LAACS

Lewiston-Auburn Academy Charter School

Response to
Request for Proposal and Charter School Application

Issued by
Maine Charter School Commission

on August 12, 2013

Submitted by
Lewiston-Auburn Academy Charter School, Inc.

on December 2, 2013

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Table of Contents

Section	Page
Certification	3
Executive Summary	5
A.1 Mission, Vision, Student Population	8
A.2 Academic Program	13
A.3 Special Student Populations	45
A.4 Assessment	51
A.5 School Climate and Discipline	55
SECTION B	
B.1 School Calendar and Daily Schedule	61
B.2 Student Recruitment and Enrollment	67
B.3 Staffing and Human Resources	72
B.4 Pre-Opening Plan	75
B.5 Management and Operation	80
B.6 Community Involvement	83
SECTION C	
C.1 Governing Body	85
C.2 Governing Board Composition	91
SECTION D	
D.1 Budget	94
D.2 Financial Management	99
D.3 Facilities	101
D.4 Transportation	102
D.5 Insurance	103
D.6 Food Service	104
D.7 Closure Protocol	105
SECTION E	
E. Education Service Providers	106
TABS1-40	

Tabs

1. Map of catchment area
2. Special Education Procedural Safeguards
3. Individual Education Programs Policy
4. Referral/Pre-Referral of Students with Disabilities Policy
5. Referral/Pre-Referral Procedures
6. Child Find Policy
7. Grievance Procedure for Persons with Disabilities Policy
8. Notification of Rights Under FERPA
9. Procedural Safeguards
10. Performance Indicators Template
11. School Discipline Policy
12. School Seclusion and Restraint Policy
13. Disciplinary Removal of Students with Disabilities Policy
14. Disciplinary Removal of Students with Disabilities Administrative Procedure
15. Emergency Response Guide
16. Anti-bullying Policy
17. Anti-harassment Policy
18. Sample daily schedule for one grade in each proposed division
19. Annual calendar for first year of operation
20. Projected Enrollment Table
21. First year staffing chart
22. Staff handbook or employee manual
23. Pre-Opening Plan Template
24. Organizational chart
25. Position descriptions and resumes for key staff
26. Articles of Incorporation
27. Corporate by-laws
28. IRS acknowledgement of Exemption or copy of filed Application for Exemption (Form 1023)
29. Conflict of Interest Policy
30. Governing board resumes
31. Board profile
32. List of officers and committee chairs
33. Three-year budget with grade by grade enrollment projections and staffing projections for faculty and staff positions, budget and cash flow for the pre-opening period, and monthly cash flow for the first year of operation
34. Room schedule
35. Facility lease or contract
36. Schedule of furnishings and fixtures
37. Transportation plan
38. Certificates of Insurance
39. School Closure Template
40. Education Service Provider (ESP) background information (if applicable)
41. List of schools managed by the ESP and contact information (if applicable)
42. ESP executed or draft contract (if applicable)

State Charter School Commission
Executive Summary

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

Name of proposed Public Charter School: Lewiston-Auburn Academy Charter School

Name of entity that will hold the charter: Lewiston-Auburn Academy Charter School, Inc.

Primary contact: Mr. Tarlan Ahmadov

Title/Relationship to entity: Secretary of Board of Trustees

Mailing Address: 27 Pine Street
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Education Service Provider (if applicable): NA

Partner Organization (if applicable): NA

Physical address of school: TBD

School administrative unit in which the school will be located: Lewiston-Auburn, ME

Intended opening date: September 2014

Proposed grades and initial enrollment: Grades 7 through 12.
180 students in Grades 7, 8 and 9.

School Description (150 word maximum)

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

Application Certification

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

Signature _____ Date _____

Printed Name _____ Title (Position) _____

Lewiston-Auburn Academy Charter School

Lewiston-Auburn Academy Charter School will prepare its students for today's competitive world by focusing on STEM education. LAACS' rigorous academic curriculum will put an emphasis on mathematics and science, but will also balance it with a strong foundation in the humanities. High expectations will be at the core of the education program. An extended learning program, tutoring opportunities, and a data-driven instructional program will be important components of the school's program. Moreover, LAACS will implement a character education program, provide a career-oriented college preparation program, and ensure strong student-teacher-parent collaboration. LAACS graduates will have the academic and social skills necessary to become successful professionals and exemplary members of their community. LAACS, when fully operational, will serve 360 students in grades 7-12 in Lewiston-Auburn area. The school is proposed to start in 2014-2015 academic year with 180 students in grades seven, eight and nine.

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL
EXECUTIVE SUMMARY

The mission of Lewiston-Auburn Academy Charter School (LAACS) is to prepare its students for today's competitive world providing choice for families in Lewiston-Auburn area. LAACS will help students develop the academic and social skills necessary to become successful professionals and exemplary members of their community. This goal will be achieved by providing the students with a rigorous academic curriculum with emphasis on math and science, balanced by a strong foundation in the humanities, a character education program, career-oriented college preparation, and strong student–teacher–parent collaboration.

LAACS will be established as a regional school within the School Districts of Lewiston and/or Auburn accepting students from greater LA area. When fully operational, the school will serve grades 7-12 with 360 students at maximum. The school is proposed to start in 2014-2015 academic year with 180 students in grades seven, eight and nine.

LAACS Board includes parents, teachers, academicians, business professionals, and existing charter operators with a proven record of success. The applicant group is motivated with the idea of helping today's students to have a better future in the proposed region. They are united by the same ideal that all children can learn and strive toward their highest levels of capability as long as they are given the opportunity. LAACS faculty and staff, in collaboration with parents, will provide this opportunity in the proposed region by creating a learning atmosphere where each student will learn how to use that potential. Our students will strive toward their highest levels of capability with an education addressing their individual learning styles. Upon graduation from LAACS, our students will be equipped with a solid math and science background and will have developed the essential academic and social skills and ambition to pursue their education at prominent colleges. LAACS will engage students through home visits, tutorials, peer study groups, and individualized instruction. Through the character education program at the school and backed by the parents at home, our students will build good personality and develop into responsible citizens with high moral values. Our teachers will also endeavor to be role models for the students in character education. Our parents will establish stronger relations with their children and the school community through various programs at the school. LAACS will collaborate with local universities, community agencies, and educational institutions to share resources and build community assets. LAACS will create science initiative programs to provide opportunities for internships, projects, and participation in local, national, and international science fairs and competitions. LAACS, including the faculty, staff, students and parents, will be an example institution in all aspects in the society it serves. In particular, our students of good character and high academic performance will become exemplary pioneers in their community.

LAACS will take and implement its education model from the successful model of the Pioneer Charter School of Science (PCSS), established in 2007 in Everett, Massachusetts. PCSS is a successful nonselective STEM-based charter school. On the Massachusetts Comprehensive Assessment System (MCAS), PCSS students have surpassed their sending districts and the State averages at all the grade levels that they were tested in. PCSS ranked as the eighth highest district in 10th grade mathematics and tenth highest district in 10th grade science in 2011. Moreover, PCSS eighth graders were the first in the State in mathematics for student growth and the tenth graders were the fifth. PCSS has been recognized as a Governor's Commendation School due to its performance on the 2011 MCAS. The results in 2012 are even

better. Boston Magazine has selected the school as the 4th Highest Ranked Charter School **in September 2012. The Commissioner of Elementary and Secondary Education of Massachusetts has just granted PCSS "Proven Provider" status based on its success and organizational viability. As a "Proven Provider", PCSS is awarded a second charter and PCSS II (Saugus) has opened in August 2013. The new school had a smooth and successful start with a big waiting list.**

PCSS has been making a real difference in the lives of its students. The first graduating class of PCSS started the school with the same dismal MCAS mathematics scores that were reflective of the sending districts. By the time they reached high school PCSS students increased their performance by 59 percentage points (almost three times more than where they started) while their peers in sending districts increased their performance from 19 to 35 percentage points (and the increase for State average was only 26 percentage points). PCSS students had the second highest student growth results in the State for 10th grade mathematics. The difference for the class of 2013 is 64 percentage points.

PCSS has graduated its first graduating class with 100% graduation rate in June 2012. All of the graduates were accepted to prestigious universities and they were awarded $3.2 million in total scholarships. The second graduating class increased the bar even higher with $10.7 million as of June 2013.

One of the team members of PCSS is among the founding group of LAACS and he has committed his time and experience to transfer and implement the successful model in LA.

LAACS is envisioned as a charter school with the following four guidelines:

1) A rigorous curriculum with emphasis on math and science
2) Career-oriented college preparation
3) Character education
4) Individual attention through the student-teacher-parent triad

A maximum faculty-student ratio of 1:13 and a total enrollment of 360 students at full capacity will ensure that each student will receive adequate individual attention. This will enable us to determine each student's needs and problems, and therefore provide each student with the necessary tools and programs to succeed. Each full-time teacher will mentor a cohort of students, monitor their progress in each subject, and contact their parents regularly. A longer school day and longer school year will be another key element in our success.

Our plans to support our curriculum include, but are not limited to: (a) a University Collaboration Program, (b) Field Trips, (c) Volunteer Work, (d) a School Project Fair, (e) Peer-tutoring and Mentorship Programs, (f) an Athletic Program, (g) a Role Model Initiative, (h) a Character Education Program, (i) Student Clubs, (j) a School Magazine, (k) an After-School Program, (l) Awards and Prizes.

LAACS will combine the nationally proven instructional methodologies that have been successful. These include problem-based learning, project-based learning, direct instruction, and collaborative learning.

The school will be in session for 190 days. There will be an orientation and staff development program for the new staff (called summer institute in the school) in the second and third week of the August. Parents will be invited to meet with the teachers during these weeks

as well. The school will start at the beginning of the fourth week of August. There will be one-week vacations in December, February, and April.

The sample school day will run from 8:00 a.m. to 3:35 p.m. and is followed by after-school programs until 5:30 p.m. There will be 40 periods per week. In line with LAACS' emphasis on math and science, the majority of hours will be spent on these subjects. Students will also spend considerable time in a range of activities such as computers, foreign language, fitness, music, and the arts.

LAACS will implement a campus-wide Character Education Program that will help students build good character, personality, and leadership skills; improve academic performance, general behavior, and attitudes; and reduce discipline referrals, dropouts, expulsions, crime rates, and drug use. Students at LAACS will be encouraged to take responsibility for their actions, seek positive role models, and to develop into good citizens with high moral values.

We believe that nutrition is important to get the most out of our students. Therefore, breakfast, lunch, and snack will be provided.

LAACS has a dress code policy to create a safe and orderly environment, instill discipline, eliminate the competition and distractions caused by varied dress styles and reduce the pressure of brand-name dressing, which may affect students from low-income families. A dress code policy will also ensure that students enter into school mode even before arriving at school. The thinking in the morning is not about "what I will wear today" but "I am going to school" when students put the uniform on.

A. Education Plan

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

MISSION STATEMENT

The mission of Lewiston-Auburn Academy Charter School (LAACS) is to prepare its students for today's competitive world providing choice for families in Lewiston-Auburn area. LAACS will help students develop the academic and social skills necessary to become successful professionals and exemplary members of their community. This goal will be achieved by providing the students with a rigorous academic curriculum with emphasis on math and science, balanced by a strong foundation in the humanities, a character education program, career-oriented college preparation, and strong student–teacher–parent collaboration.

VISION STATEMENT

The founding members of Lewiston-Auburn Academy Charter School have come together for the same ideal that all children can learn and strive toward their highest levels of capability as long as they are given the opportunity. LAACS faculty and staff, in collaboration with parents, will provide this opportunity by creating a learning atmosphere where each student will learn how to meet that potential. Our students will strive toward their highest levels of capability with an education addressing their individual learning styles. Upon graduation from LAACS, our students will be equipped with a solid math and science background and will have developed the essential academic and social skills and ambition to pursue their education at prominent colleges. Through the character education program at the school and backed by the parents at home, our students will develop great personalities and they will develop into responsible citizens with high moral values. Our teachers will also endeavor to be role models for the students in collaboration with the character education program. Our parents will establish stronger relations with their children and the school community, as they are included in the education of students through their contributions in the school activities and after-school programs. LAACS will collaborate with local universities, community agencies, and educational institutions to share resources. LAACS, including the faculty, staff, students and parents, will be an example institution in all aspects in the society it serves. Our students of good character and high academic performance will become exemplary pioneers in their community.

TARGETED STUDENT POPULATION

LAACS will primarily serve the greater Lewiston-Auburn area. We are considering the entire city limits of Lewiston and Auburn as the catchment area. The main target communities are the Lewiston and Auburn communities. There are 16 public schools in the area serving all grades from PK through 12. The total number of students enrolled in the 16 schools in the area is 8,813. A rough calculation gives us about 677 students in each grade level. Specifically, in grades 6, 7 and 8, which will be grades that LAACS will enroll in the first years, there are 658, 606 and 654 students enrolled respectively, according to the October 1 count in 2012.

We are anticipating students from neighboring communities too. When we consider the fact that some families in Lewiston choose to send their children to a charter school in Portland, we can anticipate interested families from the surrounding communities like Lisbon, Sabattus, Greene, Monmouth, Turner, Minot, Gray and Durham.

The Table below shows the number of students grade by grade attending to the schools in the target area. When we consider students who are enrolled in private schools or getting homeschooled, the pool of potential is even bigger. The data is from Maine DOE Data Warehousewebsite.(http://dw.education.maine.gov/DirectoryManager/WEB/Maine_Report/EnrollmentDTViewer.aspx)

District Name	School Name	School Year	Total	G5	G6	G7	G8	G9	G10	G11	G12
Auburn School Department	Auburn Middle School	2012-13	517	-	-	249	268	-	-	-	-
Auburn School Department	East Auburn Community School	2012-13	195	27	19	-	-	-	-	-	-
Auburn School Department	Edward Little High School	2012-13	1,029	-	-	-	-	294	254	253	228
Auburn School Department	Fairview School	2012-13	593	79	78	-	-	-	-	-	-
Auburn School Department	Park Avenue Elementary School	2012-13	380	39	53	-	-	-	-	-	-
Auburn School Department	Sherwood Heights Elementary Sch	2012-13	391	47	57	-	-	-	-	-	-
Auburn School Department	Walton School	2012-13	310	41	37	-	-	-	-	-	-
Auburn School Department	Washburn School	2012-13	249	31	31	-	-	-	-	-	-
Lewiston School Department	Farwell Elementary School	2012-13	371	45	44	-	-	-	-	-	-
Lewiston School Department	Governor James B Longley Elem Sch	2012-13	366	35	28	-	-	-	-	-	-
Lewiston School Department	Lewiston High School	2012-13	1,320	-	-	-	-	324	318	332	346
Lewiston School Department	Lewiston Middle School	2012-13	743	-	-	357	386	-	-	-	-
Lewiston School Department	Martel School	2012-13	325	39	50	-	-	-	-	-	-
Lewiston School Department	Montello School	2012-13	718	65	98	-	-	-	-	-	-
Lewiston School Department	Raymond A. Geiger Elementary School	2012-13	731	104	95	-	-	-	-	-	-
Lewiston School Department	Thomas J McMahon Elementary Sch	2012-13	575	66	68	-	-	-	-	-	-
		TOTAL	8,813	618	658	606	654	618	572	585	574

LAACS will strictly comply with MRS Title 20.A: §2404.D. "*For a school administrative unit with an enrollment of 500 or fewer students, a public charter school, unless authorized by a school administrative unit, may not enroll more than 5% of a school administrative unit's noncharter public school students per grade level in each of the first 3 years of the public charter school's operation.*" and MRS Title 20.A: §2404.E "*For a school administrative unit with an enrollment of more than 500 students, a public charter school, unless authorized by a school administrative unit, may not enroll more than 10% of a school administrative unit's noncharter public school students per grade level in each of the first 3 years of the public charter school's operation.*" (http://www.mainelegislature.org/legis/statutes/20-a/title20-Asec2404.html)

The high schools in this area of Maine have below average graduation levels; according to last report cards, 4-year graduation rate is about 70-77%. In some years in the recent years drop out rate is twice the state average. Our new charter school is committed to raising graduation percentages to the state level or above by implementing a unique career oriented approach. (Data below is extracted from Maine DOE DATA Warehouse web site.)

