
	<i>Transportation & Food Service</i>				
	Busing Costs		30000	40500	52500
	Driver Salary & Benefits				
	Field Trip Expense		10000	13500	17500
	Food Service Salaries & Benefits		50000	80000	95000
	Food Service Supplies & Equipment		2000	2000	2000
	School Breakfast Expense		18400	24840	32200
	School Lunch Expense		18400	24840	32200
	School Snacks Expense		9200	12420	16100
	Other:				
		-----	-----	-----	-----
	Transportation & Food Service	0	138000	198100	247500
	<i>Administration & Support</i>				
	Administrators' Salaries & Benefits	40831	140000	144000	148000
	Staff Salaries & Benefits/Operations Manag	4167	50000	52000	54000
	Office Supplies	1000	1000	1000	1000
	Photocopy Expense	500	500	500	500
	Administrative Computers/Software	1000	2000	3000	4000
	Office Equipment		1000	1000	1000
	Postage & Shipping		600	1000	1000
	Bookkeeping & Audit		5000	5000	5000
	Payroll Services(OM)-- Reception yr. 2&3			30000	30000
	Banking Fees		100	100	100
	Interest Expense				
	Legal Services		5000	5000	7000
	Liability & Property Insurance	6000	9000	12000	12000
	Directors' & Officers Insurance	3200	6400	6400	6400
	Marketing	1000	500	500	500
	Workers Comp	400	3000	3000	3000
	Board Expense--ED paid year 2	1000	1000	21000	21000
	Staff Recruitment Expense	500	500	500	250
		-----	-----	-----	-----
	Administration & Support	59598	225600	286000	294750
	TOTAL EXPENSES	154998	936642	1254048	1468359
	SURPLUS or (DEFICIT)	5002	44416	67141	254378

ALL ESTIMATES BASED ON SANFORD'S ALLOCATION FIGURES

ESP RATE \$6571/per student
Disadvantaged 15% \$986 per
Technology \$100/per
Assessment \$45/per
SPED 130% \$8542

\$5000 Allotted for benefits per FT employee

Budget based on 100 Students year 1
135 year 2 and 175 year 3

*Anticipated

Inspire ME Academy TAB 32. Budget				Enrollment
Grade	Year One	Year Two	Year Three	
Pre-Kindergarten				
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				
4th Grade	35	35	35	
5th Grade	35	35	35	
6th Grade	30	35	35	
7th Grade		30	35	
8th Grade			35	
9th Grade				
10th Grade				
11th Grade				
12th Grade				
Total	----- 100	----- 135	----- 175	
Est. Daily Avg.				
Student Characteristics, Totals by Characteristic				
*If Sanford application numbers are over 10% of enrollment we will try to get a waiver from the Sanford School Board, which could lower the number outside the catchment area.				
Students residing outside the catchment area?	36*	43*	55*	
Students with low income status?	66	89	112	
Students with special needs?	21	28	37	

Inspire ME Academy			Staffing	1st year 2015
TAB 32. Budget				
Budget Category	Position Name	% FTE	Salary	Notes
Instructional Services	Teacher	1	35000	
	Teacher	1	35000	
	Teacher	1	35000	
Special Education	Special Ed Teacher	1	35000	Duel Cert/inclusion
	Special Ed Teacher	1	35000	Duel Cert/inclusion
	Special Ed Teacher	1	35000	Duel Cert/inclusion
Supplemental Programs	Coach/PE	0.5	15000	part time
	Art Teacher	0.25	10000	part time
	Music Teacher	0.25	10000	part time
	Language Teacher	1	35000	
	Teachers Aid/Sub	1	30000	may use 2 part time
Library Programs	Librarian			
Student Support/contracted	Nurse		15000	
	Guidance Counselor			
Facilities	Custodian	1	30000	Maintenance also
	Maintenance Worker			
Transportation/Food Service	Bus Driver			
	Cafeteria Worker	1	30000	
	Cafeteria Worker	0.5	15000	
Administration & Support	Head of School	1	65000	
	Dean of Students	1	65000	
	Operations Manager	1	45000	
	Receptionist			Covered by OM for now
	Admin. Assistant			
Totals			575000	

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Office Equipment												
Postage & Shipping												
Bookkeeping & Audit												
Payroll Services												
Banking Fees												
Interest Expense												
Legal Services												
Liability & Property Insurance												
Directors' & Officers Insurance								3000			3000	
Marketing			500	3200		200	100					
workers comp				200		200	200			200		
Board Expense					200	200	100	100	100	100	100	100
Staff Recruitment Expense					250				250			
Administration & Support	0	0	500	3400	450	400	6233	8933	6183	6133	11183	16183
TOTAL EXPENSES	1000	0	1500	6100	950	400	6433	24633	22383	22833	30183	38583
SURPLUS or (DEFICIT)	5000	0	8500	3900	9050	59600	3567	-13633	-12383	-9833	-20183	-28583
cumulative flow	5000	5000	13500	17400	26450	86050	89617	75984	63601	53768	33585	5002

Inspire ME Academy 2015-2016 School Year TAB 32. Budget	Address: P/CSC/RFP TABS - Exhibits A-E											
	July	August	September	October	November	December	January	February	March	April	May	June
Revenues												
Other:												
Transportation & Food Service	0	0	19267	9767	9767	17267	9767	9767	17267	9767	9767	17267
Administration & Support												
Administrators' Salaries & Benefits	5833	11666	11667	11667	11667	18667	11667	11667	11667	11667	11667	11667
Staff Salaries & Benefits		4167	4167	4167	4167	4167	4167	4167	4167	4167	4167	4167
Office Supplies	1000		500				500					
Photocopy Expense	250	250	250				250					
Administrative Computers/Software	1000		2000				500					
Office Equipment			60	60	60	60	60	60	60	60	60	60
Postage & Shipping												
Bookkeeping & Audit												
Payroll Services			10	10	10	10	10	10	10	10	10	10
Banking Fees												
Interest Expense												
Legal Services			500	500	500	500	500	500	500	500	500	500
Liability & Property Insurance	3000		3000	3000			3000			3000		
Directors' & Officers Insurance			3200						3200			
Marketing												
Workers Comp			750			750			750			750
Board Expense	100	100	100	100	100	100	100	100	100	100	100	100
Staff Recruitment Expense												
TOTAL EXPENSES	11183	16183	23704	19504	16504	24504	20754	16504	20454	19504	16504	22504
Administration & Support												
	30183	38583	109599	74280	63238	106899	76805	63238	102369	69280	62238	112149
SURPLUS or (DEFICIT)	-20183	-28583	131916	-74280	-58238	134616	-76805	-58238	139146	-69280	-57238	129366
cumulative flow	33585	5002	136918	62638	4400	139016	62211	3973	143119	73839	16601	145967

Inspire ME Academy

D.2 Financial Management

Inspire ME Academy plans to hire an Operations Manager that will be highly competent in finance and budget matters. We will use QuickBooks, which is a widely accepted program throughout accounting practices. The Operations Manager will be required to give monthly updates to the Board of Directors for review at their Board Meetings. This position will oversee financial and all reporting requirements---see B.5 for all duties of this position. The board and administration will develop all policies necessary for good oversight to ensure sound financial practices.

The Board will ensure all appropriate insurance is in place as needed. To include but not limited to: Commercial Package Policy (for educators), Directors and Officers, Umbrella Policy, Surety Bond, and Workers Compensation. We are currently working with Lee Ramsdell at Clark Insurance to provide quote estimates copies are included in the appendixes.

D.3 Facilities

Inspire ME Academy has located possible locations; we do not currently have a definite location. We have identified three possible locations. The first location the old St. Ignatius High School is our ideal location, but we have some work to do to convince the property owners we are a viable candidate to lease or buy. Our second location is owned by the Town of Sanford, the old Emerson School Building, and is on the market for sale. Our third location we have just found and we have not yet investigated it. 90 Community Dr. in Sanford, ME. All properties are vacant and for sale. 90 Community Drive is also for lease, so this may help get us started.

Location 1: St. Ignatius Church/School Building. This building is in the center of Sanford and is on the market for sale. The Catholic Church in Sanford closed the building in 2010 because of lowering enrollment and to conserve costs. The building has been very well maintained over the years and would be ideal for our school needs. The parish is hesitant to work with us as we do not have a charter yet and they would prefer to sell it rather than lease it. Our goal is to show we are a viable entity to use the property and the longer it sits vacant the better we feel our chances are. We will continue to work on acquiring this property. Our budget is based on supporting this building. If we are able to lease this building for two years, we will seek out help from Charter School Development Corporation to help facilitate any renovations that need to be made or possibly help in purchasing the property. We have had an architect take a preliminary look at the property and he feels it could be suitable by adding an elevator and a sprinkler system, which is reflected in the budget as repairs. The property is the old St. Ignatius High School Building and the Church was in the basement. This area would make a great theater/assembly place. Architect John Einsiedler inspected the property at no cost for us. We have included a copy of his initial findings. The budget assumes a lease of 30000 square feet at \$2/per, which is reasonable for the area, especially if we provide all our own maintenance and upkeep.

At all location, we would hire a full time janitor/maintenance person (reflected in the budget). We would have more than enough classrooms to grow to full capacity as there are 13 classrooms on the first level and 16 on the second level for a total of 29, as well as the Church area which would make a wonderful theater/gathering space. We would need to add an elevator and sprinkler system, and the bathrooms would need updating, although separate bathrooms are currently handicap accessible. There is still desks and office equipment in the building.

Location 2: Emerson School Building, Main St. Sanford. This building is currently vacant and for sale. This property is good for start-up but we would outgrow it in year 2. It is on a very large in town lot so if we could expand on site it is a great option. If the town is willing to lease it to us for a year, it would be a good starting point. Currently they wish to sell it.