According to recent school report cards, the area high schools are below state level academically. We believe that there is need for increasing graduation rate, decreasing drop out and help students get professional degrees and follow their dreams of careers. We will implement a novel educational system, which will help our students build good personality and develop into responsible citizens with high moral values.

	Lewiston School Department		Auburn School Department		State	
Class Year	High School Enrollment	Annual Dropout Rate	High School Enrollment	Annual Dropout Rate	High School Enrollment	Annual Dropout Rate
2010-11	1,381	6.7	1,027	5	59,774	3.2
2009-10	1,408	7.2	1,077	9	61,715	3.6
2008-09	1,374	7.9	1,126	6.2	63,313	3.5
2007-08	1,443	8.5	1,132	6.1	65,136	4.1
2006-07	1,391	7.3	1,162	7.1	67,157	5.1

The founding group anticipates strong parental support from the communities described. As a result of initial efforts to seek parental interest and support, we have talked to over 500 parents face to face and most of the parents and students showed interest. Furthermore, over 321 parents filled out the survey. Out of 321 parents, 251 of them are parents of students in the grades 6, 7 or 8. Among those parents, 218 are interested in enrolling their children to a STEM program. Please see sample survey and a one that is filled out by a parent in Tab 40. To reduce the size of paper copy of the application all parent surveys are included in the electronic copy only.

These districts were chosen by the founders to help close the achievement gap and to provide choice for the families and students living in these communities, especially in the STEM area. LAACS will be an alternative option for the parents who would like their children to get exposed to rigorous math and science curriculum, a career-oriented college preparation, character education and individual attention. In order to address the needs of the students, LAACS is also envisioned as a charter school with the following four guidelines:

1) A rigorous curriculum with emphasis on math and science: LAACS will have a curriculum with a significant focus on math and science. Foundations and love of math and science should be instilled at an early age. If students successfully gain these skills, they will not be intimidated by these subjects in later years and will be more open to career options in these fields. To motivate students, LAACS will establish programs and activities that will introduce role models who have successful careers in academia or technology fields, provide mentoring, and raise awareness about careers in science and technology fields.

2) Career-Oriented College Preparation: LAACS will motivate students to continue higher education. The school will provide guidance to students with their higher education choices and career options. In addition, we will organize seminars where successful people from local colleges will come and interact with students. Students will also meet and interact with professionals during Career Days and will be encouraged to begin thinking about their future aspirations. Two of our founding members are faculty in local universities and have strong ties with the engineering and science departments of their institutions. These relationships will be utilized to provide students with access to graduate students and professors to help them understand the career possibilities in these areas as well as to motivate and guide them through their education early on so that they can make the right career choices later.

3) Character Education Program: Several research-based studies show that character education in schools improves academic performance, general behavior, and attitudes and reduces discipline referrals, dropouts, expulsions, crime rates, and drug use[1]. Thus, we will address this need by implementing a campus-wide Character Education Program that will help students build good character, personality, and leadership skills. Students at LAACS will be encouraged to take responsibility for their actions, seek positive role models, and develop into good citizens with high moral values.

4) Individual Attention through Student-Teacher-Parent Collaboration: LAACS will engage parents in their children's education and choices early on. We believe that family involvement is very important for educational success. LAACS teachers will be encouraged to have close contact with parents. At the same time, we will seek continuous feedback from parents. Establishing successful communication with parents will be one of the criteria used to measure teacher performance.

One of LAACS's great features will be conducting home visits, especially to those who have lower levels of communication with the school and teachers because of their work schedules. Home visits help establish rapport among students, parents, and teachers. During home visits, teachers will discuss the student's progress, programs, and planning; parents will provide priceless feedback and input, and students, as a result, will improve both academically and socially. LAACS will also provide basic training about higher education and career choices to the parents.

A maximum faculty-student ratio of 1:13 and a total enrollment of 360 students at full capacity will ensure that each student will receive adequate individual attention. This will enable us to determine each student's needs and problems and, therefore, provide each student with the necessary tools and programs to succeed. Each full-time teacher will mentor a cohort of students, monitor their progress in each subject, and contact their parents regularly.

Through these guidelines, LAACS graduates will be highly qualified and be able to get into better colleges and/or get better jobs in the demanding science and technology job market. In addition, with our character education program, students will develop good citizenship with high ethical values and work ethics. LAACS will educate parents in its after-school programs to involve them in their child's education. In addition, 40 hours of community service will be required of students for our high school graduation. This will allow our students to give back to the community we are serving and form bonds.

[1] Josephson Institute of Ethics. "Evidence." http://www.charactercounts.org/doing/survey-reports.htm

Charter schools provide alternatives for parents, especially for those who would like their children to be educated with an orientation in a particular subject area. LAACS has been organized around the themes of math, science and technology, and related analytical skills. Our emphasis on these themes requires the flexibility to use a specialized and unique curriculum, as well as educational and motivational tools, which support the goal of preparing students for higher education.

A.2 Academic Program

The LAACS will share the original philosophy of the Pioneer Charter School of Science in Everett, Massachusetts (the model school). The LAACS believes that each child has a natural curiosity and love of learning and that each child has a unique intelligence, level of capability, and learning style. The education that will be offered at LAACS will help students to develop their essential skills and ethical values that will help them to learn how to meet their potential. Our mission is to raise a generation that excels in math, science and technology and to raise moral individuals of good character.

Our fundamental goal is to raise young adults who will know how to learn and who will gain the understanding that education is a lifelong process. Eric Hoffer describes this as follows: "The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents, and children are students together."[2]

We will practice what Gail Burrill, President, National Council of Teachers of Mathematics (NCTM) said: "An old Chinese proverb says, 'Give a man a fish, and you feed him for a day. Teach a man how to fish, and you feed him for a lifetime.' In teaching children how to prosper in a mathematically literate society, classroom educators have become aware of a very valuable lesson: If we give students the answers, they will do well on a test; if we teach students to solve problems, they will succeed for a lifetime."

Guided with the school's mission the philosophy of LAACS is based on following:

- Promoting science and mathematics education,
- Serving as a college preparatory school that ensures students who enter college will do so without remediation,
- Providing intense instruction in science, mathematics, and technology[3],
- Engaging students through home visits, tutorials, peer study groups, and individualized instruction,
- Offering intensive one-on-one tutoring, after-school programs, including preparation for science competitions, study groups, and extra curricular activities with a focus on academics, social activities, and art,
- Teaching students stronger critical thinking and reasoning capabilities,
- Inviting scientists, who are vanguards in their own fields, from local universities and companies to give motivational speeches,
- Creating science initiative programs to provide opportunities for internships, projects, and participation in local, national, and international science fairs and competitions,
- Collaborating with local universities, community agencies, and educational institutions to share resources and build community assets,
- Empowering all stakeholders--students, teachers, families, and community members--to participate in the development of the school,
- Involving parents in the education of students through continuous communication, parent events and activities, after school programs and home visits,
- Implementing a campus-wide character education program that will help students build good character, personality, and leadership skills; improve academic performance, general

[2] Eric Hoffer, American philosopher, 1902-1983, Reflections on the Human Condition (1973), section 32.

[3] STEM skills are not only an important component to become competitive in today's world, but also highly transferable. See STEM report by Georgetown University Center on Education and the Workforce. It can be accessed at cew.georgetown.edu/STEM. "An increasing number of jobs at all levels-not just professional scientists-require knowledge of STEM" (Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics, The National Academies Press, Washington, DC: 2011).

behavior, and attitudes; and reduce discipline referrals, dropouts, expulsions, crime rates, and drug use,[4]

- Encouraging students to take responsibility for their actions, seek positive role models, and to develop into good citizens with high moral values,
- Exercising the "whole-child approach": the development of self-reliance, independence, and respectfulness through academic work. Thus, self-development of the child is realized through self-motivated education, which prepares students for life. Extracurricular activities, on the other hand, will provide students the opportunity to experience the world outside the classroom in a more practical setting.

The instructional philosophy and practices constitute a paradigm shift in secondary school education from the teacher to the student. LAACS will combine the nationally proven instructional methodologies that have been successful. These include problem-based learning,[5] project-based learning,[6] direct instruction,[7] and collaborative learning[8].

Use of problem-based learning, project-based learning, direct instruction, and collaborative learning reflect core beliefs of providing an engaging, dynamic learning environment for students to explore the questions they have about the world and ways to contribute positively to the world around them. By utilizing a diversity of instructional approaches to teach advanced concepts and thinking skills in mathematics and science, as well as other disciplines, LAACS will positively engage each individual in that person's dominant learning style and foster collaboration among students who possess individual strengths and styles of learning and leadership.

Problem-based learning is an educational approach that organizes curriculum and instruction around carefully crafted problematic situations adapted from real world issues. Learners are guided to gather and apply knowledge from multiple disciplines in their quest for solutions.

Project-based learning is a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices.

Direct instruction is a systematic way of planning, communicating, and delivering a mastery of information in the classroom. In direct instruction, the teacher transmits to students what is known via the teacher, a book, a video, and/or other sources of knowledge.

Collaborative learning occurs when two or more students work together to solve problems and complete tasks. Collaborative learning techniques include round robin, think pair share, three step interview, team word webbing, and reciprocal teaching.

Our intent is not to subscribe to one method, but to have many successful methods to maximize classroom learning and serve diverse needs of our students. There are many educational theories and practices that have proven to be effective in the classroom environment. LAACS believes in allowing teachers to teach in an environment that supports their successful practices

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[4] Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York, NY: Bantam. Brooks, D.B., and Goble, F.G. (1997). *The Case for Character Education: The Role of the School in Teaching Values and Virtue*. Northridge, CA: Studio 4 Productions. Josephson Institute of Ethics. http://www.charactercounts.org

[5] Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review*, 16, 235-266. Illinois Mathematics and Science Academy. "Problem Based Learning Network." http://www.pbln.imsa.edu. Stepien, W.J.; Gallagher, S.A. (1993) Problem-based Learning: As Authentic as it Gets. *Educational Leadership*, 50(7), 25-8.

[6] Blumenfeld, P.C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., &Palincsar, A. (1991) Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, 26, 369-398.

[7] Gersten, R..;Keating, T. (1987) Long-Term Benefits from Direct Instruction. *Educational Leadership*, 44(6), 28-29.

[8] Johnson, D.W., & Johnson, R. T. (1999). *Learning together and alone: Cooperative, competitive and individualistic learning*. Boston: Allyn & Bacon.

and strategies, so that each teacher may customize teaching materials according to the needs of a particular group of students.[9]

Our core belief is that every individual has different ways of learning that must be supported to maximize that person's own strengths and to help them to work effectively with others. Customized and individualized instruction for each student is central to the teaching approach at LAACS. The staff will assess each student upon enrolling in school to determine the individual's particular learning styles, academic strengths, and weaknesses. The staff will also conduct a student and parent interview and review records from previous schools, along with any relevant evaluations such as Individualized Education Plan (IEP), speech, and so on.

The educational philosophy at PCSS has contributed to the development of a strong school culture and successful academic program that in a short period of time has lead to tremendous achievement. High expectations, a data driven academic program[10], timely assessments followed by effective action plans, character education program, strong parent school collaboration, strong math & science exposure, safe learning environment and community relations have produced a high quality educational opportunity at PCSS that will be replicated at LAACS.

CURRICULUM AND INSTRUCTION

LAACS will use the curriculum and instructional methods developed and implemented at PCSS (the model school). PCSS developed a college preparatory curriculum to prepare its students for success in college and after as stated in its mission. This rigorous curriculum is aligned to the Massachusetts Curriculum Frameworks and Common Core Curriculum. The curriculum is designed to ensure access and rigor for students with different ability levels and learning styles. The results achieved within a short period of time clearly demonstrate the success of the curriculum that was developed at PCSS. LAACS will take the curriculum from PCSS and align it, when necessary, with Maine Learning Standards.

The curriculum at PCSS focuses on the backward design principles. With the backward design approach teachers are asked to look at the big picture with the end goals in mind. This model centers on the idea that process starts with the identification of desired results and then working backwards. Teachers set the vision or the essential questions of their units, decide how students will provide evidence of their learning, and finally design instructional activities to help students learn what is needed to be successful. The curriculum map template contains state standards, content, essential questions, resource/text reference, instructional strategies, pace, and assessment strategies. There is also a section on technology integration and a list of accommodations for students with diverse needs (advanced level students, students below grade level, special education students, etc).

Curriculum maps, daily lesson plans, and centrally created assessments also are important part of this process. Teachers will use a common template to create lesson plans. There are three types of activities that the lesson plans will focus on. Teachers are expected to start with a motivational activity that will grab students' attention and introduce them to the topic. This is followed by a developmental activity where the material is introduced to students through various instructional strategies. The lesson ends with a closure activity that reviews the material learned before students proceed to their next class. Accommodations, assessments, and assignments are also included in lesson plans. The school's interim assessments that are

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[9] Tomlinson & Allan state: "A teacher who is comfortable and skilled with the use of multiple instructional strategies is more likely to reach out effectively to varied students than is the teacher who uses a single approach to teaching and learning" Tomlinson, C. & Allan, S. D. (2000) *Leadership for Differentiating Schools & Classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development. (page 11). For more on this topic see Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development.

[10] Protheroe, N. & Tucker, C. (2008). *Data-Based Decision Making.* Alexandria: VA. Educational Research Service.

based on the MCF will provide information to teachers and administration to continuously follow student mastery of the state standards and skills. Based on the results teachers will adjust instruction and struggling students will be provided with tutoring and extra support. This process along with lesson plans and classroom observations will ensure that the curriculum is effective and successfully implemented.

The curriculum is also aligned vertically and horizontally. To maximize the learning of all students, courses are purposefully designed to deliver continuity and coherence. Vertical alignment is sequenced alignment within a department. It provides continuity for students by monitoring the scope and sequence of the skills learned before allowing students to move on to the next set in the progression. Horizontal alignment is purposeful alignment between departments. It links courses across an academic year. It describes the way in which different academic departments work together to create interdisciplinary units. This structure provides coherence from course to course within one academic school year.

LAACS will implement the curriculum developed at PCSS and will benefit from the experiences accumulated throughout the first charter cycle. In addition to the curricula LAACS will collaborate with the model school about the experiences that took place and how they helped to shape the curriculum to what it is. With strong collaboration between the two, the goal is that the staff at PCSS II will not go through the same growing pains that PCSS went through during the early implementation phase. Lessons learned and processes developed at the model school will be instrumental in the success of LAACS

LAACS's curriculum will be revised on an annual and ongoing basis, similar to the process utilized at the model school. During the year, as the teachers meet with their department heads and by grade level, they will keep notes on any adjustments needed on their existing curricula. Rotating bi-weekly meetings by department and by grade will facilitate horizontal and vertical alignment of the curriculum, and gaps and redundancies will be addressed. The last ten days of the school year will be half-days and will be devoted to reviewing, revising, and updating the curriculum for the next school year. While the Dean of Academics will be responsible for the implementation and revision of the curriculum, the Executive Director and other administrators will also provide feedback.

The curriculum development process is a collaborative one that starts within the departments. Under the leadership of their department chairs teachers will work on the changes or additions that will continue to improve the curriculum. The finalized recommendations will be made to the Dean of Academics. The Dean of Academics will prepare the final revisions with the collaboration of the department chairs. Finalized revisions will also include the Executive Director's input.

English Language Arts: The ELA curriculum at LAACS will follow the MCF and focus on reading comprehension, analysis of text and media, writing in fiction and nonfiction for various audiences, and conventions of discussion. The approach in reading comprehension will range from basic vocabulary to recognizing symbolic and thematic meaning. Students will be exposed to and taught to analyze a wide variety of texts and media from letters and concrete poetry to Shakespeare and literary theory. Writing instruction will cover all the stages of the writing process. Teachers at LAACS will employ scaffolded writing instruction using graphic organizers and mnemonic devices such as IREST (Introduction, Restate, Example, Support, and Tie Up.) Students will produce creative, expository, and persuasive texts in all grade levels.

Mathematics: LAACS mathematics program will aim to ensure that LAACS students complete their high school course of studies with at least pre-calculus and calculus for a majority of them. Middle school program will aim to target fundamental math concepts and bridge any gaps in students' skill levels with 10 periods of weekly math instruction. In high school students will take additional mathematics classes during their freshman and sophomore years. Students will take a variety of math classes depending on their mathematics ability levels. Students will be given

an opportunity to take college classes within the dual enrollment program to provide a smooth transition between high school and college.

Science: LAACS science program will emphasizes academic literacy and scientific methods in its curriculum allowing its students to have access to abundant scientific literature and learn how to develop answers to some questions nobody has ever answered before. LAACS science department will teach students how to think critically and raise intellectual questions about their observations. LAACS students will be able to use their skills to produce new scientific data and communicate their findings to their audience through presentations, essays, posters, and science fairs.

Teachers will prepare students to use science to improve their lives by relating science to everyday life as much as possible. They will work to make students aware of science and technology-related careers. Science department will especially focus on those following skills;

- The ability to identify a problem and pertinent information within a problem.
- Simplify problems into solvable parts.
- Organize information into data tables, graphs, and charts.
- Apply mathematical reasoning to science.
- Use mathematics as a tool for further insight into the natural world.
- Make connections between subject being taught and the world outside of the classroom.

Science at LAACS will be taught at many different levels. Besides the lab-enriched classes, LAACS will broaden students' horizon with the following programs:

- School-wide science fair program where all students are required to participate.
- State science fair preparation and participation.
- Preparation and participation in the International science and engineering fairs and Olympiads.
- Preparation and participation in the middle school level state science Olympiad.
- Preparation for the most prestigious nation-wide science Olympiads such as USABO (USA Biology Olympiad), USNCO (US National Chemistry Olympiad) and USAPO (USA Physics Olympiad).
- In collaboration with local universities and colleges including Bates College, Southern Maine University, and other universities in the area exposing students to different laboratories and helping them take part in a research team.
- Encouraging and helping students take college science courses within the dual-enrollment program from universities and community colleges in the area.
- Science speaker series; university professors and researchers will be invited to LAACS to inspire the students for scientific field research and study.
- School-wide "Mad Science Day" program which will include scientific shows performed by the LAACS teachers.
- College level elective classes will be offered such as Human Anatomy and Physiology, Astronomy, Organic Chemistry.
- In collaboration with local universities and colleges helping students find internships at laboratories.

History and Social Sciences: LAACS students will gain a strong background in history and the social sciences with the option to pursue further studies in a number of specialized courses. The students will learn his or her rights and responsibilities as a citizen of the United States and valuable member of the world community. Skills in historical interpretation, documentation, and writing will coincide with skills in of geography, civics, government, and economics. All students will be familiar with and able to access primary and secondary documentation. The ability to

work with and complete short-term, long-term, and interdisciplinary performance tasks will be expected of students when they graduate from the program.

Detailed main subject area course content descriptions for 7th to 12th grades are given below:

Grade 7 English Language Arts: This course starts with a unit on short stories during which students will look at elements of a story and read short stories and personal narratives by several contemporary and classical authors. Throughout the year, nonfiction, essays, poetry, and novels from several authors will be discussed. Students will be able to interpret and interact with texts as well as comparing and connecting texts to their own lives. Additionally, students will have the opportunity to explore their own formal and informal writing as we create personal narratives, short stories, letters, research papers, poems, and more.

Grade 7 Mathematics: Students will be studying Mathematics in five major categories which are Number Sense; Patterns, Relations, and Algebra; Measurement; Geometry; Data Analysis and Probability. Main objective of this course is to prepare students for algebra. Students will be able to do operations with integers, fractions, decimals and mixed numbers; explore concepts in rate, ratios and proportions; deepen their knowledge in equations and one & two dimensional inequalities including their graphs. Finally probability and statistics will be covered following geometry and measurements. This course is designed in such a way that it gives students an introduction to geometry as well as the basics of algebra.

Grade 7 Social Studies: In seventh grade Social Studies students will study the beginnings of human society (Prehistory – 2500 B.C.) through the fate of ancient Rome (900 B.C.- A.D. 192) using the textbook entitled History of Our World. The seventh grade will examine the beginnings of mankind through the study of early cavemen and end their year by studying the fall of the Roman Empire. During each unit we will be building skills in the following areas: history, geography, study and research, thinking, and reading and writing. We will explore aspects of ancient cultures and how culture impacts history. Such as how religion, belief systems, and traditions have impacted the actions of historical figures and groups. While completing our studies students will complete several research-based projects that will help them build skills in researching historical topics.

Grade 7 Science: This course will provide opportunities for students to explore concepts in life science, earth science, and astronomy. Students will be actively engaged in the investigation of topics such as:- scientific method, cell structure and functions, genetics, evolution, earth and life history, structure and function in human systems, biotic and abiotic factors, environment-interactions and responses between biotic and abiotic components and organism, and the different cycles in nature.

Grade 7 Music: Students will be focusing on various periods in music history, as well as basic music theory. Classical Music (Baroque, Classical, and Romantic Eras), Early 20th Century music (approx. 1920s through the 1960s), and Classic Rock (1960s through the 1980s).. Major composers, songs, and theory will be covered. There will also be a basic instrumental component to the course that supplements the period in history we are in using percussion instruments.

Grade 8 English Language Arts: The emphasis of this course will be in developing as a writer, improving reading fluency and comprehension, increasing exposure to literature and informational text, honing grammar and vocabulary skills, and learning research techniques. Speaking and listening are also taught as an important communication tools within the eighth grade core. Writing journals, organizing and keeping portfolio, as well as using technology within writing and research application are daily areas of focus. The importance of research and interdisciplinary studies are also stressed throughout the year. Benchmark assessments are conducted based on students' ability to perform during testing, write grade level essays, create comprehensive projects, and present to an audience.

Grade 8 Mathematics: In this course, students will receive an introduction to high school level mathematics, with a focus on algebra and a review of geometry. Topics include rates and proportions, solving and graphing linear equations, solving multi-step inequalities, identifying polygons and polyhedral. In addition, students will be able to calculate perimeter, area, surface area, and volume, and investigate rational & irrational numbers and comfortably work with variables. This class will meet for two periods a day and is aligned with the Maine Frameworks. Coursework includes preparation for the MeCAS exams in May. Students are expected to keep an organized binder with their notes and any handouts.

Grade 8 Social Studies: The study of world history in Grade 8 will address the time period from the fall of the Roman Empire to British Imperialism. This course will cover the migrations of early peoples, the rise and fall of civilizations, the establishment of governments and religions, the growth of economic systems, and the ways in which these events shaped Europe, Asia, Africa, and the Americas. Students will engage in a variety of instructional activities, including, but not limited to, lecture, class discussion, cooperative groups, and independent research. Students will be able to improve their public speaking skills through in-class presentations.

Grade 8 Science: The main goal of the 8th Grade Science course will be to provide a solid foundation for high school course work. Starting with physical science, students explore causes behind everyday phenomenon. To maximize the learning experience students will be exposed to a plethora of hands on lab experiments, which enable them to witness numerous scientific principles as they unfold right before their eyes. They are taught to report these findings using protocol outlined in scientific inquiry. Students learn proper lab equipment use and safety procedures. Students will use these skills to explore how technology enriches our lives starting from basic tools to more complex engineering designs. These lessons will include integration of hands on building projects which require students to design their own prototype, and market their products.

Grade 8 Music: Students will be focusing on various periods in music history, as well as basic music theory. Jazz Music and Music of the Early 20th Century music (approx. 1900s through the 1950s). Major composers, songs, and theory will be covered. There will also be a basic instrumental component to the course that supplements the period in history we are in using guitars.

Grade 9 English Language Arts: This course will be designed to help each ninth grader improve his or her communication skills. This includes reading, writing, speaking, and listening skills. Students will also learn a number of life skills which will help them in other classes such as note taking, organization, summarizing, text analysis, and public speaking. The class will cover a variety of genres such as novels, short stories, nonfiction, poetry, drama, and mythology. By the end of the year, students should be able to recognize the elements of each of these genres, and feel comfortable analyzing literary works, using their knowledge of literary devices and literary terms which they will cover in class. The course will also cover grammar, and focus on building each student's working vocabulary. The class will be divided into units which are based on the Common Core Standards. Some of the literature books and articles that will be read are "The Most Dangerous Game, The Cask of Amontillado, The Washwoman, The Checkout, To A Mouse, Of Mice and Men, The House on Mango Street, The Necklace, The Gift of the Magi, The Blues Ain't No Mockingbird, I Have a Dream, On Summer, A Celebration of Grandfathers, Before Hip Hop was Hip Hop, From A White House Diary, Dream Deferred, articles on immigrant workers".

Grade 9 Mathematics: There will be two mathematics courses 9th grade students will take; algebra 1 and geometry. The Algebra 1 course will cover operations on real numbers; linear, quadratic, exponential functional relationships including domain-range and graphs of these function types; polynomials; system of equations and inequalities including their graphs and graphical representation of data. Geometry course will include properties of two dimensional figures such as triangles, parallelograms, kites and trapezoids; measuring and constructing

segments and angles; using inductive and deductive reasoning to prove algebraic and geometric expressions; properties of parallel and perpendicular lines; triangles and triangle congruency; similarity of figures; special right triangles; properties of widely used polygons; solid geometry and formulas in three dimension; surface area and volume of spheres, pyramids, cones and cylinders and transformations including applications on xy coordinate plane.

Grade 9 Social Studies (World History II): Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

Grade 9 Biology: Biology is devoted to the study of living things and their processes. Throughout the year this course will provide an opportunity for students to develop scientific process skills, laboratory techniques, and an understanding of the fundamental principles of living organisms. Students will explore biological science as a process, cell structure and function, genetics and heredity, evolution and classification, diversity of living organisms and their ecological roles, and an introduction to animal structure and function. At the end of the course, students will be prepared to obtain success in the Biology MeCAS (a requirement for graduation from high school).

Grade 9 Foreign Language 1: Students will be given options to choose foreign language of their interest from variety of different languages. Main focus will be on listening, reading, writing and speaking skills through grammar practice, analysis of authentic texts and audiovisual materials. Students will explore language expressions and cultural traditions of the countries. Students will complete projects that build on the vocabulary they are developing in class, including an autobiography and a travel brochure on the destination city for their year-end field trip. Topic areas for vocabulary will include greetings, days/dates, time, the alphabet, colors, numbers, sports, music, food, school, bedroom, school subjects, weather and seasons, numbers to 100,000, and clothing. Students will be evaluated through homework, class participation, quizzes, speaking assessments, tests and written assignments. By the end of foreign language 1 students will have developed the listening, reading, writing and speaking skills necessary to succeed in an Intermediate level college course.

Grade 10 English Language Arts: In tenth grade ELA, students will be able to analyze the connections between the texts they read and the real world. They will further be able to demonstrate how to paraphrase, evaluate, and summarize the information they read. They will be able to analyze the differences between fact and opinion, analyze conflict and identify imagery and symbolism. They will evaluate point of view and analyze figurative language and identify elements of poetry. Students will focus on interpreting mood and tone in a text, as well as characters' motives and other traits. They will also be able to complete full sentences, and write expository, description, and narrative essays.

Grade 10 Mathematics: Students will take Algebra 2 and Trigonometry. In algebra 2 following topics will be covered: complex numbers; vectors and matrices; tools of algebra; polynomial functions; sequences and series; rational, radical, logarithmic, quadratic, exponential and trigonometric functions and their graphs; linear systems and probability and statistics. In addition, students will be able to analyze a given chart to write a model equation. Students will have a clear understanding in Linear, Exponential, Sinusoidal, Quadratic equation models.

In the trigonometry course students will have a deeper knowledge about trigonometric functions; the unit circle; graphs of trigonometric functions and their inverses; transformations on trigonometric functions, applications of trigonometric functions to real world; trigonometric identities and their proofs; trigonometric angle formulas and their derivations. Students will be

able to apply algebra rules to Trigonometric functions to prove some identities. Tenth grade mathematics curriculum is designed in such a way that it prepares students for the SAT subject test level I test.

Grade 10 Social Studies (US History I): The study of US History in tenth grade addresses the time period from Columbus' discovery to Reconstruction following the Civil War. This course will cover the migrations of early peoples, pre colonial and colonial times, the rise and revolution, the establishment of governments and religions, the growth of economic systems, and the ways in which these events shaped The US. Students will engage in a variety of instructional activities, including, but not limited to, lecture, class discussion, cooperative groups, and independent research. This class emphasizes class discussion in order to engage students. Throughout the year, there will be several projects with a required presentation piece. Presentations are aimed to improve students' speaking skills in a professional environment.

Grade 10 Chemistry: Chemistry is the study of the composition and properties of matter. It provides an introduction to the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Laboratory experiences and demonstrations are integral parts of this course. Chemical nomenclature, stoichiometry, atomic structure, bonding theories, thermochemistry, periodic properties, solution calculations, gas laws and the properties of solids and liquids are among the topics discussed. At the end of the class students will have a clear understanding in the difference between chemical and physical change of matter. Moreover, they will be able to recognize the types of the chemical bonds and reactions. Students will also be able to calculate and interpret pH & pOH of a solution.

Grade 10 Foreign Language 2: This course will offer students a 2nd year of foreign language. Students will be placed, according to the class they took during their freshman year. Foreign language 2 focuses on continuing to build on vocabulary and grammar acquired in foreign language 1, in addition to developing more conversational capacity. Also foreign language 2 helps students strengthen their reading and writing skills. Students will cover present tense, interrogatives and imperatives. In addition, students will continue to build vocabulary and knowledge of idiomatic expressions. Beyond the classroom, students will complete a Language Lab component to improve their listening skills, and have at least 1 oral interview per quarter as part of a unit exam. Students will have a number of projects throughout the year, including a photo collection of their peers to discuss clothing and a book about their hobbies to practice vocabulary that expresses social relationships. By the end of foreign language 2, students will have developed the reading and writing skills necessary to succeed in an Advanced level college course.

Curriculum Overview Grades 11 & 12

Grade 11 English Language Arts: This course is designed as an introduction to American literature, college level academic writing, and literary criticism for the 11th grade. The texts studied in this course survey the span of American history from the colonial to the postmodern period. Throughout the course there will be an emphasis on interdisciplinary connections, critical approaches to texts, close-reading, the analysis of form and content, as well as academic vocabulary and essay writing. Students are expected to be active readers and participants in classroom discussions and classwork. Students will take reading notes and produce presentations, poems, short stories, a reflection journal, analytical academic essays, and an interdisciplinary research paper.

AP English Language and Composition: AP English is comparable to freshman college English and prepares students to take the Advanced Placement English examination given in May of each year. This course develops a student's writing ability and sense of what constitutes good style of expression. A thorough study of denotation, connotation, imagery, figurative language, tone, etc., is made to facilitate the interpretation and evaluation of prose and poetry. Individual research projects involving the study of writers and their works are also included.

Grade 11 Mathematics: Students will learn pre-calculus in grade 11. The main objective of this course is to provide the rigor students will need to be successful in college. This course completes the formal study of the elementary functions begun in Algebra 1 and Algebra 2 and designed to fill in the students' backgrounds in preparation for Calculus. Students focus on the use of technology, modeling, and problem solving involving data analysis, trigonometric and circular functions, their inverses, polar coordinates, complex numbers, conics, and quadratic relations. Discrete topics include the Principles of Mathematical Induction, the Binomial Theorem, and sequences and series. Students are also introduced to analytic geometry, sequences and series, logarithmic functions, and limits.

Grade 11 Social Studies (US History II): This course will cover the second half of United States History. Students will explore the social and economic changes went through as it grew and became a more industrial society culminating in the reforms of the Progressive Era. Students will also address the foreign policy changes that the US goes through in the early 20th century. Finally, students will address the Cold War time period looking at many of the issues that America faced both domestically and abroad. The use of primary source documents is essential to understanding United States history. As a result students will have to develop the skills necessary to not just understand primary source material but then apply it to the topic at hand. This will require them to write argumentative papers explaining how America changed over time referencing primary source documents to support their statements.

Grade 11 Science (Physics): In this introductory physics course, students study a wide range of physical phenomena centered on motion and force. Topics include kinematics, mechanics, energy, thermodynamics, momentum, harmonic motion, waves, sound, light, electricity and magnetism. Teaching strategies include inquiry based learning, laboratory exercises, problem solving with mathematics and diagrams, simulations, lectures and visual aids. Students are expected to maintain an organized binder and laboratory notebook. The course prepares students for AP physics the following year and the SATII physics subject test.