Inspire ME Academy

Location 3: 90 Community Drive, Sanford, ME is a new option for us. This is advertised for lease or sale. This would allow us to start with a lease and then purchase it if it is working for our needs. It has lots of clean climate controlled space but would need some classrooms-walls built or partitions. It is on 29 acres and very convenient to 95. We will be investigating this property further.

We have included all property information in Tab 34 (since we do not have a lease or contract at this time). It is difficult to get any real commitments without an approved application. With our application submitted, we may be able to make some progress. Approval would also allow us to apply to the Charter School Development Corporation. If they were to help us out, they have a pretty quick process (about 4 months) and depending on which property and the amount of need, we should be able to finalize in plenty of time to be ready for fall. Inspire Me Academy fits their ideal partnership criteria and they have not yet supported a school in Maine, for these reasons we are hopeful that they will want to partner with us.

NOTE: TAB 33: ROOM SCHEDULE AND TAB 35: SCHEDULE OF FURNINSHINGS HAS NO INFORMATION AT THIS TIME.

The room schedule is approximately 8 rooms: 6 for regular classes and 2 for specials. We plan to have an inclusive environment and this may look many different ways. We will stick to a ratio of 15 to 20 students per teacher. However, team teaching and ability grouping will call for different groupings. This is why we only have 30 students in the higher grade to allow students to work at a higher grouping if needed. Our room schedule will be built around our student's needs.

We have no furnishings currently.

Southern Maine Investment-Redevelopment

6 St. Ignatius Street, Sanford, ME 04073



Listing ID: 2070028
 Status: Active
 Property Type: Special Purpose For Sale
 Special Purpose Type: Assembly/Meeting Place, Funeral Home/Mortuary
 Size: 42,630 SF
 Sale Price: \$1,500,000
 Sale Terms: Cash to Seller



Property Overview

The 2.75± acres site and its buildings shown above are offered as a single sale. The buildings include St. Ignatius church, a former school and rectory residence. The property is located steps from the intersection Main Street (Route 109) between Winter Street (Routes 202 & 4A) and St. Ignatius Street.

The school and church building, rectory residence and surrounding area is in Sanford's DB (Downtown Business) zone. The paved parking area on Winter Street is in the GR (General Residential) zone.

More Information Online

<http://malonecb.catylist.com/listing/2070028>

QR Code

Scan this image with your mobile device:



Listing Details

General Information

Listing Name:	Southern Maine Investment-Redevelopment	Building Size (RSF):	42,630 SF
Tax ID Number/APN:	K28, Lots 63, Sublot-1, 55	Land Area:	2.75 Acres
Property Use Type:	Investment, Vacant/Owner-User	Sale Terms:	Cash to Seller
Zoning:	DOWNTOWN BUSINESS; GENERAL RESIDENTIAL		

Special Purpose Type: Assembly/Meeting Place, Funeral Home/Mortuary, Health Care/Medical, Library, Museum/Gallery, School/University, Senior Housing, Other

Area & Location

Airports: Portland International Jetport
 Site Description: Please refer to attached brochure
 Area Description: Please refer to attached brochure

Building Related

Total Number of Buildings:	3	Parking Description:	Please refer to attached brochure
Exterior Description:	Please refer to attached brochure	Interior Description:	Please refer to attached brochure

Location

Address: 6 St. Ignatius Street, Sanford, ME 04073
 County: York
 MSA: Portland-South Portland-Biddeford

BUILDINGS & LAND SUMMARY

CHURCH & SCHOOL

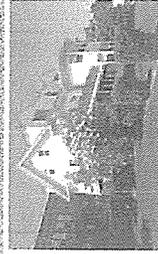


The St. Ignatius church and school building is comprised of the church in the finished basement with daylight windows and the former school above on floors 1 and 2.

ADDRESS/LOCATION: 6 St. Ignatius Street, Sanford, Maine
MAP & LOT NUMBER: Map 28, Lot 63
ZONE: Downtown Business (DB)
MOST RECENT USE: Church and school
SITE SIZE: 2.01± acres
BUILDING SQ. FOOTAGE: 33,816± SF plus 1,496± SF 5-bay garage
STORIES: 2 plus finished basement level
BUILT: 1926
CONSTRUCTION: Masonry
EXTERIOR: Brick
ROOF: Flat (replaced and insulated in 2009)
INTERIOR: Painted walls, wood doors and trims, painted blocks
BEDROOMS: Not applicable
KITCHEN: Not applicable
BATHROOMS: 2
CEILINGS: Painted
LIGHTING: Fluorescent
FLOORING: Carpet
ELECTRICAL: 200 amp, 3-phase
HVAC: Peerless Steam Boiler FHW (new in 2003) oil-fired

- Church is located on the basement level (main entrance off St. Ignatius Street)
- 13 classrooms (1st floor), 16 classrooms (2nd floor), supply rooms, office, boys and girls restrooms (the former school's 1st & 2nd floors comprises approximately 11,256 SF)
- 5-bay garage currently used for storing landscaping, mowing, snow removal equipment and general storage

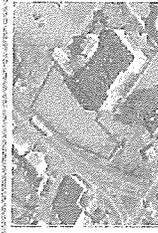
RECTORY



10 St. Ignatius Street, Sanford, Maine
 Map K28, Lot 63, Sub-lot 1
 Downtown Business (DB)
 Residential
 On same site as church and school building
 7,318± SF
 2 1/2 plus basement
 1898
 Wood frame
 Vinyl siding
 Gable/hip
 Painted walls and trims
 8
 Fully applianced with pantry
 (4) full baths and (2) 1/2 baths
 Plaster, stamped tin ceilings, some suspended
 Parabolic in office areas; recessed and ceilings fixtures
 Wood and carpet
 200 amp, 3-phase
 Well-McLain FHW (oil-fired)

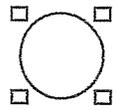
- Glassed-in heated porch
- Windows recently replaced, built-ins through out
- Office on first floor with living, dining, kitchen, reception area
- 4 bedrooms and sitting room or office on 2nd floor with 3 full baths
- 4 bedrooms with 1 full bath on top floor

PARKING LOT



Winter Street, Sanford, Maine
 Map K28, Lot 55
 General Residential (GR)
 Parking
 0.74± acre

Malone Commercial Brokers, Inc., is representing the Seller in the marketing, negotiation, and sale and/or lease of this property. While information furnished is from sources deemed reliable, no warranty or representation, express or implied, is made as to the accuracy of information contained herein, and same is submitted subject to errors, omissions, change of price, rental or other conditions, withdrawal without notice, and to any special listing conditions imposed by our principals. [ST IGNATIUS - SANFORD 2010:2]



John W. Einsiedler, R.A.
A r c h i t e c t u r e

October 8, 2012

Code Review

Saint Ignatius School - Code Review

NFPA 101

1. pre-school, k, and 1st grades required to be at the level of exit discharge, unless sprinkled
2. 2nd grade limited to 1 floor above level of exit discharge
3. emergency lights required
4. alarm system required
5. all classrooms need egress windows
5. hallways need to be 1 hour, doors 20 min with closers (unless sprinkled)
6. if more than 300 people in auditorium (based on size) would have to sprinkle just that area
7. 2 hour floor/ceiling required between auditorium and school unless sprinkled, then 1 hour required.
8. stairs need to be separated from the corridor with proper handrails

IBC

The IBC is similar to NFPA, but also has building size limitations. For an educational occupancy, a wood framed (considered wood due to the floor system) Educational facility is limited to 1 story and 9500 SF if new construction. With a sprinkler system it can be 2 stories, and 19,000 SF per story. If more than 50% of the auditorium is below grade, that does not count as a story in the IBC.

I think a discussion with the Codes Office and the person in the Fire Dept. who reviews plans would be in order to review how they will treat the building. There is a different IBC code for existing buildings converted to new uses, but is pretty subjective.

148 Sea Road Kennebunk, Maine 04043

Phone 207•985•9760

Facsimile 207•985•9818

LOCATION

#2

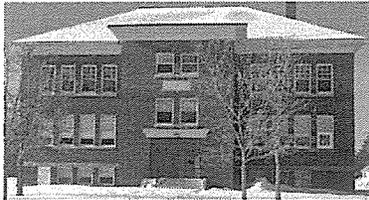
Former Emerson Elementary School - SANFORD, ME 04073

Share Save Print Export Community Attachments Back to Search Results (Buildings)

Property Report Labor Force Demographics Consumer Spending Business Housing

EXPORT PDF

Property Report (975 Main Street)



Availability	
For Sale	Yes
Sale Price	\$525,000.00
Building Details	
Building Material	Brick
Number of Floors	2 plus basement and walk-up attic
Total SF	18,879 sf
Building SF	18,879.00 sf
Year Built	1901
Current Use	Former School

Property Details

Site/Building Name	Former Emerson Elementary School
Street Address	975 Main Street
City	Sanford
County	York County
Zip Code	04073
Type of space	Office, Pad, Restaurant, Retail, General
Min Size	18,879 sf
Max Size	18,879 sf
Last Updated	3/13/2014

Site Details

Total Acres	3 acres
Area	downtown
Ownership	Town of Sanford
Zoning	Urban

Contact Information

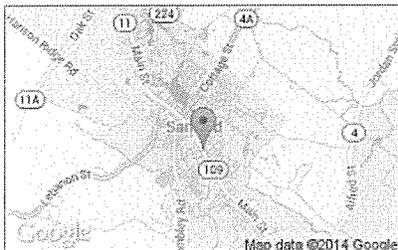
Company	CBRE - The Boulos Company
Contact Name	Micki Francombe
Address	One Canal Plaza, Suite 500
City	Portland
State	Maine
Phone	207-772-1333
Fax	207-871-1288
Email	mfrancombe@boulos.com
Website	www.boulos.com