Grade 12 English Literature 4: In this course students will become familiar with a wealth of British Literature and its enduring value. Discussions will be based on seminal ideas that influence literature, the rich tradition of the English language and the power language holds in expressing ideas. Students will also be supported as they begin to apply to college and complete portions of their senior project. Students will continue to develop research and writing skills that will help prepare them for college.

AP English Literature and Composition: The chief focus of AP English literature and composition course is to provide students with intensive exposure to the development of literary study as cultural and academic phenomena, and to prepare students to read and write at the appropriate level of sophistication to succeed in college, with preparedness for the AP Exam as the tertiary focus. The course is designed around the objectives created by the College Board described in the AP English Course Description.

Grade 12 Mathematics: Grade 12 Mathematics covers full differential and integral calculus curriculum. There will be two options for students; AP calculus and regular calculus. AP calculus and regular calculus classes will provide students with the same content with two different levels of rigor. AP students will be required to take the AP calculus exam in spring. The course includes the study of analysis, functions, limits, derivatives, the applications of derivatives and integrals, and introductory differential equations. Students find derivatives numerically, represent derivatives graphically, and interpret the meaning of a derivative in applications. Previously studied functions will be analyzed using calculus concepts. The relationship between the derivative and the definite integral is developed as well. Students will model real-world situations involving rates of change using difference or differential equations. Students will use graphing calculators to deepen their understanding in calculus to solve wide variety of real world problems.

Civics and Economics: This course takes an analytical approach to the study of public policy in the United States and the economic and social forces that shape them. Emphasis is foremost on economic analysis through a look at the allocation of resources in our society. Another major component of this course is to understand the values of the American civic identity. Where these values and principles originated and how they translate to modern society will be examined. There will also be an emphasis on what it means to be a responsible and productive citizen today. In order to provide a more thorough understanding of public policy, related topics such as law, ethics, sociology, and politics are addressed. Additional topics include discrimination, economic growth, crime, healthcare, big business, and sports. Emphasis is on research and presentation, both in writing and orally. Projects will be presented in groups and individually.

AP US History: This course is designed to prepare students to take the AP United States History Exam. Students taking this course will have to master the ability to analyze both primary and secondary source information that is normally seen at the college level. Students will also need to take the information from these documents and organize it appropriately in a written essay. This course will focus on the major themes that appear throughout American history. These themes include the shaping of the American Identity, the economic evolution of America, political change and continuity, effects of social reform, and increased American involvement in global affairs. Each of these themes will be the underlying focus of the textbook and primary source readings that students will conduct.

AP World History: Students will develop greater understanding of the evolution of global processes and interaction through their study of world history from 1000 C.E./A.D. to the present. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students will study major developments that illustrate six thematic eras and major civilizations in Asia, Africa, Europe and the Americas. This is a college level course designed to earn college credit for those students scoring an acceptable level on the College Board Examination.

Grade 12 Science (Engineering and Technology): In this introductory engineering class, students will complete a series of hands on projects aimed at teaching the engineering design process. Each quarter focuses on a different engineering discipline. First quarter students learn about product design and invention. Second quarter focuses on construction technologies and heat transfer. Third quarter students learn about heat engines, fluid dynamics, and pressure. Finally, students will learn about electronics and circuits for their fourth quarter project. Each quarter involves a series of design challenges in which students work cooperatively with group members to successfully meet project requirements. Projects include designing and building organizers, building complexes, and candle powered boats.

AP Physics: This class places a strong emphasis on the mathematical aspect of physics. The course works out of an introductory level college physics book. Students in this class must have completed one year of physics. They should have a strong conceptual idea of physics and must be ready to apply this knowledge through algebraic and pre-calculus-based problems. Advanced Placement Physics is a fast paced course that challenges and continues to develop students' problem-solving skills. The class reviews and builds on the topics listed in the physics course and introduces concepts of modern physics. Students are expected to take an initiative in their work, independently solving problems and learning to use resources available to them. Laboratories are also an important component of the course. Students are required to analyze and synthesize data at a more comprehensive level than in physics. They also must write laboratory reports using a word processor and spreadsheet.

AP Chemistry: This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, as freshmen, second year work in the chemistry sequence at their institution or to register for courses in other fields where general chemistry is a prerequisite. Students attain a

depth of understanding of fundamentals and a competence in dealing with chemical problems. The course contributes to the development of the students' abilities to think clearly and to express their ideas, verbally and in writing, with clarity and logic. Topics of study include the structure of matter, states of matter, chemical reactions, chemical reactivity and products of chemical reaction, relationships in the periodic table, and an introduction to organic chemistry. AP Chemistry prepares students for the Advanced Placement Test in chemistry and the opportunity to earn college credits.

AP Biology: Advanced Placement Biology is a laboratory course designed for those who have completed both Introductory Biology and Chemistry. Our studies focus on traditional topics in biology, including biochemistry, cellular biology, bioenergetics, genetics, evolution and natural selection, phylogeny, zoology, and ecology. Additionally, we will look at the history and philosophy of biology, posing such questions as: What are the essential qualities of living things? What were the origins of organic matter and living material on the plant? What are the driving forces of evolution? Is our existence in the universe merely a chemical coincidence or a deliberate happening? We ask such questions in an attempt to see how biology is a study, which gets right to the essence of life itself. In other words, we ask how we can question and investigate our very existence using a biological framework. This course utilizes a rigorous, college-level textbook. Consequently, this course is both reading- and writing-intensive.

Character Education Program

LAACS will implement a Character Education Program for building good character, bringing out the best in our students, and ensuring that they acquire the basic life skills that will guide them to life-long success. The objective of the Character Education Program at LAACS is to encourage students to take responsibility for their actions, to familiarize them with good character traits, to place role models before them, and to help develop good citizens with high ethical values.

The curriculum for the Character Education Program at LAACS will be built by using widely available and approved resource guides such as Character Counts, Good Character, Project Wisdom, and Character Education Partnership.[11]

We will put into practice a well-structured character education plan by means of the following: Character Education Class, quotes displayed throughout the school, special events and activities, and curriculum integration. In addition, teachers will read announcements in their classes that will reinforce the quotes and messages that will be displayed throughout the school. Each month a character trait will be announced. Because parents will play a vital role in this program, parents will regularly be informed about the trait of the month to ensure their involvement in their homes in our efforts to inspire good behavior. Other traits will be integrated throughout the entire year, so that students are frequently reminded of these values and given the opportunity to make connections between various concepts.

Research-based studies show that character education at schools improves academic performance, general behavior, and attitudes and reduces discipline referrals, dropouts and expulsions, and crime and drug use. [12,13] One of the nation's most thorough and multi-faceted assessments of character education has been taking place in South Dakota.[14] It is a five-year study of character education and uses an extensive questionnaire covering demographics, attitudes, and behavior. Each year, researchers based at South Dakota State University collect the evaluation forms from large numbers of students and teachers. The student sample comprises as many as 8,419 respondents. The results show that character education cut crime and drug use sharply from 1998 to 2000. The program has led to many other improvements. For example, students who said they had (a) cheated on an exam dropped 30%, (b) received a detention or suspension dropped 28%, (c) missed class without a legitimate excuse dropped 39%, (d) teased someone because of race or ethnicity dropped 45%, and (e) borrowed money without repaying it dropped 34%.

The main principles of the character education program are (a) your character is defined by what you do, not what you say or believe; (b) every choice you make helps define the kind of person you are choosing to be; (c) good character requires doing the right thing, even when it is costly or risky; (d) you don't have to take the worst behavior of others as a standard for yourself; (e) you can choose to be better than that; (f) what you do matters and one person can make a big difference; (g) the payoff for having good character is that it makes you a better person and it makes the world a better place.

The Character Education Program curriculum will include these topics: (a) trustworthiness, (b) respect, (c) responsibility, (d) fairness/justice, (e) caring, (f) citizenship, (g) honesty, (h) diligence, (i) integrity, (j) courage, and (k) work ethics (racism, teamwork, attitude, sexual

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[11] Josephson Institute of Ethics. http://www.charactercounts.org; Goodcharacter.com. http://www.goodcharacter.com; Project Wisdom. http://www.projectwisdom.com; Character Education Partnership. http://www.character.org

[12] Harms, K.; Frit, S. (2001) Internalization of Character Traits by Those Who Teach Character Counts! *Journal of Extension*, 39(6).

[13] Project Wisdom. "Proven Results." http://www.projectwisdom.com/results/index.asp and Josephson Institute of Ethics. "Research on Character Counts." http://www.charactercounts.org/research/index.html.

[14] South Dakota Survey results 1998-2000. http://charactercounts.org/doing/SD2000report.htm

harassment, misconduct). Each topic will be discussed in detail by sharing experiences and real world stories.

Curriculum Support and Non-Academic Programs

Our plans to support our curriculum include, but are not limited to[15]:

- University Collaboration Program: Trips for all students to the universities in the area will be organized so that students may interact with academicians, visit laboratories, and learn about student life in colleges.
- Lectures by Professionals: Professors and PhD students from the area universities and professionals from companies will be organized to support our curriculum by giving lectures to students or to teachers on staff development days. A list of people who want to contribute to our school will be prepared with their areas of expertise and will be given to teachers. Teachers will arrange the schedule of these professionals according to their course schedule.
- Field Trips: In addition to classroom instruction, regular field trips to academic resources in the home state of Maine, the Boston metropolitan area, in Massachusetts and other states will be widely used with relevant topics of study. Trips will be planned every year to support our curriculum in science, history, art, and technology.
- Community Service: Forty (40) hours of community service is part of our high school graduation requirement. Students will learn to appreciate volunteerism and the importance of the community.
- School Project Fair: Completed senior projects will be presented to the community and the school which is part of the high school graduation requirement. Parents, surrounding communities, and professionals from colleges and companies will be invited to this annual event. This will be a good opportunity for students to practice their public speaking and presentation skills.
- Peer-tutoring and Mentorship Programs: Successful students will be encouraged to be peer-tutors for their friends and mentors for the younger students (with their parents' consent). Students will contribute to the success of the school and their friends through these programs. There will be a peer mentoring program where high schools students will be selected to mentor the middle school students and lower level high school students. The program will be set up to provide academic and social support to students who are in need of it. The school counselor will work very close with the dean of students to identify the students that are in need and to help to plan the events.
- Athletic Program: A successful athletic program will help create a strong school spirit. Students will learn the importance of being a team member.
- Role Model Initiative: LAACS will bring distinguished members of the community to school for speeches and will create a platform for them to interact with students.
- Character Education Program: This program has been explained in detail previously.
- Student Clubs: Student clubs (such as, drama, math club, science club, chess club, photo/film/art club, dance team, school newspaper and magazine, yearbook, and debate team) will be encouraged and supported by LAACS. Students will learn to work together and take responsibility in a team environment and compete with other schools as real-world experience.
- After-School Program: LAACS believes that after-school programs are essential for students' success. In addition, these types of programs (including club activities and the sports program) will keep students from getting bad habits, such as drug use, etc.

[15] Programs described below have been successfully implemented at the model school.

- Awards and Prizes: Students who demonstrate good citizenship (good work skills and ethics, leadership, and good behavior [such as being respectful to others and others' opinions]) through the mentorship program, community service, student clubs, athletic program, etc. will be recognized and given awards by the school administration.

Being successful in the real world requires working habits, such as meeting deadlines and sustaining a substantial workload; participating actively in teams; and good social behaviors, i.e., respecting others. Therefore, our non-academic standards will be a very important part of student learning at LAACS. LAACS will achieve these non-academic goals by teaching these behaviors through the programs mentioned previously. Our character education program will also help us to promote and teach the importance of these behaviors and habits to be successful in real life. We believe that achieving higher standards in non-academic goals will help our students to perform better in their academics as well.

Services for LEP and At-Risk Students

The school's small size will allow for personal relationships among students, staff, administration, and families. Students will have daily and individualized support for reaching milestones of achievement towards their own goals and the school's goals. The curriculum supports defined previously, such as one-on-one tutoring, mentorship programs, and after-school programs will be used to help improve the levels of LEP students and at-risk students. In addition to those services, LAACS will offer multiple ability-based tracks within science and math courses. The topic coverage will be the same for different levels, but the levels will differ in the depth of coverage. Students will be categorized according to their level of knowledge in these two courses. LEP students will also be categorized to avoid their segregation in these classes. This will enable students with special needs and those with less rigorous academic preparation to remain at the same temporal point in the longitudinal curriculum as their peers yet achieve functional competence in all subjects.

Tutoring Programs

LAACS will use the tutoring program successfully developed at the model school as a model for its tutoring services. Through this program students are provided with various extra support and tutoring programs after school and on weekends. Weekday programs start right after regular classes. The weekend program is scheduled for Saturday mornings. Students are recommended to the program based on their performance in classes and on internal assessments. The program is run by the Dean of Academics, who regularly collects data on student performance during and after tutoring. Tutoring programs are mainly provided by LAACS teachers. Peer tutors and outside tutors are also utilized when needed.

Vertical and Horizontal Alignment of the Curriculum

To maximize the learning of all students, courses are purposefully designed to deliver continuity and coherence. Learning by sequencing and alignment are best realized when curriculum is designed for vertical and horizontal coherence and mobility. The core curriculum will be aligned vertically and horizontally with the intention of systematically developing student basic and critical thinking skills and content knowledge. Vertical alignment is sequenced alignment within a department. It provides each student with a discernible scope and sequence for skills and content acquisition and mastery from year to year. Horizontal alignment is purposeful alignment between departments. It links courses across an academic year.

Vertical Alignment

The first mode of the curriculum, vertical alignment, provides continuity for students by monitoring the scope and sequence of the skills learned before allowing students to move on to the next set in the progression.

Vertical	Department A	Horizontal	Department B
	7th Grade Content	→	7th Grade Content
	8th Grade Content	→	8th Grade Content

	9th Grade Content	→	9th Grade Content
	10th Grade Content	→	10th Grade Content
	11th Grade Content	→	11th Grade Content
	12th Grade Content	→	12th Grade Content

Horizontal Alignment

Horizontal alignment describes the way in which different academic departments work together to create interdisciplinary units. This structure provides coherence from course to course within one academic school year. Especially, content in the social science courses will be used as the catalyst to drive the shared content in the other disciplines. For example, whatever time period or culture is being taught in the social science class is also being researched and written about in the writing class.

Aligning the LAACS Curriculum with the MAINE Curriculum Frameworks (MCF)

Our curriculum is designed to meet and exceed the MCF standards. Since one of our goals is to improve our students' MeCAS results, we will put great emphasis on the alignment of our curriculum with the MCF. All LAACS teachers will have a copy of the MCF that corresponds to the classes they are teaching. Teachers will align the content of the learning expeditions they design, as well as their regular classroom instruction, explicitly with the MCF and will also have in mind the dates and content of the MeCAS exams to prepare our students to succeed as measured by both the standards of LAACS and the standards of the DOE. The department chairs will confirm the alignment of the curriculum and will take appropriate action to guide teachers in meeting the standards. Staff development week before the academic year will also be used for this purpose.

Instruction

LAACS teachers will use a variety of different teaching methods such as direct instruction, a systematic way of planning, communication, and delivering a mastery of information in the classroom using power point presentations and other visuals.[16] Teachers will also implement collaborative learning in which two or more students work together to solve problems and complete tasks. Collaborative learning techniques include team work and other group activities.[17] Depending on the subject and projects, students will also engage in project based learning in which the classroom activity shifts away from the short term classroom practices to a more long term interdisciplinary, student centered approach that integrates real world issues in the classroom.[18] Students present their findings through oral presentations and explanation of their work using poster boards, other visuals and skits that they put together with their groups. LAACS will encourage teachers to use many successful methods to maximize classroom learning by motivating and allowing students to work together and to challenge them to work to their highest potential.

LAACS believes in allowing teachers to teach in an environment that supports their successful practices and strategies, so that each teacher has the right to customize their teaching strategies to accommodate the needs of all students. The teachers are aware that every individual student has a different way of learning and that it is their responsibility to support their students on a day to day basis by providing accommodations and materials that will allow students to learn more effectively. Like learning teaching is an ongoing process in

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[16] Kirschner, P., Sweller, J., & Clark, R. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist,* 41(2). Clark, R., Kirschner, P., & Sweller, J., (2012) Putting Students on the Path to Learning: The Case for Fully Guided Instruction. *American Educator*. Spring 2012.

[17] Kagan, S. (2008). *Kagan Cooperative Learning*. California. Kagan Publishing. Johnson, D.W., & Johnson, R. T. (1999). *Learning Together and Alone: Cooperative, Competitive and Individualistic Learning*. Boston: Allyn & Bacon. Marzano, R., Pickering, D., Pollock, J., (2001). *Classroom Instruction that Works*. Alexandria: VA. ASCD.

[18] Blumenfeld, P.C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., &Palincsar, A. (1991) Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, 26, 369-398.

which we learn what works for some kids and not for others. LAACS administrators will encourage the staff to re-evaluate and make any necessary changes to their methods if needed.

Teachers will use backward design to look at the big picture with the end goals in mind. In backward planning, teachers set the vision or the essential understanding of their curriculum or unit, decide how students will provide evidence of their learning, and finally design instructional activities to help kids learn what is needed to be successful. The backward design model centers on the idea that the design process should begin with identifying the desired results. Then the teachers work "backwards" to develop instruction rather than the traditional approach which is to define what topics need to be covered. The framework identifies three main stages.

Stage 1: Identify desired outcomes and results.

Stage 2: Determine what constitutes acceptable evidence of competency in the outcomes and results (assessment).

Stage 3: Plan instructional strategies and learning experiences that bring students to these competency levels.

Expectations for excellent instruction will be clearly outlined through the LAACS lesson plan template. These expectations will also be solidified at the summer teacher institute at the beginning of the school year and also through workshops and meetings throughout the school year.

The lesson plans will be broken up into three parts. The first is the Motivational Activity which is one of the most crucial parts. During this part the teacher is encouraged to "grab" the student's attention which motivates the students to want to learn the material. The second part is the Developmental Activity, here the teacher teaches the material that is being covered this is done through direct instruction and or cooperative learning. The final part of the lesson delivery is the Closure Activity in which the teacher and students "wrap up" the covered material. At this point the teachers review all the information taught with the students using some kind of activity or directly stating the main points of the lesson.

The goal for supervision and evaluation at LAACS is to ensure high-quality instruction, to maximize successful student outcomes and to foster professional development and growth in our teachers. LAACS teachers will receive formal and informal feedback through classroom observations and lesson plan reviews. A summative description of the teacher's performance in seven areas (planning, instructional effectiveness, classroom management, interpersonal relationships, professional ethics, scholarship, and contributions to school improvement) will be prepared for each teacher. Feedback will also be given in a timely manner on teacher lesson plans thorough a rubric. LAACS teachers also receive support through informal venues, such as peer observations, mini observations[19], walk-throughs[20] by administrative staff, departmental meetings, and grade level meetings.

Supervision at LAACS will have students and learning at the center.[21] This can be understood in the larger context it happens. The process is an integral part of a strategy to improve teaching and learning. Classroom observations, curriculum planning with benchmarks, and interim assessments all work together to continuously analyze learning.[22] From the formal observations to mini observations, walk-throughs to peer observations, the focus will be on student learning, student work, and student time on task. The observation feedback (especially for informal and mini observations) will be given in a timely manner, in most cases within 24 hours. Interim assessments will be aligned with benchmarks developed and given throughout

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[19] Marshall, K. (2009). *Rethinking Teacher Supervision and Evaluation*. San Francisco: CA. John Wiley & Sons, Inc.

[20] Downey, C., Steffy, B., English, F., Frase, L., & Poston, W. (2004). *The Three-Minute Classroom Walk-Through*. Thousand Oaks: CA. Corwin Press

[21] Sullivan, S. & Glanz, J. (2009). *Supervision That Improves Teaching and Learning*. Thousand Oaks: CA. Corwin Press. Zepeda, S. & Mayers, R. (2004). *Supervision Across the Content Areas*. Larchmont: NY. Eye on Education.

[22] Marshall, K. (2009). *Rethinking Teacher Supervision and Evaluation*. San Francisco: CA. John Wiley & Sons, Inc.

the school.[23] Purposeful analysis will follow each assessment that will also include debriefing sessions with teachers and the Dean of Academics. The analysis and meetings will follow a protocol to ensure efficiency and improvement of student achievement[24] These interactions with teachers will lead to the end of year summative evaluation mentioned above.

LAACS will strive to offer support for teachers and staff on how to best serve the needs of our students. We will begin our year with an intensive Summer Teacher Institute for both new and returning staff that will allow time for staff team-building, pedagogy workshops, curriculum development, and instructional workshops and training. During this time, we will share school expectations and academic policies for both new and returning staff. Throughout the school year, teachers will have professional development from 1:30 to 4:30 every six weeks. The focus of professional development will range from differentiated instruction, building relationships with students and parents, using data effectively, science across curriculum to effective classroom management strategies. Sessions will also incorporate accommodating the needs of ELL and Special Education students. Moreover, LAACS will also provide training to focus on specific classroom strategies. This will be achieved through the sharing of best practices among teachers. Teachers will utilize easy to implement resources like "Teach Like a Champion".[25] These techniques will be covered throughout the school year.

In regards to professional development, the administrative team will plan for what they feel is necessary based on teachers' suggestions (which are shared during faculty, grade chair and department chair meetings), internal needs (test analysis after midterms and finals) and state mandates (ELL Trainings, physical restraint, DCAP, etc). The administrative team will also encourage the staff to sign up for any professional development opportunities outside of the school that they think will benefit them and allow them to improve in their profession.

LAACS will encourage collaboration among teaching staff and will provide opportunities for this to occur. Every Wednesday, teachers will either participate in either department or grade level meetings where they share best practices, talk about student issues, review data, plan curricular activities and trips together. LAACS will also encourage peer observation as a method to share best practices and provide feedback to each other. LAACS will try to establish a culture of strong work ethic and professional climate among its faculty, similar to the one exists at PCSS (the model school).

Diverse Learners

The school's small size will allow for personal relationships among students, staff, administration, and families. This will ensure no one falls through cracks and all students are provided with high quality education that fits their needs. LAACS believes that improving educational results for children with disabilities is essential to ensuring equal opportunity, full participation, independent living, and economic self-sufficiency. To the maximum extent appropriate, LAACS will educate students with disabilities in regular classrooms with non-disabled students. The IEP Team, as needed, will develop teaching strategies and classroom modifications and strategies. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Teachers will be regularly trained to understand their responsibilities in implementing IEPs and also be able to better serve students with disabilities. Training will start with a student support guideline presentation given at the beginning of the school year to teachers to clearly

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[23] Marshall, K. (2008). Interim Assessments: A user's guide. *Phi Delta Kappan,* 90(1).

[24] Bambrick-Santoyo, P. (2010). *Driven by Data: A Practical Guide to Improve Instruction.* San Francisco: CA. John Wiley & Sons, Inc.

[25] Lemov, D. (2010). *Teach Like A Champion: 49 Techniques That Put Students On The Path To College.* San Francisco: CA. John Wiley & Sons, Inc.

outline expectations. An introduction to child find process, RTI responsibilities, IEPs, related laws, and teacher responsibilities will be provided through this training. Throughout school year teachers will be provided with support from the special education department on differentiated instruction and strategies to be used in the classroom. A whole staff workshop will also be done on differentiated instruction by the members of the special education team.

Teachers will be given student support cards (one-page summary profiles) at the beginning of the school year and after annual meetings/evaluations as needed. Teachers will be expected to read each student's IEP and refer to the student support cards. This will allow the teacher to be knowledgeable about the student's IEP goals, understand student's learning challenges, and learn about the modifications needed in curriculum, instruction and assessment. Teachers will also participate in IEP meetings as needed.

LAACS will also target English Language Learners population. LAACS will be committed to better serve this population and will work diligently to recruit and retain ELL. All teachers at LAACS will be supportive in creating a warm classroom environment where the English language is not interference but rather becomes a part of the students' normal functioning in the academic learning process. LAACS will support and accommodate ELL by providing sheltered English immersion classes and state recommended number of hours of pull out ESL instruction based on their scores. Annual MEPA and MeCAS scores will be used to measure student success. Instruction will be effectively delivered by both a licensed ELL teacher and content teachers that will receive appropriate trainings.

Teachers will be notified about which students are ELL and how to accommodate them through student information cards. The SEI classrooms will be observed by the ELL coordinator, and feedback will be given to the teachers. Observations will focus on method of instruction, materials, teaching interaction and student response.

Professional development will also be delivered by the ELL coordinator to support teachers in improving instructional practice and student achievement. Teacher training will start with an introduction to ELL, teacher responsibilities, and related law at the beginning of the school year. Throughout the school year ELL coordinator will support teachers individually but also conduct whole staff training sessions. ELL coordinator will regularly interact with teachers through department level, grade level, and staff meetings.

The ESL curriculum at LAACS will be is based on the ME English language proficiency benchmarks and outcomes. In addition, it will be designated to provide students with at least the minimum number of state suggested hours of direct ESL instruction and the opportunity to participate fully in the academic goals and mission of LAACS.

PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

Performance standards at LAACS will follow the practice developed at the model school. LAACS will use a comprehensive assessment system to monitor progress towards course objectives. Performance in each subject at all grade levels will be measured through benchmarks that closely align with state standards and college readiness skills (SAT subject or AP expectations). In early grades the emphasis will be placed on state standards while at later grades the balance will shift towards college readiness skills. Each benchmark will be aligned with a unit of study and is further broken down into smaller sections to provide clarity. This system is currently being implemented at the model school and is responsible for the success obtained in a short period of time.[26]

[26] PCSS students consistently scored well above the sending districts and state averages on MCAS for last couple of years. Moreover, PCSS as a district placed in the top 25 highest scored districts in multiple categories. In the most recent MCAS test PCSS was the first district in the State for student growth in grade eight English and second highest district in grade ten mathematics. In terms of proficiency levels PCSS ranked seventh highest in grade eight English and sixteenth in the Biology test. During the previous year PCSS students were the first district in terms of student growth

Students will be given internal assessments at the end of each unit that will measure the mastery of benchmarks covered. Classroom work and assignments will also be designed around these benchmarks. Moreover, the school's final exams will assess the end of quarter and end of year progress towards attainment of proficiency on the benchmarks. For each subject described below 25% to 50% of the grade will be based on school-wide interim assessments. The rest of the grade will be based on classroom assignments and projects. Students will be expected to perform at least 60% for each benchmark. The following provides an illustration of expectations from students for benchmark.

0-59 The student has very little or no understanding of the subject matter
60-69 The student has some understanding of the subject matter
70-79 The student has moderate understanding of the subject matter
80-89 The student has good understanding of the subject matter
90-100 The student has deep understanding of the subject matter

Below are examples of benchmarks for grade eight for three subject areas: mathematics, English language arts, and science.

Grade 8 Mathematics: Benchmark M8.1 - Integers and Algebraic Expressions; Benchmark M8.2 - Rational Numbers and Exponents; Benchmark M8.3 - Real Numbers and The Coordinate Plane; Benchmark M8.4 - Applications of Proportions; Benchmark M8.5 - Applications of Percent; Benchmark M8.6 - Linear Equations and Inequalities; Benchmark M8.7 - Two-Dimensional Geometry; Benchmark M8.8 - Three-Dimensional Geometry; Benchmark M8.9 - Data Analysis; Benchmark M8.10 – Functions; Benchmark M8.11 – Polynomials; Benchmark M8.12 - Systems of Linear Equations

Grade 8 English Language Arts:
READING LITERATURE (Divided into ten subsections including but not limited to textual evidence, theme, meaning of words and phrases, analysis, compare and contrast, identify characters, etc)
WRITING (Divided into ten subsections including writing arguments, supporting claims, narratives, research projects, etc)
SPEAKING AND LISTENING (Divided into six more sections from collaborative discussions to integrating multimedia and visual displays)
LANGUAGE -- CONVENTIONS OF STANDARD ENGLISH (Has six subsections regarding grammar and usage)
Reading Informational Texts (Has ten subsections similar to the reading literature)

Grade 8 Science: Benchmark Sci. 8.1 Lab Equipment and Safety; Benchmark Sci. 8.2 Materials Tools and Machines; Benchmark Sci. 8.3 Engineering Design; Benchmark Sci. 8.4 Manufacturing Technology; Benchmark Sci. 8.5 Bioengineering Technology; Benchmark Sci. 8.6 Construction Technology; Benchmark Sci. 8.7 Transportation Technology; Benchmark Sci. 8.8 Properties of Matter; Benchmark Sci. 8.9 Evolution and Biodiversity; Benchmark Sci. 8.10 Elements, Mixtures and Compounds; Benchmark Sci. 8.11 Motion of Objects; Benchmark Sci. 8.12 Forms of Energy; Benchmark Sci. 8.13 Thermal Energy; Benchmark Sci. 8.14 The Earth and The Solar System; Benchmark Sci. 8.15 Transfer of Heat In The Earth's System

Grading Scale

LAACS will follow the following grading scale for assigning letter grades for quarter and semester work. Individual departments and teachers will establish the grading policies and

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for grade eight mathematics and English. PCSS MCAS scores and student growth numbers are readily available on the DESE website.

procedures for their classes, and their grades will correspond to this scale. However, a certain portion of a student's grade must be based on centrally administered quarter midterm and finals.

100-98 = A+	89-87 = B+	79-77 = C+	69-67 = D+	59-0 = F
97-93 = A	86-83 = B	76-73 = C	66-63 = D	
92-90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	

Grading Promotion Policy

The 7th & 8th grade promotion from one grade to another will be based on the following criteria:

- If a student receives a final letter grade of a "D", a numerical average of 60-69, or higher, the student earns a passing grade.
- A final numerical average of 59 or below is considered to be an "F", which is a failing grade.
- If failures occur, the following policy will prevail with respect to final marks in either full year or partial year subjects:
    - If a student in grade 7 or grade 8 receives final marks of "F" in any of the four core courses English, Math, Science or Social Studies and if the average is 0-49 the student will repeat the grade, if the average is 50-59 the student must attend Summer school to be promoted to Grade 8 or Grade 9.
    - If a student in grade 7 or grade 8 receives final marks of "F" in any of the courses listed below that are the equal of (2) Full Credit Value (C/V), he/she cannot be promoted to Grade 8 or Grade 9.

The 9th – 12th grade promotion from one grade to another will be based on the following criteria:

- If a student fails two (2) core English, Math, Science or Social Studies courses he/she has to repeat the grade or if a student receives final marks of "F" in any of the courses listed below that are the equal to a total of (3) Full Credit Value (CV), he/she cannot be promoted to the next grade.
- If a student receives final marks of "F" in any of the four core courses English, Math, Science or Social Studies and if the average is 0-49 he/she will repeat the grade, if the average is 50-59 he/she can attend Summer school to be promoted to the next grade.

Subjects	**Middle School**	**High School**
English Language	1 CV	1 CV
Mathematics	1 CV	1 CV
Science	1 CV	1 CV
Social Studies	1 CV	1 CV
Character Education	1/2 CV	N/A
Computer Science	1/3 CV	1 CV
Foreign Language	1/3 CV	1 CV
Physical Education	1/3 CV	1/2 CV
Music/Art	1/3 CV	1/2 CV

** CV for the Electives is determined by the subject matter.*

Summer School

Students have the opportunity to attend summer school at LAACS, if available, or in any neighboring towns (at their own expense) for the purpose of meeting the requirements of the promotion policy.

Students will not be allowed to register for more than two courses during the summer session. Students must meet the following requirements for each course that he/she wishes to take in summer school for which they desire to have credit reinstated:

- The student must have obtained an average of no less than 50 in the course for which they are seeking to regain credit.
- The student must receive approval to attend summer school from the teacher whose course he/she has failed and wishes to regain credit.
- The failure of the course for which the student wishes to regain credit was not a result of excessive absences.

Students must receive a passing grade of 70 (or C) in order to receive credit for attendance at summer school.

High school graduation requirements

In order to receive a high school diploma a student must earn 27 credits in grades 9-12, besides other requirements given in table below.