Additional Contact Information

Alternate Contact Name	Craig Young
Alternate Contact Company	CBRE The Boulos Company
Alternate Contact Address	One Canal Plaza, Suite 500
Alternate Contact City	Portland
Alternate Contact State	ME
Alternate Contact Zip	4101
Alternate Contact Phone	207-772-1333
Alternate Contact Email	cyoung@boulos.com

Description
 18,879+/- sf former Emerson Elementary School on 3+/- acres at the corner of Emerson Street and Main Street

- Prime site for commercial redevelopment or housing
- Seconds from downtown
- Excellent visibility, exposure and access on Main Street
- New "Urban Zone" allows for a number of commercial uses including apartments/condominiums, office, retail, restaurants and gas stations



Attachments
 BR 975 Main Street.pdf

LOCATION #3

90 COMMUNITY DRIVE

Sanford Industrial Estates - Sanford, Maine 04073



Owner: Patterson Companies, LLC

Size of Building:

Office 1 st floor	5,000± SF
Office 2 nd floor	4,000± SF
Storage 2 nd	1,000± SF
Manufacturing	35,000± SF
Total	45,000± SF

Lot Size: 24.9± acres

Zoning: Industrial Park Zone

Tax Assessment:

Land	\$453,600
Building	\$745,100
Total	\$1,198,700

Real Estate Taxes: \$23,158.88 (12-13)

Assessors Reference: Map R19, Lot 305

Deed Reference: Book 15434, Page 478

Building Age: 1986

Building Construction: Steel frame with metal panel siding

FOR SALE OR LEASE

\$1,450,000 - \$4.25/SF NNN

NAI The Dunham Group

Commercial Real Estate Services, Worldwide.

CONTACT INFORMATION
GREG HASTINGS, SIOR

207.773.7100

ghastings@dunham-group.com

www.dunham-group.com

Roof: Standing seam sloped metal

Floors: 4-6" concrete slab

Ceiling Height: 35' clear height at center.
17' clear height at eaves.

Column Spacing: 50' x 25' with 100' clear span
in center of the building.

Insulation: Batt fiberglass insulation in walls
and roof.

Lighting: Office - Fluorescent fixtures
Manufacturing - T5 fluorescent fixtures with
sky lights

Loading Doors: One (1) 12'x12' loading dock
with electric opener and load leveler.
One (1) 8'x 9' loading dock with leveler.
Three (3) 12'x14' drive-in OHDs

Sprinkler System: Full coverage wet system

Electric Service: 4000 amp service, 480 volt,
3 phase. (Two 2000 amp services w/ separate
mains)

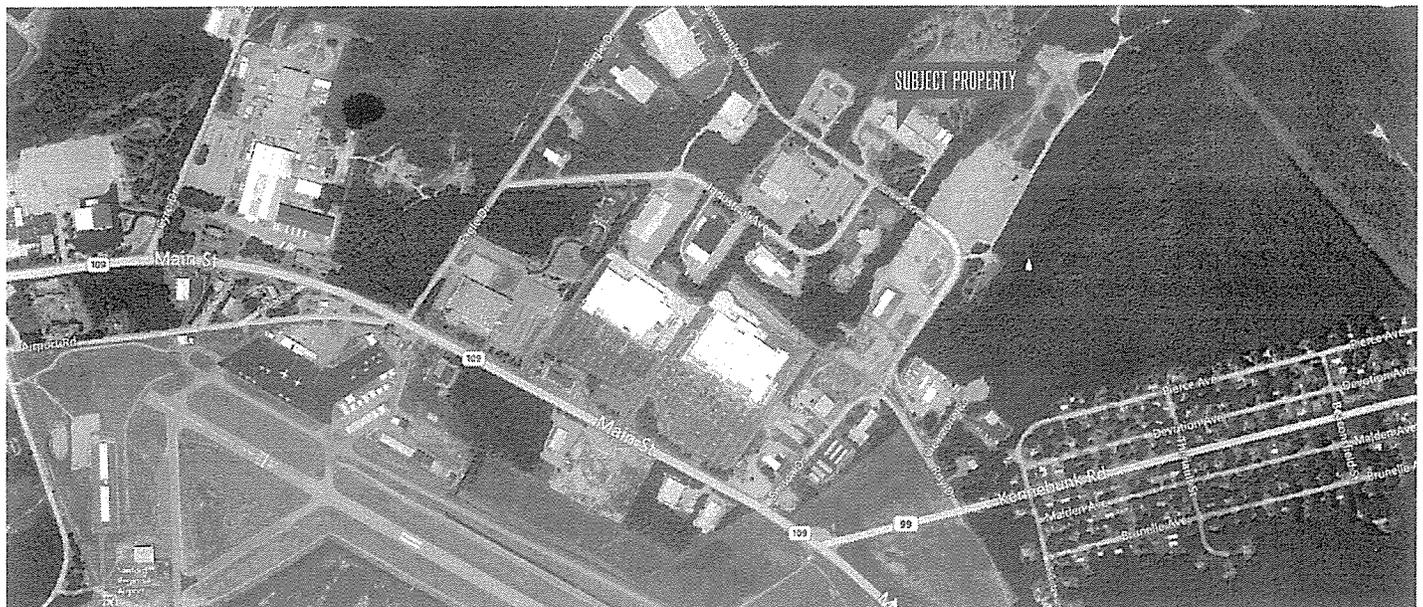
Heating: Office - HVAC
Warehouse - LP gas unit heaters

Utilities: Municipal water and sewer, LP gas

Parking: 60-70 paved parking spaces

Expansion: Building constructed with
expandable end wall. Two expansion phases
have been planned and designed for this facility.
Phase I is the existing 40,000± SF building.
Phase II is an addition of 60,000± SF and Phase
III adds 220,000± SF for a total build-out of
320,000± SF.

Accessibility: Approximately eight (8) miles
from Maine Turnpike Exit 19.



Inspire ME Academy

D.4 Transportation

TAB 36

Inspire ME Academy has reached out to the local district in Sanford and had conversations with the Assistant Superintendent, Eric Knowlton. The district has expressed a willingness to provide transportation for Sanford Students at a cost. They were not willing to come up with a cost amount based on assumptions, but said they would be willing to review the need once we have identified the number of students and the trips they will need and their place of residence. This would provide transportation for the entire catchment area. They do offer a late day bus for our longer day and the early run will fit well with our morning times. The students would need to ride with Jr. High Students, however three of our five grades will line up with the grades on the bus by year 3. We have based our budget on what we feel is reasonable and what we might expect to pay a private company to bus our students. We are hopeful the district will charge us respectfully. We have included a copy of an email from Eric Knowlton in the appendixes.

For students who come from outside the district we will help with carpooling information. If there is a particularly dominant area, we will consider providing some type of busing service, like private hire. We want to make our school as accessible as possible to any student who wants to come.

Sanford has a wonderful transportation resource in York County Community Action. They have the WAVE that regularly goes to Biddeford and Wells; they also have handicap accessible transportation. Anyone can access this resource on a sliding fee, so if needed we will work with YCCA to fill in any gaps in transportation.

Inspire ME Academy

D.5 Insurance

Inspire ME Academy will have all the necessary insurance required by law and the Maine Charter School Commission. We are working with Lee Ramsdell of Clark Insurance to get cost effective but comprehensive quotes for all aspects of insurance needed for our board and school. You will find a copy of estimates under TAB 37 as we do not have certificates of insurance as of yet.

D.6 Food Service

Food Service will be an important part of our mission. Inspire ME Academy understands the best way to learn is with a full stomach of nutritious meals. We will provide breakfast, lunch and snack to all our students at no charge. This will eliminate differences and help all students feel good about the meals. No lunch money to track saves time and energy for our staff also. We may recommend parents who like the concept and can afford to contribute to donate to the food program. We may also ask for volunteers to help serve the meals. However, no money will be needed in order to eat in our cafeteria. Our meals will be nutritious with several fruits and vegetables each day. We will provide a variety of excellent meals and snacks.

We plan to hire one full time Food Service Director and a second part-time food service worker the first year. They will be responsible for healthy menu planning, Preparing and ordering needed supplies under the direction of the Operations Manager. Our food service workers will be knowledgeable in food safety procedures and have any necessary certifications. They will prepare and serve nutritious meals to our students and staff. We will also utilize volunteers to help with service and clean up.



Lee Ramsdell, CIC, AAI Vice President

Clark Insurance | 2385 Congress St

PO Box 3543 | Portland ME 04104-3543

Tel: 207.523.2215 | Fax: 207.774.2994

Cell: 207.831.4694



www.clarkinsurance.com

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From: Renee Morin [<mailto:renee.morin1@maine.edu>]
Sent: Wednesday, August 13, 2014 3:15 PM
To: Lee Ramsdell
Subject: Re: FW: Hanover school supplemental

^

Hi Lee,

^

Here is the information.

thanks,

Robert Morin

From: "Renee Morin" <renee.morin1@maine.edu>
Date: Wednesday, August 13, 2014 5:43 PM
To: "Robert Morin" <rjmorin@myfairpoint.net>
Subject: Fwd: FW: Hanover school supplemental

can you print this email?

----- Forwarded message -----

From: Lee Ramsdell <lramsdell@clarkinsurance.com>
Date: Wed, Aug 13, 2014 at 4:51 PM
Subject: RE: FW: Hanover school supplemental
To: Renee Morin <renee.morin1@maine.edu>

Hi Renee,

Thank you for your initial underwriting information. I have compared rates with another charter school insurer and I will give you ball park insurance costs for the major insurance lines of coverage in the Property and Casualty area.