Mathematics: 5 credits	Electives: 4 credits	Arts: 1 credit
Science: 5 credits	Computer: 1 credit	
English Language Arts: 4 credits	Physical Education/Health: 1 credit	
Social Studies: 4 credits	Foreign Language: 2 credit (of the same language)	
Other requirements: (a) 40 hours of community service; (b) Completing a senior project and presenting it in the school project fair; (c) MeCAS scores of (TBD) or above on the grade 10 English and Math tests, or MeCAS score between TBD and TBD on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP); (d) MeCAS score of TBD or above on Science and Technology/Engineering test. (TBD: to be determined based on student diagnostic evaluations)		

Following options can also be used to fulfill the PE/Health requirement:

- Participation annually in the school's PE/Health program.
- Participation in school's athletic program for one full year.

LAACS graduation requirements ensure that students will be ready for the challenging work ahead of them in college. While college readiness is continuously emphasized in the classroom students also sharpen their independent thinking and research skills through the senior project they have to complete. Below we provide a sample of benchmarks for three subjects mathematics, English language arts, and science in grade twelve.

Grade 12 Mathematics: Benchmark 1 Functions and Their Graphs; Benchmark 2 Polynomial and Rational Functions; Benchmark 3 Exponential and Logarithmic Functions

Grade 12 English Language Arts: Benchmark 1: Write in several forms; Benchmark 2: Write essays that proceed through several stages or drafts; Benchmark 3: Write in informal contexts; Benchmark 4: Complete expository, analytical, and argumentative writing assignments; Benchmark 5: Identify and explain an author's use of rhetorical strategies and techniques in nonfiction; Benchmark 6: Analyze graphics and visual images; Benchmark 7: Evaluate, use, and cite primary and secondary sources; Benchmark 8: Cite sources using a recognized editorial style; Benchmark 9: Use appropriately and effectively a wide-ranging vocabulary; Benchmark 10: Use a variety of sentence structures; Benchmark 11: Logical organization; Benchmark 12: An effective use of rhetoric

Grade 12 Science: Benchmark Sci. 1. Engineering Design; Benchmark Sci. 2. Construction Technologies; Benchmark Sci. 3. Energy and Power Technologies - Fluid Systems; Benchmark Sci. 4. Energy and Power Technologies - Thermal Systems; Benchmark Sci. 5. Energy and

Power Technologies - Electrical Systems; Benchmark Sci. 6. Communication Technologies; Benchmark Sci. 7. Manufacturing Technologies

ASSESSMENT SYSTEM

A well-structured assessment system has been one of the cornerstones of the academic program and reasons for the success of the PCSS (the model school). The founding boards aim is to replicate this system at LAACS.

Assessments will be implemented to eliminate misunderstandings and to ensure that the goals of a lesson, a unit, or a class are being achieved successfully. Assessments also provide the basis for further instruction, thus allowing educators to prepare a better educational environment and educational activities.[27] Moreover, assessments are used not only for assessing students, but also for assessing educators.

LAACS's evaluation and assessment will be conducted on an annual, quarterly, weekly, and daily basis in all curriculum areas. The frequency of these evaluation tools will be based on each individual student's progress. These assessments will enable the faculty to identify each student's individual strengths and weaknesses and to design and implement individualized programs for the students. Also, the assessments will serve as opportunities for teachers and administrators to follow the overall progress of the school and to critique the program, adapt instructional approaches, and establish new goals and expectations to better serve the student population. The Dean of Academics will have the primary responsibility in implementing and overseeing the assessment system.

External Assessment: The MeCAS will be administered according to the DOE schedule: MeCAS Math: grades 7, 8, and 10; MeCAS Science: grades 8 and 10; MeCAS ELA: grades 7, 8, and 10. The results of the MeCAS tests will help us evaluate each student's progress and our school's progress and success in comparison to the districts we serve and to the state.

A standardized assessment program will also be administered in all applicable grade levels. College readiness skills will be an important component of this program. The testing will enable us to monitor each student's progress from year to year. While multiple assessment tools from various companies may be considered, LAACS will utilize College Board's PSAT. The PSAT is chosen because it is in line with our mission of career-oriented college preparation. While providing a profile of college readiness, PSAT will also enable teachers to identify strengths and weaknesses of their students through an analysis of aggregate test question performance and skills feedback.

PSAT and SAT test results will provide us with comparative state and national data. Courses for SAT test preparation will be available as part of the college preparatory after-school program. Students will be encouraged to take AP and SAT II tests to get ready for college.

Students will be encouraged to participate in regional, national, and international competitions and science fairs. Performance in these competitions will also be used as external assessment tools for those who participate.

Newly enrolled students will take a mathematics diagnostic test. This data, along with the MeCAS and other standardized test results (if available) from previous years and teacher prepared tests, will be used to determine each student's starting grade of study as well as the appropriate math and science levels in that grade.

Once enrolled in the school, each student will complete a home language survey. If the student indicates a native language other than English, a trained teacher will test the student to assess the need for ELL services. All students that qualify with ELL services will also be tested every spring.

[27] Earl, L. (2003). *Assessment As Learning: Using Classroom Assessment To Maximize Student Learning.* Thousand Oaks: CA. Corwin Press.

Internal Assessment: LAACS will use an extensive assessment system. Throughout the school year all middle and high school students will take various benchmark tests in their grade levels.[28] These assessments will be administered every quarter. They are called quarter midterms and finals.

Quarter midterms will be administered to all grades. They will cover all topics and standards learned in a particular quarter. The questions will be prepared by the Dean of Academics in collaboration with teachers. They will be aligned with state standards and reflect expectation of high stake tests when relevant.

Similarly, quarter finals will be administered to all grades at the end of every quarter. They will be cumulative and cover standards taught throughout the year. The questions will be prepared by the Dean of Academics in collaboration with teachers. They will be aligned with state standards and reflect expectation of high stake tests when relevant. Moreover, LAACS will use MeCAS, SAT, and AP practice tests for relevant grades in order to ensure progress towards mastery of state and college readiness standards.

The use of such internal assessments will allow us to gain accurate information about student's mastery of the subject matter. An analysis of the results will be done with graphs and reports such as: Results with graphics, Student Progress Report that shows students' cumulative scores, Item Remediation Analysis for each state standard, Item Analysis of each question, Learning Focus for each learning objective, and Student Performance Chart for each state standard.

This analysis will allow the teacher to get a more in depth explanation of the questions that students did not answer correctly and the standards that the questions covered. Teachers will utilize the results of these assessments to modify their instruction (re-teach, remediate, groupings, extra support, etc). Results will also be utilized by the administration to target students for extra help and tutoring, and target faculty for additional support.

The Quarter Midterms and Finals analyses will be discussed with the entire staff. Summary results will also be shared with the entire school. The results and reports will also be discussed at the department and grade level meetings. Moreover, individual debriefing sessions will be held between the administration and teachers to go over the results of the assessment and discuss possible action plans. Dean of Academics will closely follow the implementation of action plans and student progress from assessment to assessment.

Teacher prepared class work and homework, quizzes, and written and oral exams within each subject will also be part of the internal assessment system. Homework will be graded both for mastery and effort. Quizzes will be administered at the end of topics, and exams will be administered at the end of units. The quizzes and exams will assess the students' level of mastery. The majority of tests will use open-ended questions. Behavioral progress of the students will be assessed through review of each student by a group of teachers according to information gathered from that student's teachers.

Projects & Fairs: LAACS teachers will be using various project and performance based assessments in their classrooms. While some of these assessments will be subject specific (e.g. debate for ELA), others will be interdisciplinary in nature. Moreover, students will also participate in two school-wide project fairs. All students will take part in the annual school science fair. Students will be assessed through a standards based rubric and this will become part of their science grade. The rubric will focus on three areas: research, understanding of content and making connections. Through the science fair students will have an opportunity to use the scientific method to investigate a question that interests them. The science fair will not only benefit students through the hands-on study of science, but it will also improve their presentation and communication skills.

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[28] Marshall, K. (2008). Interim Assessments: A user's guide. *Phi Delta Kappan,* 90(1). Bambrick-Santoyo, P. (2010). *Driven by Data: A Practical Guide to Improve Instruction.* San Francisco: CA. John Wiley & Sons, Inc.

All seniors will prepare a senior project and present it at the senior project fair as part of their graduation requirement. A senior project will have many benefits to our students, but the greatest benefit will be the opportunity it presents to create student-led, independent learning and thinking and to encourage students to explore their personal areas of interest that otherwise might not be covered in the high school curriculum. Additional benefits include:

- Students will develop a working, academic relationship with an adult advisor at the school.
- Students will consider ways in which they can personally impact their community, empowering them to serve others and to give back to their community.
- Students will gain academic research and writing skills.
- Students will gain experience with public speaking and academic presentations.
- Students will have the opportunity to practice articulating their ideas both orally and in writing to others and in drawing on the research and experience of others to support their ideas.
- Students will produce a final product of which they can be proud.
- Students can begin to explore areas of personal interest to help narrow down a field of interest as they get ready to select a college major.

Reporting: Report cards will be mailed to students' home address at the end of each quarter and will contain grades, detailed academic and non-academic profiles and teachers' notes. The school will also make an effort to send report cards in select foreign languages as needed. Interim progress reports cards will be mailed in the middle of each quarter to prevent surprises with the report cards.

LAACS will have a student database system that can be accessed securely (password protected) through internet. All grades, comments, and notes from teachers will be placed on the database. Moreover, information about schedules, attendance, discipline, and testing (benchmarks, quarter midterms & finals, practice tests) will be available on the database.

The testing module on the database will make various analyses readily available for teachers and administration. Through various graphs and tables of the tests administered, staff will be able to analyze class and/or individual student results. Test result and item information will also be available to parents/guardians through the database. Moreover, our database will send weekly detailed progress reports through e-mail.

Parents/guardians will be able to view this information for their own children only. LAACS will send home an informational flier about how to use the LAACS website to monitor student progress and communicate concerns/suggestions via website. For those who have never used a computer or the Internet, the school will try to provide a basic training, either through school resources or through collaborations with local non-profit organizations. To increase parental involvement home visits will be conducted by teachers as necessary. During home visits, teachers will discuss student progress, programs, and planning; parents will provide priceless feedback and input and students, as a result, will improve both academically and socially.

The Board of Trustees will receive quarterly and annual summary reports on the students' achievement. The Board will discuss the results with the Director and ask that appropriate action be taken to improve the results. In addition, the Director will present monthly progress report to the Board.

The Board, administration, and faculty will have full access to the students' results through the computer database. At the end of each year, LAACS will report a summary of its students' achievements to the public and the DOE through the annual report.

Use of Data: We understand that professional development is the key to improving student performance. LAACS will provide frequent, diverse, and meaningful professional development with specific attention to the areas of academic weakness that are identified through assessment data. As part of each monthly meeting, administrators and teachers will discuss

changes regarding practice and/or curriculum in the areas that need to be improved based on the assessment data.

Grade level meetings are the primary mechanism to monitor student progress in relation to the school's curriculum. These meetings will, therefore, focus on student performance. Once the dean of academics collects, analyzes, and distributes assessment data, teachers will further analyze data, identify student in need of support, and implement curricular and instructional changes. Teachers then will prepare interventions to address the areas of weakness. They may modify their lessons, re-teach, or group students according to need. Students will be offered the opportunity to attend after school and/or Saturday Academy based on assessment results. During that time, students can receive help on their identified weaknesses and benefit from small group instruction or individual tutoring. A sample analysis and action plan form teachers are expected to complete after the internal assessments.

The adoption of student cohorts by each teacher will provide a structure for both teachers and students to monitor progress towards learning goals. Each full-time teacher will mentor a cohort of students, monitor their progress in each subject, and contact their parents regularly.

Teachers and administrators will use the assessment data to identify trends in terms of students' areas of strengths and weaknesses. Based on this evaluation they will determine whether students may need one-on-one tutoring or some type of enrichment for a specific topic or course. Assessment data will also be used to determine appropriate student support services for those students who fail to attain the desired student outcomes.

Students continuously assessed as "A-" or better in a subject and designated by a group of teachers will have the opportunity of becoming peer tutors in the Mentorship Program, and working with those in need of help during or after-school time.

LAACS will use data to measure progress towards non-academic goals too. The school will implement a merit and demerit system that will clearly relay students acceptable and unacceptable behaviors. The system will articulate a list of behavior violations and assign a number of points for each specific example of misbehavior. When points are incurred, teachers or administrators will enter the points onto the school's student database and students or parents can check on accumulated point totals anytime they want. Students will also be able to earn reward points, which will decrease the number of discipline points. By carrying a negative balance of discipline points, by earning a greater number of reward points, students will be rewarded through various activities.

Through the point system LAACS will be able to measure student progress and whether the character education program is effective. Quarterly school wide point reports will be analyzed by the Dean of Students. A misdemeanor mark conversion table will enable LAACS to provide conduct grades for students. Moreover, the Dean of Students will track the number of discipline referrals throughout the school year to gage the effectiveness of the programs being implemented.

MISDEMEANOR MARK CONVERSION TABLE
0-10 points.....A
11-20 points.....B
21-30 points.....C
31-40 points.....D
41-100 or over .....F

SCHOOL CHARACTERISTICS

LAACS will imitate the culture and characteristics of the successful PCSS (the model school) model. As a college-preparatory school with math and science focus PCSS has established itself as a school with high academic standards and high expectations in a short period of time. PCSS provides a safe learning environment where everyone feels welcomed and

appreciated. Every student knows that they are a part of the PCSS family and that they contribute to the success of the school.

LAACS will have an extended learning time program. The school calendar will be 190 days long, 10 school days longer than the 180 school days most public schools follow. Moreover, students will spend more time in school than their counterparts in other public schools. To reduce schedule conflicts of parents who might have students enrolled with us, as well as within the public school system, the school—as much as it can—will follow a calendar compatible with the school districts it will serve. A typical school calendar for students will run from the third week of August to the fourth week of June. There will be week-long orientation for the staff development prior to first day of classes. Parents will be invited to meet with the teachers during this week as well. There will be one-week vacations in December, February, and April.

The school's operation hours will be from 7:30 a.m. to 4:30 p.m. A sample school day will run from 8:00 a.m. to 3:35 p.m. and will be followed by after-school programs until 4.30 p.m. There will also be homework make-up time until 5:30 p.m. Breakfast will be offered prior to start of the classes. After-school activities will be composed of tutoring, extracurricular activities/clubs, and homework make-up. LAACS staff members will be involved in the after school tutoring and extracurricular activities until 4:30 p.m. While teachers will answer student questions or clarify a concept from the class during tutoring hours on certain days, they will also be asked to run extracurricular activities of their choice on other days. There will be no after-school programs on Wednesdays due to weekly staff meetings.

There will be 40 periods of instruction per week. In line with LAACS's emphasis on math and science, the majority of hours will be spent on these subjects. For example, there will be double periods of math classes in the middle school. Science classes will also include additional periods in the middle school to provide exposure. In high school students will be required to take at least 5 math and 5 science classes (ensuring more than one class per year). Additional elective classes will be available. Based on the experience at PCSS we expect a typical student in high school to have at least 12 year-long math and science courses. While focusing on math and science students will also be provided with a strong background in the humanities. Moreover, students will also spend time in a range of activities such as computers, foreign language, fitness, music, and the arts.

As a 7-12 school LAACS will start with a new seventh grade cohort every year.[29] LAACS intends to enroll students in grades eight and nine only if there is available seat not filled with students moving up from grade seven and eight respectively.

Food Program: We believe that nutrition is important to get the most out of our students; and low-income families might lack resources and time to provide breakfast to their children. Therefore, a healthy breakfast will be provided at 7:30 am, and a snack will be provided before after-school programs. During the school day, a 44-minute lunch period will take place. This extra time will provide a break for eating and a well-deserved structured rest from the instructional program.

After-School Program: The school will put forth a significant amount of effort in offering additional intellectual growth-promoting activities during after-school hours. During after-school periods on certain days students have the option of working on homework, receiving individualized tutoring from teachers, or participating in group projects. On other days they may participate in various clubs that will be run by the staff. The following is a sample of clubs that will be run at the school: drama, math club, science club, chess club, photo/film/art club, dance team, school newspaper and magazine, yearbook, and debate team. The extracurricular program will also include competitive sports (such as cross country, baseball, volleyball, basketball, and soccer).