Â

Â

Building Coverage Replacement cost of 42,630 square foot property is about \$7,460,000. I know this is a lot more than the market value, but insurance companies need to insure for Replacement value. This will be by far your largest expense for insurance. The annual premium for the property insurance alone could be in the \$12,000 range. I could not tell for sure until we inspect the property and see what it has for Electrical, plumbing, heating and roofing updates. \$100,000 of contents coverage would cost about \$700 a year.

The General Liability, School and Educators Liability, Directors and Officers Coverage and Employment practices liability annual premium for 100 Students would be around \$6,400.

Workers Compensation coverage based on \$400,000 of annual payroll would be about \$2,825 a year.

My total projection for all lines would be approximately \$22,000. Typically the insurance carriers ask for 25% down.

There are other incidental coverages like Computer breakdown coverage, Umbrella Liability coverage and Cyber Liability coverage we could discuss as we get closer to the formation of the charter school. I look forward to working with you and assisting you through the set up stages.

If you have created a board for this school I would recommend purchasing the Directors and Officers coverage during the formation stages.

Let me know if you have any questions regarding this email. Lee

Â

Inspire ME Academy

D.7 Closure Protocol

If Inspire ME Academy has to close for any reason, be it revocation of our charter or voluntary closure, all *state funds* of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed to the Department of Education, Augusta, Maine. All other assets, after satisfaction of all outstanding claims by creditors, will be distributed to the Sanford School Department for continued use in educational purpose consistent with the requirements of Section 501(c) (3) of the Internal Revenue Code as per our Bylaws.

We will communicate directly to all effected parents though direct mail and will hold informational meetings to explain the reasons for closure as well as the process for closure. All records will follow the student to their new school. We will work with students and families to make the transition as smooth as possible. We will be sure to communicate any unresolved issues to the sending districts and request that they take the records of the students most likely to be serviced by them again. If any confidential records are unable to be cared for they will be destroyed. See Tab 38for Closure Template.

E. Education Service Providers N/A

Inspire ME Academy will not contract with an educational service provider. We have gained a lot of information from Achievement First, which is Charter Management Organization. Achievement First has a very similar philosophy to what we believe and they are willing to share best practices and any information that might be helpful to our success as a Public Charter School. However, they do not contract with schools that are not their own. They have been and will continue to be a great resource. Tabs have not been included since they are not applicable.

**Inspire ME Academy
CLOSURE PLAN
TAB 38.**

Approved 7-3-12
4-24-14 Tab Change

1. Documentation of Closure Action:

Should Inspire ME Academy be closed for any reason by the Inspire ME 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 five 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 Inspire ME 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 **Inspire ME 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 **Inspire ME 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 fireproof 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 **Inspire ME Academy** will have a 30-day deadline.

Inspire ME 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 **Inspire ME 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 **Inspire ME 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 **Inspire ME Academy** has. They include, but are not limited to, records related to performance and grievance.

3. Financial Close-out:

Within 60 days after receiving notification of closure, the DOE and MCSC will notify **Inspire ME 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 **Inspire ME 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 **Inspire ME 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.

Appendix

Sanford Public Schools - All Schools
 Enrollment - Public School Enrollment 4YO - Grade 12 by Grade (As of Date: 10/01/2013)
 2013-14

- Indicates no data

District ID	District Name	School ID	School Name	School Year	Total	Kindergarten	TotalK	G1	G2
1148	Sanford Public Schools	1385	Carl J Lamb School	2013-14	524	104	104	69	62
1148	Sanford Public Schools	1379	Lafayette School	2013-14	135	30	30	41	34
1148	Sanford Public Schools	1384	Margaret Chase Smith Sch.-	2013-14	392	126	126	94	86
1148	Sanford Public Schools	1383	Sanford High School	2013-14	1,066	-	-	-	-
1148	Sanford Public Schools	1382	Sanford Jr High School	2013-14	590	-	-	-	-
1148	Sanford Public Schools	2668	Willard School	2013-14	440	-	-	36	48

	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
	81	61	82	65	-	-	-	-	-	-
	30	-	-	-	-	-	-	-	-	-
	86	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	274	286	238	268
	-	-	-	147	233	210	-	-	-	-
46	158	152	-	-	-	-	-	-	-	-

243 } 219 234 212
 ↘ 221 Aug. ↙

Sanford Public Schools
 Special Education - Students with Disabilities Grades K-12 by Exceptionality (As of Date: 12/01/2013)
 2013-14

** Denotes suppressed values
 - Indicates no data

District ID	District Name	School Year	Total Students with Exceptionality	Autism	Deaf/Blindness	Deafness	Developmentally Delayed	Emotional Disability	Hearing Impairment	Mental Retardation	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech and Language Impairment	Traumatic Brain Injury	Visual Impairment including Blindness
1148	Sanford Public Schools	2013-14	661	9.1	-	**	**	7.6	**	**	6.4	**	27.8	28.6	20.1	-	-

661
 SPED

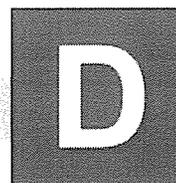
661
 3115 Total = 21%
 SPED

School Report Card 2014

Sanford Jr High School

This School's Grade

Grades 6-8



Previous Grade: C

Principal ANDREW PATIN (207) 324-3114
 Superintendent David Theoharides (207) 324-2810
 School Website www.sanford.org/index.asp?Type=B_BASIC&SEC={15080834-78CD-43D4-A4FB-68E91D927DBF}

Measures

Proficiency

Math **54.6%**

The percentage of students who scored proficient or above on the 2013-14 NECAP and the 2012-13 PAAP.

Reading **63.3%**

The percentage of students who scored proficient or above on the 2013-14 NECAP and the 2012-13 PAAP.

Growth

Math - All Students **52.4**

Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they took the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.

Reading - All Students **66.6**

Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they took the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.

Bottom 25% - Math **33.3**

Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.

Bottom 25% - Reading **51.8**

Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.

Totals

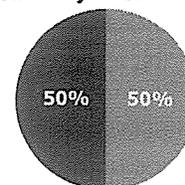
	School Average Maine Average	School Points	Maximum Available Points
Math '14		54.6	100
Math '13			
Reading '14		63.3	100
Reading '13			
Math - All Students '14		26.2	50
Math - All Students '13			
Reading - All Students '14		33.3	50
Reading - All Students '13			
Bottom 25% - Math '14		16.6	50
Bottom 25% - Math '13			
Bottom 25% - Reading '14		25.9	50
Bottom 25% - Reading '13			
Totals		219.8	400

How the points translate to a letter grade

- A = 300 plus
- B = 280
- C = 225
- D = 200
- F = less than 200

Calculating the Score

Proficiency Growth



Assessment participation: State assessments provide important information that informs classroom instruction and school improvement. The participation of all students ensures the progress of all learners is valued and reflected, and provides the most accurate picture of school strengths and challenges. Additionally, schools are required by State and federal law to meet at least a 95 percent participation rate. Participation of less than 90 percent results in an automatic "F" and participation between 90 and 95 percent results in a one letter grade reduction.

This school's participation rate is 99.1%

Reduction for inadequate participation: None

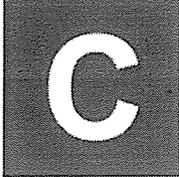


www.maine.gov/doe

Note: Schools/districts have had an opportunity to verify all data utilized in their report card.

Statewide Data Highlights

(For informational purposes only)



If all Maine elementary schools were a single school, that school would receive a letter grade of C. This is not an average of all school grades.

Breakdown of Grades Elementary School

Grade	Number of Schools
A	40
B	53
C	211
D	62
F	51

	Sanford Jr High School	Sanford Public Schools Average	State Average
Average Years of Experience of Teachers	18.3	17.40	16.70
Percent of Teachers with Master's Degree or Higher	23.9	26.50	43.30
Percent of Students Eligible for Free/Reduced-Priced Lunch	66.1	62.10	44.80
Per Student Amount Spent on Regular Instruction (District-Level only Available)	-	\$3,517	\$4,713
Overall Student Attendance Rate	95.1	94.70	94.40

Overview

All parents and community members deserve to understand how well their children's schools are performing and what is being done to improve them. The Maine School Performance Grading System uses a familiar A-F scale to provide a starting point, presenting existing data in an easy-to-understand format to bring transparency and accountability to school performance across the state.

No one score or grade tells the whole story of a school. That's why the grading system is based on several factors, including student achievement in reading and math, growth/progress in achievement, and, in particular, the growth of the bottom 25 percent of students (for elementary schools) and the graduation rate (for high schools). Additionally, the report cards contain constructive, contextual information on the school variables that most impact Maine student achievement including student poverty, teacher tenure and education levels, and funding. We encourage parents and the public to even dig deeper by visiting our Education Data Warehouse, which contains multi-year, detailed information about every Maine school and provides the ability to compare a school to others throughout the state using a wide range of measures.

Learn more about Maine's School Performance Grading System and read answers to frequently asked questions at www.maine.gov/doe/schoolreportcards.

Visit the Data Warehouse at <http://dw.education.maine.gov/education/>.

Use the data to support Maine schools

No matter a school's grade, parents and the public play an important part in improving Maine schools. Here's how you can help:

- Are you satisfied with your school's grade? Does it seem reflective of what you know about your child's school and the instruction support your child is receiving?
- Dig deeper! Go to the Data Warehouse and research your school. Compare it to similar schools and look at the details.
- Ask your principal, superintendent or school board about their plans for improvement. Be specific: How will your school's plans lead to improved student achievement? How can you help support your school's improvement efforts?