[29] Exception to this will be the first year where LAACS will also admit new eight and ninth grade cohorts.

One-on-One Tutoring: Tutoring will be provided to LAACS students free of charge. Besides the teachers of LAACS, undergraduate and graduate students from the local colleges will be recruited for tutoring. Tutoring is intended to be of the highest quality at LAACS. Tutoring will be used especially for students at-risk and under achieving students. One-on-one teaching will be designed according to student needs and will increase improvement in a shorter time frame.

School Uniform: LAACS has a dress code policy to create a safe and orderly environment, instill discipline, eliminate the competition and distractions caused by varied dress styles and reduce the pressure of brand name dressing, which may especially affect students from low-income families. The dress code policy will also ensure that students enter into school mode even before arriving to school. The thinking in the morning when students put their uniforms on will not be about "What will I wear today" instead it will be "I am going to school". All LAACS students will be required to wear their school uniform every day, beginning the first day of school. The uniform will consist of school shirts with the LAACS logo, and either khaki or navy pants, shorts, or skirts. School shirts will be available for sale from the school. Khaki/navy pants or skirts may be purchased at any clothing store. Students scheduled for enrollment in the school who cannot afford to purchase the school's shirts will be able to request grant support from the Business Manager.

Teachers: Teachers will have a weeklong staff development and orientation at the beginning of the school year. There will be weekly teachers' meetings every Wednesday for grade and department levels. Teachers may have meetings during the week other than the designated time as needed.

Each full-time teacher will mentor a cohort of students, monitor their progress in each subject, and contact their parents regularly. Teachers will make home visits to increase parent-school interaction and obtain valuable feedback about students. To achieve high standards and give close attention to each student, the school will have a low teacher-student ratio (lower than 1:15).

Bulletin Boards: There will be large bulletin boards placed in the school to display: student work, class projects, relevant local newspaper articles, school announcements, praise for outstanding students, and topics related to character education. As part of the character education program, many bulletin boards will be dedicated to support the topics of the program. Each club and after-school program will be provided with a bulletin board to inform other students about its activities and works.

Discipline: Safety, order, and student discipline will be fundamental to learning at LAACS. While students need a challenging curriculum, dedicated teachers, and proper materials, they must also have a secure learning environment where they feel safe. LAACS will implement a well-documented code of conduct and point system for behavior and rewards. The student/parent handbook will serve as the guideline for in-class disciplinary action, suspension, or expulsion of students. Staff will review this document every year to make any adjustments necessary. We will use our character education program to educate our students about appropriate in-class, in-school, and out-of-school behaviors. Research-based studies show that character education at school improves academic performance, general behavior, and attitudes and reduces discipline referrals, dropouts and expulsions, and crime and drug use. In-class disciplinary actions will include, but are not limited to:

- Additional assignments to be completed at home and/or at school,
- Detention after school,
- Mandatory homework study hall after school,
- Loss of incentives and school trips.

A merit and demerit system called discipline point system (DPS) will clearly relay acceptable and unacceptable behaviors. The DPS defines a point value for infractions, ranging from using profanity to passing notes. Administrators and teachers will enter the points into the student database system at the time that the infractions occur or after class. When students accumulate

a certain number of points, a consequence will be issued. The DPS will be well documented in the student handbook. Parents will be able to check their children's discipline points at any time on the school's database system.

LAACS will also have a recognition and reward point system (RPS), which will offer an opportunity for students who demonstrate good behavior and academic achievement to earn points for rewards. These points can also be applied to decrease the number of discipline points accrued. Some examples of behaviors that are eligible for awards include good deeds, citizenship, leadership, teacher assistance with classroom activities, best homework, academic improvement, and behavior improvement. Students will earn rewards such as participation in field trips, positive telephone calls home from the school, pizza parties, and ice cream and dress-down passes.

Culture of High Expectations: Similar to PCSS, the school culture at LAACS will be based on high expectations from everyone—staff and students alike—in the building. Students will be respectful, hard working and motivated. Adults in the building will act as role models not only in the classroom but outside of the classroom as well. School's well-structured student conduct policy will contribute positively to the overall school culture. College preparation will be an important part of the LAACS. LAACS will develop a culture in which college readiness and acceptance will be the norm.

Science Program: LAACS aims to graduate a generation of students not only skilled in math and science but also has a passion for sciences. Aside from a rigorous academic program LAACS will take additional actions to motivate and engage students in sciences. Efforts will be undertaken by the science department in training students for a science environment as soon as they enter LAACS, designing lesson plans that revolve around inquiry based learning, providing opportunities to investigate questions students want answers, and providing opportunities to compete in science events. Moreover, every student at LAACS will participate in the annual school science fair. This will not only be an opportunity for students to do hands-on science, but also an opportunity to sharpen their presentation and public speaking skills. Area scientists and researchers will be invited to be judges at the school science fair.

LAACS will also provide opportunities to network with the science community and learn about the current research. Speakers will be invited to school for assemblies and class visits. Trips will be scheduled to universities and research centers. Students will be provided with information about the careers in science related fields. Judges from the school science fair will serve as another opportunity to network.

LAACS teachers will work collaboratively to reinforce the importance of science for students. Non-science teachers will do units that will show the relevance of science in everything we do. ELA and history teachers will pick science related texts for their classes.

LAACS will also provide opportunities to see the fun in sciences to its students. Mad Science Days, a day of exciting experiments and demonstrations done by staff, students, and visitors will be scheduled to raise enthusiasm about sciences.

A Typical Day from the Student Perspective: This is my first year at the L-A Academy Charter School, and I'm in the seventh grade. I'll tell you about Monday – my favorite day because we have both art and PE. We get to school at 7:30 in the morning and go directly to the cafeteria for breakfast. After the breakfast we proceed to the gym for morning assembly. During the assembly I learn about the upcoming events for the day and the week. During the announcements we also get recognized for all of our hard work and achievements. After the pledge of allegiance I proceed to my first period class. I have math for two periods followed by science. I do participate in the Drop Everything and Read program right after my third period class. Then I head down for ELA. The classes are really interesting because the teachers present the material in lots of different ways, but the work can get pretty intense. Then it's lunch for 44 minutes. That's a big difference from my friends in public school. We actually have time

to eat, to play, to relax, and to socialize! After lunch I go to my second science class, followed by social studies, computer and then PE. Having gym last period works for me because by then my brain needs a break! After school I have a meeting with my math team and then go to soccer practice. By 5:00 pm I'm ready to head for home, eat dinner and get started on my homework. The work is really challenging, so I don't want to fall behind – especially since my parents seem to know everything we're supposed to be doing!

A Typical Day from the Teacher Perspective: This is my first year at L-A Academy Charter School, and I teach mathematics to grade seven. I arrive to school at 7:30 in the morning. After I complete my preparations in the classroom I head down to the gym for morning assembly around 7:40 am. I walk the lines as students start coming from the cafeteria. I start taking attendance of my advisory around 7:45 am. Then I listen to the morning announcements and proceed to my first period class with students. I have two mathematics classes with 7-H during first and second periods. Then I have my prep period where I go over my lesson plan for the day, check homework, and enter student grades to database. At the end of the third period I proceed to classroom 102 to participate in the Drop Everything and Read program. I teach 7-Y next period followed by lunch. During lunch two of my students come to ask a question about the problem we discussed yesterday. I have 7-Y again right after lunch. Then I teach 7-M for periods seven and eight. I have another prep period during last period of the day where I enter the homework on the database, check the exit tickets I collected and prepare the board for tomorrow. Right after the dismissal I head to room 103 for math team meeting. I coach the math team with another teacher. At 4:30 I get ready to leave. I enjoy working at LAACS. We work well as a team with other teachers. It is great to see the ELA and History teachers willing to collaborate with me to go over the math vocabulary in their classrooms. The school has a great culture that has a great focus on student achievement. The work is challenging but also rewarding.

Family Involvement

The Parent-Teacher Organization (PTO): The LAACS will give special attention to creating an effective PTO. Director and Deans will be asked to dedicate a significant amount of their time just before the school starts to establish this organization with the participation of parents. The PTO will be organized for the purpose of supporting the education of children at PCSS by fostering relationships among the school, parents, and teachers. This will be achieved by fundraising, sponsoring school community events and outreach to the community.

Parent-Student Handbook: Parents and students will be given a Student Handbook, which includes the school calendar, offered activities, and school policies on curriculum, assessment, code of behavior, and student and parent contracts. Parents and students will meet with the administrators and grade-level teachers before school starts. The school will also put great effort into publishing the Student Handbook in different languages for parents/guardians with limited English proficiency.

School database system: This will be an interactive, password-protected, web-based system where parents may access their child's records. Parents will be able to monitor attendance, grades, and class averages. Parents will be given computer classes to be able to use this feature of our school. Parents will also be informed about places (e.g., libraries, community centers) where they may access the Internet for free. Parents at the model school have been relying on the database to keep track of their children and relay their satisfaction all the time.

Parent Surveys: To measure parents' satisfaction with the school, surveys will be mailed to them with report cards at the end of each quarter. The results from those surveys will be given special attention and reported to the school's board. The results will be evaluated and necessary improvements will be implemented.

Report Cards: Report cards will be mailed quarterly to parents to inform them about student grades and achievement.

Scheduled Home Visits: One of LAACS's unique features will be conducting home visits, especially to those who have lower levels of communication with school and teachers because of their work schedules. Usually low-income families work longer hours in hourly paid jobs, which may prevent them from attending school activities and teacher meetings. Home visits will contribute to building a community, learning about the student, learning about the family, increasing parental involvement, and providing parents with additional means of interacting with their child's school. This has been taking place at the model school for the past five years.[30]

Family Involvement: Parental support is vital for the success of our school program. We believe that high student attendance will be a result of high family involvement in the school's programs. Therefore, parents/guardians will be asked to participate in the school process by volunteering to serve on a committee or in the classroom, run a social activity, or coach--all at the comfort level of the parent/guardian. Since parents will play a vital role in our character education program, parents will regularly be informed about the trait of the month to ensure their involvement at home in our efforts to inspire good behavior.

Engaging Parents: Programs will be established to engage parents in their children's education. Some sample goals of these programs will be as follows: (a) Ask parents to get their children to describe (in detail, daily) what they did in school; (b) Give an assignment that requires children to ask their parents questions; (c) Ask parents to watch a specific television program with their children and discuss it afterward; (d) Suggest ways for parents to include their children in any of their own educationally enriching activities; (e) Suggest games or group activities related to the children's schoolwork that can be played by either parent or child or by child and siblings; (f) Suggest how parents can use home materials and activities to stimulate their children's interest in reading, math and other subjects. The Lewiston-Auburn Academy Charter School will be dedicated to building and maintaining positive relationships with parents and students. Parental involvement encourages student success. LAACS will work very hard to help the parents and students to adjust to the new school system and curriculum. The administrators, staff members and parents will work together as a team to ensure that there is open communication. Parents will be encouraged to volunteer for our DEAR program, trips and other school events. Open house sessions will be used a way to bring parents together to discuss any changes that might take place throughout the year. Teachers will be asked to send home weekly/monthly newsletters that will keep the parents up to date on what has been going on in the classroom.

Collaborations with Organizations: LAACS understands the importance of the ties between the community and the students within the community. LAACS will pursue opportunities for community participation to foster the students' feelings of belonging to their community and the community's feeling of responsibility toward the students. The PCSS' mission and program have been getting considerable support from science and engineering professionals from universities and research institutions. We will leverage PCSS' success in community outreach to start similar programs at LAACS. Area scientists will be asked to give presentations about their research to promote science and math in the school setting and to give students a chance to learn about career opportunities and the latest advancements in science, engineering, and technology. We plan to invite college students interested in teaching to work as teaching assistants and supervise after-school programs as well.

Besides all of the aspects mentioned above, 40 hours of community service will be set as a requirement for our high school graduation to enable our students to give back to the community and bond with the community we are serving. Members of the community will be asked to serve on special advisory or task committees. We will also try to utilize community resources and contacts to assist with the recruitment of students and master teachers.

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[30] Sawchuk, S. (2011) More Districts Sending Teachers Into Students' Homes. *Education Week*, http://www.edweek.org. Aguilera, D. (2010) When Are You Coming to My House? *Educational Leadership, Volume: 67 Number: 5.*

A.3 Special Student Populations

SPECIAL STUDENT POPULATIONS AND STUDENT SERVICES

Services for Students with Disabilities

LAACS believes that improving the educational results for children with disabilities is essential to ensuring equal opportunity, full participation, independent living, and economic self-sufficiency. Special education programs and services at LAACS will be provided in accordance with federal and state laws and regulations relating thereto, as well as the individualized education program (IEP). LAACS' child-find process will reflect the best practices nationally recognized. The school will not discriminate in admission based on a student's disability.

The school's primary approach to special education is to offer students with disabilities access to the general curriculum through a system of supports and accommodations within the general education classroom setting. To the maximum extent appropriate, LAACS will educate students with disabilities in regular classrooms with non-disabled students. The IEP Team, as needed, will develop teaching strategies and classroom modifications and strategies. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Moreover, LAACS will provide students with disabilities an equal opportunity with students in the regular education program to participate in and, where appropriate, receive credit for, nonacademic, extracurricular, and ancillary programs, services, and activities. Students with disabilities receive the same notices concerning school-sponsored programs, activities, and services as other students. Such programs, services, and activities include, but are not limited to, art and music, counseling services, health services, transportation, recess and physical education, field trips and other recreational activities, and school-sponsored clubs or groups. LAACS will carry out response to intervention (RTI) strategies as pre-referral activities when appropriate. This will prevent over-identification and waste of resources.

Services to Be Provided: As early as is feasible, LAACS will contact all feeder districts to establish processes for expeditious transfer of IEP for all students with disabilities attending the school. Once a final list of admitted students has been developed by the school, specific written requests for the IEP for each student with a disability will be issued to the student's district of residence, in accordance with the established process. This will enable LAACS to anticipate student needs along the continuum of services, including staffing needs relating to self-contained settings.

LAACS will establish an IEP Team, including the special education coordinator, director of the school (or his/her designee), teachers, and parents of the student and outside evaluators as needed. A student suspected of having a disability will be referred in writing to the special education teacher/coordinator for an individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional staff member of the school. Such referrals will (a) state the reasons for the referral and include any test results, records, or reports upon which the referral is based, if any; (b) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any, and (c) describe the extent of parental contact or involvement prior to the referral. A copy of such referral, along with the procedural safeguards notice described in federal and state law, will be sent to the student's parents in five days. The notice required will meet all of the content requirements set forth in state, and in federal law, (b) will seek the consent of a parent for the evaluation to occur, and (c) provide the parents with the opportunity to express any concerns or provide information on the

student's skills or abilities. Parents have the right to be involved in meetings that discuss the identification, evaluation, IEP development, and educational placement of their children. The school will give written notice to the parents at least five school days before the IEP Team meeting.

The IEP will contain annual goals in each area of need as well as the objectives required for the student to reach each goal. The IEP will state what special education and related services LAACS will provide and when and where those services will be provided. Initial evaluations, re-evaluations, and revisions of the IEP and the procedures relating thereto are the responsibility of the special education coordinator. The IEP Team will review the IEP and the progress of each eligible student at least twice a year. Additionally, every three years, or sooner if necessary, the school will, with parental consent, conduct a full re-evaluation consistent with the requirements of federal law. The IEP process will be centered on these three key points:

- The involvement and progress of each child with a disability in the general curriculum, including the addressing of the student's unique needs that are tied to the disability,
- The involvement of parents, students, special educators, and general educators in meeting the individualized educational needs of students with disabilities,
- The critical need to prepare students with disabilities for independence and employment and other post-school activities.

To the maximum extent appropriate, students with disabilities will be educated in regular classrooms with non-disabled students. The IEP Team, as needed, will develop teaching strategies and classroom modifications and strategies. Written documentation of recommended interventions and their effects will be recorded and shared with the parents/guardians. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Students with disabilities will have an equal opportunity with students in the regular education program to participate in and, where appropriate, receive credit for, nonacademic, extracurricular, and ancillary programs, services, and activities. Students with disabilities will receive the same notices concerning school-sponsored programs, activities, and services as other students. Such programs, services, and activities will include, but are not limited to, art and music, counseling services, health services, transportation, recess and physical education, field trips and other recreational activities, and school-sponsored clubs or groups.