Learn more about how you can use data to support Maine schools at www.maine.gov/doe/schoolreportcards.

Methodology

For the elementary school grades, calculations are based on grade 3-8 students who participated in the New England Common Assessment Program (NECAP) in fall 2013 or were assessed using the Personalized Alternate Assessment Portfolio (PAAP) in spring 2013, and who were continuously enrolled at the school for a full academic year. It takes two years of assessment data for a student to be included in the calculations – for this reason, a K-3 school cannot be graded.

For high schools, calculations are based on the 2012-13 Maine High School Assessment (MHSA) and the 2012-13 PAAP, as well as the most recent four- and five-year graduation rates.

The methodology is partially described on the first page of this report and fully described in the methodology document found at www.maine.gov/doe/schoolreportcards.

Stay informed

Informed and engaged parents and community members are a vital part of the success of any school community. Stay up-to-date on what's happening in education at the state level by reading and subscribing to the Maine DOE's regular communications at <http://mainedoenews.net/>.



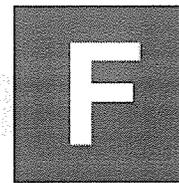
www.maine.gov/doe

School Report Card 2014

Biddeford Middle School

This School's Grade

Grades 6-8



Previous Grade: D

Principal CHARLES LOMONTE
(207) 282-6400
Superintendent Jeremy Ray
(207) 282-8280
School Website www.biddschools.org/BMS/index.cfm

Measures

Proficiency

Math **44.7%**

The percentage of students who scored proficient or above on the 2013-14 NECAP and the 2012-13 PAAP.

Reading **54.3%**

The percentage of students who scored proficient or above on the 2013-14 NECAP and the 2012-13 PAAP.

Growth

Math - All Students **50.6**

Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they took the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.

Reading - All Students **60.7**

Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they took the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.

Bottom 25% - Math **29.7**

Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.

Bottom 25% - Reading **48.9**

Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.

Totals

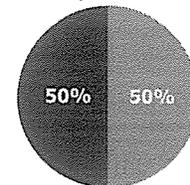
	School Average	Maine Average	School Points	Maximum Available Points
Math '14			44.7	100
Math '13				
Reading '14			54.3	100
Reading '13				
Math - All Students '14			25.3	50
Math - All Students '13				
Reading - All Students '14			30.3	50
Reading - All Students '13				
Bottom 25% - Math '14			14.9	50
Bottom 25% - Math '13				
Bottom 25% - Reading '14			24.5	50
Bottom 25% - Reading '13				
Totals			194.0	400

How the points translate to a letter grade

A = 300 plus
B = 280
C = 225
D = 200
F = less than 200

Calculating the Score

Proficiency Growth



Assessment participation: State assessments provide important information that informs classroom instruction and school improvement. The participation of all students ensures the progress of all learners is valued and reflected, and provides the most accurate picture of school strengths and challenges. Additionally, schools are required by State and federal law to meet at least a 95 percent participation rate. Participation of less than 90 percent results in an automatic "F" and participation between 90 and 95 percent results in a one letter grade reduction.

This school's participation rate is 98.8%

Reduction for inadequate participation: None

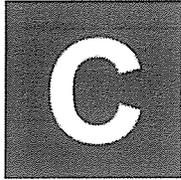
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www.maine.gov/doe

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Breakdown of Grades Elementary School

Grade	Number of Schools
A	40
B	53
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F	51

	Biddeford Middle School	Biddeford Public Schools Average	State Average
Average Years of Experience of Teachers	17.0	16.10	16.70
Percent of Teachers with Master's Degree or Higher	37.0	39.50	43.30
Percent of Students Eligible for Free/Reduced-Priced Lunch	53.0	55.80	44.80
Per Student Amount Spent on Regular Instruction (District-Level only Available)	-	\$4,670	\$4,713
Overall Student Attendance Rate	94.2	94.30	94.40

Overview

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www.maine.gov/doe

Methodology

For the elementary school grades, calculations are based on grade 3-8 students who participated in the New England Common Assessment Program (NECAP) in fall 2013 or were assessed using the Personalized Alternate Assessment Portfolio (PAAP) in spring 2013, and who were continuously enrolled at the school for a full academic year. It takes two years of assessment data for a student to be included in the calculations – for this reason, a K-3 school cannot be graded.

For high schools, calculations are based on the 2012-13 Maine High School Assessment (MHS/A) and the 2012-13 PAAP, as well as the most recent four- and five-year graduation rates.

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www.maine.gov/doe

Inspire ME Academy



At Inspire ME Academy our mission is to *Inspire Greatness*. We believe every student is capable of reaching their potential when provided with a meaningful education. We are committed to student success. Inspire ME Academy will offer a complete educational opportunity with more school days and a longer school day; giving students more time for learning. We will have a rigorous academic program. We will teach character education with the same enthusiasm as we would teach academics. Inspire ME Academy will have a positive rewards based discipline structure that encourages strong self-esteem. Student progress will be assessed often ensuring students are constantly progressing and meeting goals. Inspire ME Academy aims to include all children in an environment where they can be successful. Kindness and community will be celebrated. Families will be asked to commit to their student's success. The respectful partnership of Teachers, Students, Parents and Community guarantees our students success.

Inspire Me Academy will be applying to the State Charter Commission this fall to operate a Public Charter School in the Sanford/Springvale area. It will be a free educational opportunity for any child in Maine who is interested in attending. Inspire ME Academy will serve grades 4, 5 and 6 in the first year of operation and adding grades 7 and 8 in the next two years respectively. We are looking forward to a fall of 2013 open.

Informational Public Meeting
Thursday--October 25th at 6pm
2012

Location: Goodall Library Community Room
Sanford, ME



Inspire ME Academy

A proposed Public Charter School for Grades 4-8



Our mission is to *Inspire Greatness*. We believe every student is capable of reaching his or her potential when provided with a meaningful education. We are committed to student success.

INFORMATIONAL MEETING

SPRINGVALE LIBRARY

Saturday, JUNE 14, 2014

FROM 10AM TO 12PM

Refreshments provided by Tim Hortons of Biddeford



We are currently looking for help in the area of finance and marketing. We need two volunteer board members to make this idea a reality. We are looking for someone to take on the role of Treasurer and committed educators who would like to help offer a new and exciting choice in education for York County.

Our goal is to locate in Sanford/Springvale but serve all of York County. We also seeking members for our Facilities Committee to help us locate and acquire a great location.

For more info, check out our website at www.inspiremeacademy.org

Follow us on **Facebook** or Twitter: @inspireMEmaine

or call

Renee Morin 282-3557

PO Box 122, Springvale, ME 04083

Inspire ME Academy will be a **FREE EDUCATIONAL OPPORTUNITY** for any child in Maine who is interested in attending for **GRADES 4-8!**

Re: Inspire ME Academy Inbox x Inspire ME x

Amy Bates <adpcollege@yahoo.com>
to me

11/27/13

Hello Renee,

I have been looking for a school with a strong academic focus. So far I have nothing that I can afford. Currently my daughter is at a private Christian school. We are not happy with the academic portion of the school. My daughter is only in the Kindergarten, and yes I need something before the first grade. However I would like to be advocate for charter schools that offer a strong academic focus. If we will feel that Inspire ME Academy is able to offer a academic program that meets our needs we are there.

I look forward to hearing from you.

Thank you,

Amy Bates
207-409-2141

Inspire ME Academy Survey

Name: Kristin Daley
Address: 66 Payne's Circle, Sanford, Me 04073
Email Address: tkandkdaley@metrocast.net
Would you like email updates on our progress? yes
Phone Number: 207-651-0598
Do you have school age children? (List current grades) 3rd & 1st
If so what school/district do they attend Sanford, Me
Are you looking for options for your child/children's education? yes

Academy
1/14

Do you have any suggestions for what you would like to see/ have in a charter school in your community? Enrichment opportunities, strong

academies that allows for individualized instruction, parent / child & teacher accountability, well-trained supportive teachers & administrators, updated & reliable technology. Supportive, comfortable & engaging environment.
Would you be willing to contribute or help in any way to the development of Inspire ME Academy (if yes explain how)?

Academy (if yes explain how)?

Yes. I'm not sure if there would be a conflict of interest, but I am an educator with 11 years of experience with a masters in Literacy / Curriculum & Instruction.

Did you find this meeting informative?

Very informative

informative

somewhat informative

not informative

Very happy I attended but interested in more specifics such as: curriculum. I'm anxious to learn more. I also know of others that are interested, but unable to attend this meeting.

Inspire ME Academy Survey

Name: _____
Address: _____
Email Address: _____
Would you like email updates on our progress? yes
Phone Number: _____
Do you have school age children? (List current grades) 1st + 3rd
If so what school/district do they attend MCS - Sanford
Are you looking for options for your child/children's education? yes

✓
Added
7/14

Do you have any suggestions for what you would like to see/ have in a charter school in your community? _____

- I would like to see a science + math focus; hands on learning as well as technology focus; strong value system; well rounded ability

Would you be willing to contribute or help in any way to the development of Inspire ME Academy (if yes explain how)?

Absolutely; will put thought into what ~~we~~ would benefit the charter group.

Did you find this meeting informative?

Very informative

informative

somewhat informative

not informative

Inspire ME Academy Survey

Name: _____
Address: _____
Email Address: _____
Would you like email updates on our progress? yes
Phone Number _____

*Added
7/14*

Do you have school age children? (List current grades) K, 3rd
If so what school/district do they attend Sanford MCS
Are you looking for options for your child/children's education? yes

Do you have any suggestions for what you would like to see/ have in a charter school in your community? Project based learning, personalized education, lower student/teacher ratio.

Would you be willing to contribute or help in any way to the development of Inspire ME Academy (if yes explain how)?
~~Yes~~ possibly, not sure

Did you find this meeting informative?
 Very informative informative somewhat informative not informative

Inspire ME Academy Survey

Added
7/14

Name: _____
Address: _____
Email Address: _____
Would you like email updates on our progress? yes
Phone Number: _____

NO Do you have school age children? (List current grades) 3 children, all grown,
If so what school/district do they attend attended RSU#57 schools
Are you looking for options for your child/children's education? no

ages 31, 22, 20

Do you have any suggestions for what you would like to see/ have in a charter school in your community? strong academics, character education, community service, high expectations for success, ability of educators to tie academics to real life, respect and cooperation, good communication skills,

Would you be willing to contribute or help in any way to the development of Inspire ME Academy (if yes explain how)?

I am retired teacher (27 years), taught past 25 at Alfred Elm. I retired early (5 years ago) for a couple personal reasons (terminal illnesses of 2 →

Did you find this meeting informative?

- Very informative
- informative
- somewhat informative
- not informative

Close family members - since deceased.)

Since "retirement" I sub more than
half time (90 days/year) in PSU 57 schools.
I sub for many long term situations,
all gr. K-8. (6-10 weeks at a time)

I am currently certified grades K-8,
with special ed certification K-12.

I feel I have a wealth of talent
from prior teaching experience, and could
bring much to share with this
"grass roots" school.

I'd like to learn more about
your vision & hopes. I'd look forward
to talking with you how I could
work as a teacher (part time - not
full time.) Currently I am allowed to
work 90 days per year under Maine
State Retirement system.

I am creative, like to think out of the
box, have great connections with children,
and a special "knack" for teaching.
There is a need for change in our
public schools. Good luck to you!

Inspire ME Academy Survey

Name: Shawnda L. Linn
Address: [Redacted] 713
Email Address: [Redacted]
Would you like email updates on our progress? yes
Phone Number: [Redacted]

Do you have school age children? (List current grades) 1st Grade
If so what school/district do they attend Sanford (Lafayette)
Are you looking for options for your child/children's education? yes

Do you have any suggestions for what you would like to see/ have in a charter school in your community? _____

Would you be willing to contribute or help in any way to the development of Inspire ME Academy (if yes explain how)?

leg work - steady buzz

Did you find this meeting informative?

Very informative informative somewhat informative not informative

✓
Added
7/14

RE: Inspire ME Academy Board Meeting inbox x

Mesha Quinn

Aug 5 

to me

Hello,

I apologize, but I will not be able to commit myself to the board at this time. I just received a new offer of employment that I am very excited about, but it will be much more of a commitment for me. Right now, I would like to focus on my new employment before taking anything else new on. However, I would like to stay in touch. I would be interested in helping with fundraisers and maybe in the future I might be in a position to assist on a more fundamental level.

Thank you and I truly wish you all good luck in the important endeavor.

Mesha Quinn

William H. Crumley, Ed.D.
P.O. Box 264
Jackman, ME 04945
(207) 668-7694
Email drbcrumley@myfairpoint.net

August 8, 2014

Maine Charter School Commission
182 State House Station
Augusta, ME 04333-0182

Re: Support for Inspire ME Academy

Dear Commissioners,

Having devoted the past two years as a team member (principal) in the successful launch of Maine's first elementary level charter school, the Cornville Regional Charter School, it gives me pleasure to support Inspire ME Academy in its application to be recognized as a Maine charter school.

During the past month I have been meeting and corresponding with Renee Morin and Alison Morin regarding Inspire Me Academy's proposed education plan and academic program. Perhaps more importantly, we have taken considerable time to discuss the actual implementation of a charter school start-up. My advice-giving support as a member of Inspire Me Academy's advisory board will hopefully be ongoing.

I fully support Inspire ME Academy in becoming a public education option that will prepare outstanding students in the greater Sanford region. If you have any questions regarding my support, please feel free to contact me.

Sincerely,

/William H. Crumley/
William H. Crumley

Resume

William H. Crumley, Ed. D.
P.O. Box 264
Jackman, ME 04945
drbcrumley@myfairpoint.net
(207) 668-7694

Education

Doctor of Education (Ed.D.) – Child and Youth Studies with major concentration in School Management and Instructional Leadership (GPA 3.79)
Nova Southeastern University Ft. Lauderdale, FL

Master of Education (M.Ed.) – Social Studies Education (GPA 3.59)
University of Maine Orono, ME

Bachelor of Arts (B.A.) -- Political Science (With Distinction)
University of Maine Orono, ME

Education Work Experience

Cornville Regional Charter School
1192 West Ridge Rd.
Cornville, ME 04976
(207) 474-8503
* Principal (08-2012 to 08-2014)

Left public education in 2006 to take care an aging family member

School Union #92
Trenton School Department/Surry School Department
443 Main St. Ellsworth, ME 04605
(207) 667-7571
* K-8 Principal (1999-2006)

Maine School Administrative District #12
Jackman, ME 04945
(207) 668-5291
* Interim Superintendent Summer 1999
* K-12 Principal (1997-99)
* Social Studies & Environmental Studies Instructor 9-12/Chairperson K-12 (1988-95)

Greenville Schools (School Union #60)
Pritham Ave. Greenville, ME 04441
(207) 695-3708
* K-12 Principal (1995-97)

Maine Certifications Currently Held or Eligible to Activate

- # 010 Superintendent of Schools
- # 050 Principal K-12
- # 066 Director of Adult and Community Education
- # 078 Curriculum Coordinator
- # 200 Social Studies Teacher 7-12
- # 680 Computer Technology Teacher/Coordinator

Published Papers

Crumley, W., (2000). Music therapy: Consider this strategy for students at the margin. Journal of Maine Education, 17(1), 29-31.

Crumley, W., (1998). The common denominator of great teachers: Avoiding Procrustean education. Journal of Maine Education, 14(1), 15-16.

Crumley, W., Gallagher, V., Gallagher, D., Fenderson, C., Amanna, P., & Burnett, M. (1993). Educational Reform Since *A Nation At Risk*: A Decade of Change. (limited printing – no longer available)

Crumley, W. (1993). Utilizing Shared Decision Making in Developing a Comprehensive Computer Technology Plan for a Small Rural K-12 Campus. Educational Resource Information Center (ERIC) ED365287.

Crumley, W. (1992). Utilizing Local Outdoor Resources as a High School Laboratory for Learning: The Problem of Implementation. Educational Resource Information Center (ERIC) ED357986.

Crumley, W. (1990). Maine and U.S. Neighbors: Goals and Objectives for Secondary Level Canadian Studies. (available from Canadian-American Center, University of Maine, Orono, ME 04469)

Professional Affiliations

I have served on state level task forces/committees as follows:

- * Maine Task Force on Technology Education and Goals 2000
- * Maine Learning Results Committee (Social Studies)
- * Maine Principals' Association Professional Development Committee
- * Maine Principals' Association Middle Level Athletics Committee

Lily D. Morin

246 School St. Apt. 2 * Somerville, MA 02145
207-590-8420 * lmor0603@gmail.com

Teacher Certifications

Initial Massachusetts Elementary Certification, Grades 1-6, April 2011

- Initial Maine Elementary Certification, Grades K-8, June 2010
- Initial New York Childhood Certification, Grades 1-6, May 2009

Professional Massachusetts Students with Moderate Disabilities Certification, Grades PreK-8, April 2011

- Initial Maine Students with Disabilities Certification, Grades K-8, June 2010
- Initial New York Students with Disabilities Certification, Grades 1-6, May 2009

Education

Master of Science in Special Education, May 2013

Lesley University, GPA 3.9

Bachelor of Science in Interdisciplinary Arts for Children, May 2009

The College at Brockport, State University of New York, GPA 3.6

High School Diploma, June 2005

Cheverus High School, Jesuit College Preparatory Curriculum, GPA 3.57

Teaching Experience

Special Education Teacher- Grade 4, Chelsea Public School District, Edgar F. Hooks School, September 2011-Present

- Case manage a fourth grade special education case load varying from 7-16 students with moderate disabilities in an inclusion setting
- Co-teach with a general education teacher in an inclusion classroom for the entire day made up of 26 students with about eight students on IEPs.
- Plan, teach, and assess students in fourth grade curriculum along with the general education teacher using units planned with the Understanding by Design methodology.
- Develop and implement the IEP's of each student on the caseload, and attend annual, three-year, and initial IEP meetings.
- A member of the school's Crisis Team and am trained in Crisis Prevention Intervention (CPI).
- A member of the school's Behavior Intervention Team, where teachers refer students who are having trouble with behavior in the classroom.
- Work on the fourth grade team to plan year-long curriculum and offer expertise with students who are on 504's or are going through the RTI or referral processes.
- Assess student's academic achievement abilities using the Woodcock Johnson III- Test of Academic Achievement as a part of the referral or three-year process.
- Administered required state testing (MCAS) to special education students following the accommodations on their IEPs

Special Education Teacher 1-3, Sanford School District, Lafayette School, September 2010-June 2011

- Case managed resource room students with mild disabilities for grades 1-3.
- Planned, taught, and assessed students for (60-90 minute) pull-out math and reading services using the SPIRE program for phonics instruction, guided reading, as well as the Everyday Math Program.
- Developed and implemented the IEP's of each student on the caseload, and attended annual, triennial, and initial IEP meetings.
- Attended weekly referral meetings for the building as the building referral coordinator.
- A member of the building SAT (Student Assistant Team) and attended weekly meetings where school officials work on getting services for students in the building that may need help (counseling, behavior coaches, community/family outreach, etc).
- Provided special education services for a local private elementary school and implemented student's service plans.
- Administered required state testing (NECAP) to special education students following the accommodations on their IEPs.
- Developed and taught an after school dance and theater program for the students of Lafayette school.

Long Term Substitute, Regional School Unit 23, C.K. Burns School, Fourth grade Special Education, January 2010- June 2010

- Case managed a fourth grade special education case load of fifteen students.
- Planned, taught, and assessed students in ninety minutes of pull-out reading services a day, using the SPIRE program for phonics instruction, the Leveled Literacy Intervention (LLI) program by Fountas and Pinnell as well as other reading strategies.
- Co-taught mathematics in two fourth grade classrooms with the regular education teacher using the Investigations-2 curriculum.
- Administered academic standardized tests to special education students such as the WIAT III, GORT, and the KeyMath-3.
- Developed and implemented the IEPs of the fifteen student caseload.
- Attended annual, triennial, and initial IEP meetings for the students on the caseload.

Lily D. Morin

246 School St. Apt. 2 * Somerville, MA 02145
207-590-8420 * lmor0603@gmail.com

Field Experience (continued)

Gifted and Talented Program (GATES), Kennebunk, Maine, December 2008- January 2009

- Assisted and observed three teachers in the GATES program at the elementary level
- Worked with gifted students in their general classrooms as well as in a pull-out enrichment setting
- Collaborated with classroom teachers to discuss ways to help enrich gifted students in the everyday classroom.

Student Teaching Experience, Brockport Central School District, Hill School, Cathy Zimmer, January 2009- March 2009

- Planned, implemented, and assessed two fourth grade classrooms of students in a collaborative co-teaching setting.
- Inclusively taught twelve students with special education needs in a general education setting of forty-seven students.
- Helped develop and implement the IEP goals of the twelve students with special education needs.
- Administered the DIBELS reading and fluency assessment using a palm pilot.
- Created a student chart of strengths, weaknesses, and needs for all forty-seven students in order to help me differentiate instruction during small and large group instruction.
- Worked in conjunction with support personnel to ensure the needs of all students were being met.
- Assisted and differentiated instruction for three students who were English Language Learners.

Work History

ARTS DIRECTOR, *CAMP BERNADETTE*, June 2008- Present (summers)

Director of the art, dance, and drama departments at camp. Plan, prepare, and teach art projects to campers age 6-15. Oversee and evaluate staff members in the dance, drama, and visual art departments.

COUNSELOR/ DANCE INSTRUCTOR, *CAMP BERNADETTE*, June 2006 – June 2008 (summers)

Counselor for a cabin of twelve girls ages nine and ten. Instructed dance for the entire camp of girls ages six to fifteen.

STUDENT HEALTH ADVOCATE, *BROCKPORT HEALTH PROMOTIONS OFFICE*, September 2007- December 2008

Provide the College at Brockport campus with awareness and information on healthy living styles in the areas of mental, physical, social, and emotional well-being.

Interests and Activities

- Member of the NCAA Division III, College at Brockport Women's Soccer team
- 3 year varsity athlete for soccer and basketball at Cheverus High School
- Captain of basketball team - Junior and Senior year of high school.
- Dance: teaching/taking classes

Volunteer Work

- Volunteered in the Student Health Center in Spring 2006
- Volunteered in a kindergarten classroom at St. James School in May 2005
- Volunteered as a dance instructor at Diane's School of Dance from September 2004 until May 2005

Licenses & Certificates

Crisis Prevention Intervention (CPI) Trained
CPR Certified
First-Aid Certified
State University of New York Athletic Conference All- Academic Team
State University of New York Athletic Conference Commissioner's Academic List

Professional Associations

NCAA Student Athletes
Member of the National College Athlete Honor Society, Chi Alpha Sigma

ED 279 STATE OF MAINE DEPARTMENT OF EDUCATION
AUGUSTA 04333

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

Sanford Public Schools

ORG ID: 1148

2014 - 2015

Section : 1

Section 1: Computation of EPS Rates

A) Attending Counts:

	PreK-5	6-8	PreK-8	9-12	Total
1) Attending Pupils (April 2013)	1,381.0 +	678.0	= 2,059.0 +	1,034.0 =	3,093.0
2) Attending Pupils (October 2013)	1,421.0 +	653.0	= 2,074.0 +	1,063.0 =	3,137.0
3) Average Pupils Calendar Year Average	1,401.0 +	665.5	= 2,066.5 +	1,048.5 =	3,115.0
			66%	34%	100%

used total

B) Staff Positions	PreK-5 EPS FTE	Student to Staff	6-8 EPS FTE	Student to Staff	9-12 EPS FTE	Student to Staff	Actual FTE Total	% Of EPS Matrix	SAU Data in EPS Matrix	Adjusted EPS Salary	Elementary Salary	Secondary Salary
1) Teachers	82.4	(17:1)	41.6	(16:1)	193.9	69.9	198.2	0.98	10,101,402	9,899,374	6,533,587	3,365,787
2) Guidance	4.0	(350:1)	1.9	(350:1)	10.1	4.2	11.0	0.92	573,395	527,523	348,165	179,358
3) Librarians	1.8	(800:1)	0.8	(800:1)	3.9	1.3	5.0	0.78	292,326	228,014	150,489	77,525
4) Health	1.8	(800:1)	0.8	(800:1)	3.9	1.3	6.0	0.65	300,282	195,183	128,821	66,362
5) Education Techs	14.0	(100:1)	6.7	(100:1)	24.9	4.2	15.4	1.62	296,417	480,196	316,929	163,267
6) Library Techs	2.8	(500:1)	1.3	(500:1)	6.2	2.1	4.7	1.32	97,158	128,249	84,644	43,605
7) Clerical	7.0	(200:1)	3.3	(200:1)	15.5	5.2	16.0	0.97	510,130	494,826	326,585	168,241
8) School Admin.	4.6	(305:1)	2.2	(305:1)	10.1	3.3	11.6	0.87	974,709	847,997	559,678	288,319

C) Computation of Benefits:

	Percentage	Elementary Salary	Secondary Salary	Elementary Benefits	Secondary Benefits
1) Teachers, Guidance, Librarians & Health	19.00%	7,161,062	3,689,032	1,360,602	700,916
2) Education & Library Technicians	36.00%	401,573	206,872	144,566	74,474
3) Clerical	29.00%	326,585	168,241	94,710	48,790
4) School Administrators	14.00%	559,678	288,319	78,355	40,365

D) Other Support Per-Pupil Costs:

	PreK-8	9-12	Elementary Students	Secondary Students	Elementary Support	Secondary Support
1) Substitute Teachers (1/2 Day)	39	39 X	2,066.5	1,048.5	80,594	40,892
2) Supplies and Equipment	355	490 X	2,066.5	1,048.5	733,608	513,765
3) Professional Development	61	61 X	2,066.5	1,048.5	126,057	63,959
4) Instructional Leadership Support	25	25 X	2,066.5	1,048.5	51,663	26,213
5) Co- and Extra-Curricular Student	36	117 X	2,066.5	1,048.5	74,394	122,675
6) System Administration/Support	225	225 X	2,066.5	1,048.5	464,963	235,913
7) Operations & Maintenance	1039	1235 X	2,066.5	1,048.5	2,147,094	1,294,898

E) Other Adjustments:

1) Regional Adjustment for Staff & Substitute Salaries	Regional Index =	1.03	255,885	131,801
2) Adjustment for Title I Revenues			-482,066	-248,337

Section 1: Totals

Divided by Attending Pupils:			13,579,323	7,398,788
Calculated EPS Rates Per Pupil:			2,066.5	1,048.5
			6,571	7,057

Preliminary Enacted - Adjustments will be made to these printouts throughout FY 15

STATE OF MAINE DEPARTMENT OF EDUCATION
AUGUSTA 04333

ED 279

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

Sanford Public Schools

2014 - 2015

ORG ID : 1148

Section : 2

Section 2: Operating Cost Allocations

A) Subsidizable Pupils (Includes Superintendent Transfers)

	PreK-8	9-12	Total
1) April 2011	2,045.0 +	1,059.0 =	3,104.0
2) October 2011	2,111.0 +	974.0 =	3,085.0
3) April 2012	2,089.0 +	950.0 =	3,039.0
4) October 2012	2,056.0 +	922.0 =	2,978.0
5) April 2013	2,058.0 +	918.0 =	2,976.0
6) October 2013	2,080.0 +	955.0 =	3,035.0

B) Basic Counts

	Ave. Calendar Year Pupils	Declining Enrollment	SAU EPS Rates from Page 1	Basic Cost Allocations
1) PreK-8 Pupils	2,069.0 +	4.17	X 6,571 =	13,622,800.07
2) 9-12 Pupils	936.5 +	26.50	X 7,057 =	6,795,891.00
3) Adult Education Courses at .1	10.1		X 7,057 =	71,275.70
4) PreK-8 Equiv. Instruction Pupils	0.000		X 6,571 =	0.00
5) 9-12 Equiv. Instruction Pupils	0.625		X 7,057 =	4,410.63

C) Weighted Counts

	Pupils	EPS Weights	SAU EPS Rates from Page 1	Weighted Cost Allocations
1) PreK-8 Disadvantaged @ 0.6625	1,370.7 X	0.15	X 6,571 =	1,351,030.46
2) 9-12 Disadvantaged @ 0.6625	620.4 X	0.15	X 7,057 =	656,724.42
3) PreK-8 Limited English Prof.	35.0 X	0.500	X 6,571 =	114,992.50
4) 9-12 Limited English Prof.	11.0 X	0.500	X 7,057 =	38,813.50

D) Targeted Funds

	Pupils	EPS Weights	EPS Targeted Amount	Targeted Cost Allocations
1) PreK-8 Student Assessment	2,069.0		X 45.00 =	93,105.00
2) 9-12 Student Assessment	936.5		X 45.00 =	42,142.50
3) PreK-8 Technology Resources	2,069.0		X 100.00 =	206,900.00
4) 9-12 Technology Resources	936.5		X 303.00 =	283,759.50
5) PreK-2 Pupils	724.5 X	0.10	X 6,571 =	4,76,068.95

E) Isolated Small School Adjustment

1) PreK-8 Small School Adjustment			=	0.00
2) 9-12 Small School Adjustment			=	0.00

Section 2: Operating Allocation Totals

Percentage of EPS Transition Amount:		X	=	97.00%
Adjusted Total Operating Allocation Amount:			=	23,757,914.23
			=	23,045,176.80

Preliminary Enacted - Adjustments will be made to these printouts throughout FY 15

STATE OF MAINE DEPARTMENT OF EDUCATION
AUGUSTA 04333

ED 279

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

Sanford Public Schools

ORG ID : 1148

2014 - 2015

Section : 3

Section 3: Other Allocations

A) Other Subsidizable Costs

	Base Year Expenditure	Inflation Adjustment	
1) Gifted & Talented Expenditures from 2012 - 2013	101,183.07	X 101.50%	= 102,700.82
2) Career & Technical Education Expenditures from 2012 - 2013	1,279,260.20	X 101.50%	= 1,298,449.10
3) Special Education - EPS Allocation		X	= 4,249,625.35
4) Transportation Operating - EPS Allocation		X	= 1,502,894.88
5) Approved Bus Payments for 2013 - 2014		X	= 0.00
Total Other Subsidizable Costs			= 7,153,670.15

B) Teacher Retirement Amount (Normalized Cost)

466,763.93

Total Adjusted Operating Allocation (Page2) plus Total other Subsidizable Costs plus Teacher Retirement = 30,665,610.88

C) Debt Service Allocations

1) Town / District	Payment Date	Name of Project	Principal	Interest	Total
2) Total Debt Service Principal & Interest Payments					
3) Approved Lease for 2013 - 14		Sanford Public Schools			0.00
4) Approved Lease Purchase for 2013 - 14 for		Sanford Public Schools			0.00

Section 3 : Total Combined Allocations (Page 2 Adjusted Total plus Other Subsidizable plus Debt Service)

Total Debt Service Allocation = 0.00
= 30,665,610.88

Preliminary Enacted – Adjustments will be made to these printouts throughout FY 15

STATE OF MAINE DEPARTMENT OF EDUCATION
AUGUSTA 04333

ED 279

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (Prek-12) REPORT

ORG ID : 1148

Sanford Public Schools

2014 - 2015

Section : 4

Section 4 : Calculation of Required Local Contribution - Mill Expectation

A) Subsidizable Pupils (Excludes Superintendent Transfers for SADs, RSUs & CSDs) by Member Municipality

Member Municipality	Average Calendar Year Subsidizable Pupils	Percentage of Total Pupils	Oper., Othr Sub. & Tchr. Ret. Allocation Distribution	Municipal Debt Allocation Distribution	Total Municipal Allocation Distribution as a Percentage of Pupils
Sanford Public Schools	3005.5	100.00%	30,665,610.88	0.00	30,665,610.88
Total	3,005.5	100.00%	30,665,610.88	0.00	30,665,610.88

B) State Valuation by Member Municipality

Member Municipality	2012 - 2013 Average State Valuation	Mill Expectation	Total Municipal Allocation Distribution per Valuation x Mill Expectation
Sanford Public Schools	1,436,825,000	8.10	11,638,282.50
Total	1,436,825,000		11,638,282.50

C) Required Local Contribution = the lesser of the previous two calculations :

Member Municipality	Total Allocation by Municipality	Required Local Contribution by Municipality	Calculated Mill Rate	State Contribution by Municipality (Prior to adjustments)
Sanford Public Schools	30,665,610.88	11,638,282.50	8.10	19,027,328.38
Total	30,665,610.88	11,638,282.50		19,027,328.38

Preliminary Enacted - Adjustments will be made to these printouts throughout FY 15

ED 279 STATE OF MAINE DEPARTMENT OF EDUCATION
AUGUSTA 04333

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

Sanford Public Schools

ORG ID : 1148

2014 - 2015

Section : 5

Section 5: Totals and Adjustments

A) Total Allocation, Local Contribution, and State Contribution	Total Allocation	Local Contribution	State Contribution
Totals after adjustment to Local and State Contributions	30,665,610.88	11,638,282.50	19,027,328.38
	30,665,610.88	11,638,282.50	19,027,328.38

B) Other Adjustments to State Contribution

1) Plus Audit Adjustments			0.00
2) Less Audit Adjustments			0.00
3) Less Adjustment for Unappropriated Local Contribution			0.00
4) Less Adjustment for Unallocated Balance in Excess of 3%			0.00
5) Plus Long-Term Drug Treatment Centers Adjustment			0.00
6) Regionalization and efficiency assistance			0.00
7) Bus Refurbishing Adjustment			0.00
8) Less MaineCare Seed - Private			0.00
9) Less MaineCare Seed - Public			0.00

Adjusted State Contribution 30,665,610.88 11,638,282.50 19,027,328.38

Local and State Percentages Prior to Adjustments :

Local Share % = 37.95 % State Share % = 62.05 %

Local and State Percentages After Adjustments :

Local Share % = 37.95 % State Share % = 62.05 %

FYI : 100% EPS Allocation 31,378,348.31

***** WARRANT ARTICLE *****

F. Adjusted Local Contribution by Town

Member Municipality	Total Allocation Adjustment	Local Contribution Adjustment	Percentage	Mill Rate
Sanford Public Schools	30,665,610.88	11,638,282.50	100.00%	8.10
TOTAL	30,665,610.88	11,638,282.50	100.00%	

Preliminary Enacted - Adjustments will be made to these printouts throughout FY 15

STATE OF MAINE DEPARTMENT OF EDUCATION
AUGUSTA 04333

ED 279

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (Prek-12) REPORT

Sanford Public Schools

ORG ID : 1148

2014 - 2015

Section : 6

Section 6: SCHEDULED PAYMENTS & YEAR TO DATE PAYMENTS

MONTH	SUBSIDY	PAID TO DATE	DEBT SERVICE	PAID TO DATE
July	1,585,610.70	1,585,610.70	0.00	0.00
August	1,585,610.70	0.00	0.00	0.00
September	1,585,610.70	0.00	0.00	0.00
October	1,585,610.70	0.00	0.00	0.00
November	1,585,610.70	0.00	0.00	0.00
December	1,585,610.70	0.00	0.00	0.00
January	1,585,610.70	0.00	0.00	0.00
February	1,585,610.70	0.00	0.00	0.00
March	1,585,610.70	0.00	0.00	0.00
April	1,585,610.70	0.00	0.00	0.00
May	1,585,610.70	0.00	0.00	0.00
June	1,585,610.68	0.00	0.00	0.00
TOTAL	19,027,328.38	1,585,610.70	0.00	0.00

Preliminary Enacted – Adjustments will be made to these printouts throughout FY 15

Norrie Crocker <NCrocker@electricityme.com>

May 14

to me

Hi Renee,

Thank you so much for touching base and providing all the information about Inspire ME Academy! I'm sorry I wasn't able to phone you back yesterday. I will phone you tomorrow morning. We can talk about what our Power to Help Partnership is all about and see if there is a connection.

Cheers,

Norrie

Norrie Crocker
Community Outreach Coordinator
Electricity Maine
306 Rodman Road
Auburn, ME 04210
ncrocker@electricityme.com



Robert Morin

From: "Renee Morin" <renee.morin1@maine.edu>
Date: Tuesday, August 12, 2014 4:04 PM
To: "Robert Morin" <rjmorin@myfairpoint.net>
Subject: Fwd: Busing for Inspire ME Academy

print

----- Forwarded message -----

From: Eric Knowlton <eknowlton@sanford.org>
Date: Mon, Nov 25, 2013 at 11:21 AM
Subject: RE: Busing for Inspire ME Academy
To: Renee Morin <renee.morin1@maine.edu>
Cc: Scott Wyman <swyman@sanford.org>

Renee-

Thanks for your note regarding transportation for 2014-15.

In order for the district to consider making a commitment we would need to know how many students this involves, am and pm transportation needs, residences of these students and the length of your school year.

The district currently has eighteen runs in the am and pm and the pick up and drop off times are dependent upon the students being K-5 or 6-12. In our current budget there are no activity buses

at the 6-12 level due to budget cuts. Two of our after school programs, which cover all of Sanford, are scheduled to leave at 5:00 from three of our elementary schools.

I would be happy to discuss any other concerns or questions you might have regarding student transportation.

Regards,

Eric L. Knowlton
 Assistant Superintendent
 Sanford School Department
 917 Main Street
 Sanford, Me. 04073
 324-2810

From: Renee Morin [mailto:renee.morin1@maine.edu]
Sent: Monday, November 25, 2013 8:04 AM
To: Eric Knowlton
Subject: Busing for Inspire ME Academy

Hello Eric,

As per our conversation last week, I would like to request a written commitment advising that the

district would be willing to provide busing at a cost TBD for Sanford Students that choose to attend our school. We hope to locate in the center of town and hopefully will be convenient to most current runs. Could you also please indicate your current earliest and latest run of the day. We look forward to working with the district in a manner that benefits all the students in Sanford. We appreciate your help!

Sincerely,
Renee Morin
Inspire ME Academy
282-3557