Quarterly progress reports regarding each student and the IEP, as well as copies of all report cards, will be sent to the student's parents. Parents will be informed of these policies in the parent-student handbook, the school website, newsletter, and in meetings with individual parents with their child.

LAACS will teach students their civil rights and invite adult human service agency representatives to speak to student groups about provided services and eligibility requirements.

Assessment: The IEP developed by the team may determine that some students with disabilities cannot participate in regular state assessments. In these instances, the State Alternate Assessment will be administered as required by law. If the IEP Team determines that none of the various assessments administered by LAACS are appropriate for a given student with disabilities, LAACS may create individualized assessment instruments based on the goals and objectives of a child's IEP and a thorough task analysis. (Among the assessment instruments that may be used are the Social Skills Rating System [Gresham & Elliot, 1990] for social studies; the Adaptive Behavior Scale [Lambert, Nihira, and Leland, 1993] for adaptive behavior; Life Skills Instruction for All Students with Special Needs [Cronin & Patton, 1993] for life skills.) Ongoing assessment and review of the IEP will identify specific areas of weakness for all students. These areas will be addressed through additional individual and group

instruction, tutorials, parent/community volunteers, student interns, and peer teaching where appropriate.

Staff and Contracted Services: LAACS will hire a special education teacher and contract with appropriately certified or licensed companies/individuals to provide the special education programs and services as indicated on each student's IEP.

The region has a special education population of 15%. Based on that number, we estimate that the number of SPED students in LAACS will be 27, 45, and 63 for 1st, 3rd, and 5th years, respectively. According to these numbers, we estimated to hire 2, 3, and 4 SPED teachers for 1st, 3rd, and 5th year respectively or will receive some of the services contract based. In addition to SPED teachers we will have a full time counselor who will help SPED teachers as needed. LAACS will hire staff as needed to meet the needs of its special education students. In addition to the contracted special service providers noted above, in its first year of operation LAACS will hire a Special Education Teacher as Special Education Coordinator (SEC). SEC will provide, design, or supervise special education services.

Teacher Training: Teachers will be trained to understand their responsibilities in implementing IEPs in general and individual students' IEPs in particular by either the special education coordinator (SEC) or his/her designee. Professional training and development for staff involved with the education of students with disabilities will include the following: the referral process to the special education coordinator, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, requirements for reporting to parents, and discipline of students with disabilities.

LAACS will provide substitute coverage for teachers, as necessary, to ensure that they are able to attend special education committee meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of the student's IEP, provided that the student is, or may be, participating in the regular education environment. LAACS will ensure that the teacher is knowledgeable about the student's needs and will help implement any modifications or accommodations as determined by the IEP Team. LAACS will send the mandated procedural safeguards notice to the parents. Every teacher of a student with a disability will be provided a copy of the students' IEP and training will be provided by the special education coordinator, as needed, to ensure their understanding of the student's needs and the teacher's specific responsibilities related to implementing the student's IEP.

Confidentiality: LAACS will follow all applicable requirements of the IDEA and the Family Educational Rights and Privacy Act (FERPA) and observe regulations relating to the confidentiality of student records. All appropriate staff will be trained in such requirements, and the special education coordinator will be responsible for ensuring the confidentiality of personally identifiable information within student records.

All files that are required by law to be kept confidential shall be kept under lock and key in a place and manner that restricts access to only those individuals who are authorized to view these records. Files that are removed from the secure room must be signed out by authorized personnel (such as the special education coordinator) and noted in a records access log; these records may not leave school and must be returned by the end of the school day. All staff members will be instructed on maintaining student confidentiality. All employees will be required to sign confidentiality agreements.

Services for LEP (Limited English Proficient) Students

The Lewiston-Auburn area is one of the highest in the student population of ELL in the state. Students at LAACS with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. LAACS will hire at least one teacher, part time or full time, ESL-certified in Maine and will adapt staffing according to the student population.

Identifying LEP Students: LAACS will identify LEP students through the Home Language Survey (survey will be translated into the languages of the school community). The Home Language Survey will be sent to every student's household after the start of each school year and is designed to help identify students who may have limited English proficiency. The data collected is maintained for "Statistical Use Only" and is protected in accordance with the Privacy Act.

If, based on answers to the Home Language Survey, it is determined that the student is of foreign birth or ancestry and comes from a home where a language other than English is spoken, the student will be given the initial English language proficiency assessments using the Language Assessment Survey (LAS) by the ELL teacher. Based on the test results, students will receive pull out ESL instruction and sheltered English immersion content classes and they will participate in the MELPA, MELA-O, and MeCAS. MELPA will be administered to LEP students every spring of each. However, if previous MELPA records are not available, the students will also take the fall MELPA. The school will try to confirm whether the student participated in the spring MELPA/MELA-O to speed up the start of the ESL education program. Upon reaching proficiency in the English language students will transition from LEP to former limited English proficient (FLEP) status. Students will exit the ELL program based on multiple criteria including course grades, teacher observations, MeCAS scores, MELPA/MELA-O scores, and other standardized and internal assessments administered by the school. Once the student is FLEP, the student will be monitored for two years.

Plan for Educating LEP Students: LAACS will educate LEP students by providing English Language Development (ELD) instruction in the quantities recommended by the Maine DOE and through language immersion in content classes. LAACS plans to provide all relevant staff with specialized curricular materials to enable LEP students to achieve proficiency. LAACS will also provide directly, or make referrals to, appropriate support services that may be needed by LEP students to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, after-school English immersion programs, one-on-one tutoring, ESL mentorship, home visits, and parental counseling.

LAACS will ensure that LEP students will not be excluded from curricular and extracurricular activities based on their inability to speak and understand the language of instruction and that LEP students will not be assigned to special education because of their lack of English proficiency. Teaching students to understand content is (and should be) the central focus and ultimate goal of any subject, especially in science and mathematics. In mathematics, for example, "the best teaching practices are those that assess what students understand in a range of mathematical problem settings and then develop those understandings to their mathematical end points."[31]

It is important to keep in mind that "many of the difficulties experienced by under-prepared students cannot be attributed only to, or explained by, the second language use but must be understood in terms of a broader socio-cultural perspective."[32] Differences in academic performance result from the level of preparedness and the quality of the student's prior education.

In order to meet the needs of every student, the educational program for each student will be designed with the language proficiency level in mind. LAACS will hire a teacher with ESL certification who will act as the school's ESL (English as a Second Language) Coordinator (ESLC). This individual will coordinate the students and be responsible for training and needed content area support to help LEP students. The ESL coordinator and teachers will meet on a regular basis during grade level meetings to plan strategically for the needs of their students.

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[31] W. G. Secada and D. A. Carey (1990). "Teaching Mathematics with Understanding to Limited English Proficient Students." *Urban Diversity Series,* 101.

[32] D. Miller, J. Bradbury, and K. Pedley. "Academic Performance of First and Second Language Students: Disadvantages and Under-Preparedness." *South African Journal of Science 94(3), 103-107.*

The ESL coordinator will train teachers to meet the needs of LEP students and communicate with students designated as LEP students. The ESL coordinator will train and assign tutors to help LEP students reinforce their English language skills in the school's after-school program. The ESL coordinator will collaborate with the special education coordinator to meet the needs of LEP special education students, who will receive ESL services in accordance with their IEPs. Teachers may participate in ESL courses and professional development through the district, local universities, and online resources.

The ELD instruction will be provided by a licensed ELL teacher. ELD classes will be structured to encourage active engagement of ELL students. The lessons will include: language objectives based on the state standards and the English Language Proficiency Benchmarks and Outcomes (ELPBO); content objectives based on the Maine Curriculum Frameworks; frequent opportunities for interaction and discussion between teacher and students and among students; grade appropriate supplementary materials; pictures and visuals; and instruction linking academic concepts to students' prior learning. Students will effectively engage in the general curriculum of the school. We will provide many opportunities for students to practice and apply new language and demonstrate their mastery of English.

LAACS will follow a plan of structured English language transitional immersion. LEP students will receive the same academic content as non-LEP students do. All instruction will be in English; however, the level of English used for instruction will be modified for any LEP student, if necessary. After-school hours will be used for more intensive English language instruction for LEP students (as well as for other individualized support for students with different needs). The ESL coordinator will administer the after-school English immersion program.

LAACS will be prepared to address the needs of students who are struggling with the structured English immersion and transitional education program by providing, if it is determined to be the best course of action, a pull-out instructional model using the one-to-one tutoring program. Prospective tutors, who pass English language skills assessments and interviews, will be trained by the ESL coordinator.

Students with an "A-" grade or better in ELA courses will be asked to participate in the education of LEP students via the Mentorship Program. These students will help LEP students during tutoring sessions as well as throughout the day. They will be encouraged to communicate with LEP students as much as possible to create an English-speaking friendly environment to speed the integration of LEP students in the school as well as practice what they learn in their English immersion program.

The school will also evaluate each LEP student's performance in academic content areas to measure the student's progress in core subjects. If an LEP student fails to show appropriate progress in these academic areas and teacher assessment of classroom work, modifications to the instructional program may be made for individual students. In addition, LAACS will look at disaggregated data for LEP students as a group to evaluate the progress these students are making in the acquisition of the English language and in core subjects. This data will provide information as to whether broader program modifications are necessary and/or additional professional development needs to be provided to our teaching staff.

Parents whose English proficiency is limited will receive notices and information from the school in their native language so that LAACS will be able to encourage the participation of all parents, regardless of their home language, in the LAACS community.

Schools do not have primary control in influencing student, family, and language factors. However, one factor about which schools can exert primary control is critical—*the quality of teachers* who will be working with the LEP students. Simply, educators are important determiners of how successful second language students will be. Another determiner of student success that is controlled by schools, besides curriculum, instruction, and assessment, is *technology* to be used as a tool to speed up the process of ESL education.

Teacher Quality: At LAACS, teachers will be aware of diverse languages and cultures in their classrooms so that they may help the literacy development of their students and be better able to select those instructional activities that promote learning. Teachers also will be encouraged to "engage in the interactions with their students in ways that would be culturally and linguistically congruent."[33] To promote multicultural themes and math and science emphasis of the schools educational plan, qualified bilingual teachers will also be encouraged to be hired. "Ultimately, teacher attitude and behavior is vital to helping LEP students succeed," argues Gil Valdez.[34] LAACS will ensure that the teachers will have these high qualities and standards.

Technology: Technology use is directing schools to another promising avenue for helping LEP students to learn mathematics and science for understanding. The role of technology has been increasingly discussed as a means of bringing students and science together, thereby easing the process of language minority student integration into the mathematics and science classrooms. Certainly, technology has the potential to improve LEP student success in mathematics and science.

In this context, we are currently investigating application service providers (ASP) and educational content providers (ECP), offering web-based applications, resources, and content. Examples include, but are not limited to RiverDeep, Classroom Connect, and Fraboom. Each offers a variety of subscription levels for classroom services and aligns its curriculum with state and national standards.

[33] O. Lee and S. H. Fradd (1996). "Literacy Skills in Science Learning among Linguistically Diverse Students." *Science Education* 80(6), 651-671.

[34] Gil Valdez. North Central Regional Educational Laboratory. http://www.ncrel.org/sdrs/areas/issues/content/cntareas/math/vald3tr.htm. Dr. Valdez is Deputy Director, NCREL, and Director of the North Central Eisenhower Mathematics and Science Consortium.

A.4 Assessment

ASSESSMENT SYSTEM

A well-structured assessment system has been one of the cornerstones of the academic program and reasons for the success of the PCSS. The replication of this system at LAACS will be the aim of the founding group.

Assessments will be implemented to eliminate misunderstandings and to ensure the goals of a lesson, a unit, or a class are reached. Assessments also provide the basis for further instruction, thus allowing educators to prepare a better educational environment and educational activities. Moreover, assessments are used not only for assessing students but also for assessing educators.

LAACS's evaluation and assessment will be conducted on an annual, quarterly, weekly, and daily basis in all curriculum areas. The frequency of these evaluation tools will be based on each individual student's progress. These assessments will enable the faculty to identify each student's individual strengths and weaknesses and design and implement individualized programs for the students. They will also serve as opportunities for teachers and administrators to follow the overall progress of the school and to critique the program, adapt instructional approaches, and establish new goals and expectations to better serve the student population. The Dean of Academics will have the primary responsibility in implementing and overseeing the assessment system.

External Assessment: The MeCAS and MHSA will be administered according to the Maine DOE schedule: The results of the MeCAS and MHSA tests will help us evaluate each student's progress and our school's progress and success in comparison to the districts we serve and to the state.

A standardized assessment program will also be administered in all applicable grade levels. College readiness skills will be an important component of this program. The testing will enable us to monitor each student's progress during the year as well as from year to year. While multiple assessment tools from various companies may be considered, LAACS will make a concerted effort to focus on programs such as the ACT's EPAS (Educational Planning and Assessment System) or College Board's PSAT & SAT. While these programs enable us to monitor each student's progress from year to year, they are also in line with our mission of career-oriented college preparation.

PSAT and SAT test results will provide us with comparative state, and national data. Courses for SAT test preparation will be available as part of the college preparatory after-school program. Students will be encouraged to take AP and SAT II tests to get ready for college and to be successful.

Students will be encouraged to participate in regional, national, and international competitions and science fairs. Performance in these competitions will also be used as external assessment tools for those who participate.

Newly enrolled students will take a mathematics diagnostic test. This data, along with the MeCAS and MHSA and other standardized test results (if available) from previous years and teacher prepared tests, will be used to determine each student's starting grade of study as well as the appropriate math and science levels in that grade.

Once enrolled in the school, each student will complete a home language survey. If the student indicates a native language other than English, a trained teacher will test the student to assess the need for ELL services. All students that qualify with ELL services will also be tested every spring.

Internal Assessment: LAACS will use an extensive assessment system. Diagnostic and pre-screening assessments; upon entry to LAACS the Dean of Academics will provide the school and teachers with student data and what possible gaps might be apparent that need the Response to Intervention Process (RTI) and Differentiated Instruction support (DI). In the first year of operation every students will be prescreened. The following years only 6th graders will be tested and assessed to determine the base line and develop an individual growth plan.

Throughout the school year all middle and high school students will take various benchmark tests in their grade levels. These assessments will be administered every quarter. They are called quarter midterms and finals.

Quarter midterms will be administered to all grades. They will cover all topics and standards learned in a particular quarter. The questions will be prepared by the Dean of Academics in collaboration with teachers. They will be aligned with state standards and reflect expectation of high stake tests when relevant.

Similarly, quarter finals will be administered to all grades at the end of every quarter. They will be cumulative and cover standards taught throughout the year. The questions will be prepared by the Dean of Academics in collaboration with teachers. They will be aligned with state standards and reflect expectation of high stake tests when relevant. Moreover, LAACS will use MeCAS, MHSA, SAT, and AP practice tests for relevant grades in order to ensure progress towards mastery of state and college readiness standards.

The use of such internal assessments will allow us to gain accurate information about student's mastery of the subject matter. An analysis of the results will be done with graphs and reports such as:

- Results with graphics
- Student Progress Report that shows students' cumulative scores
- Item Remediation Analysis for each state standard
- Item Analysis of each question
- Learning Focus for each learning objective
- Student Performance Chart for each state standard

This analysis will allow the teacher to get a more in depth explanation of the questions that students did not answer correctly and the standards that the questions covered. Teachers will utilize the results of these assessments to modify their instruction (re-teach, remediate, groupings, extra support, etc). Results will also be utilized by the administration to target students for extra help and tutoring, and target faculty for additional support.

The Quarter Midterms and Finals analyses will be discussed with the entire staff. Summary results will also be shared with the entire school. The results and reports will also be discussed at the department and grade level meetings. Moreover, individual debriefing sessions will be held between the administration and teachers to go over the results of the assessment and discuss possible action plans.

Teacher prepared class work and homework, quizzes, and written and oral exams within each subject will also be part of the internal assessment system. Homework will be graded both for mastery and effort. Quizzes will be administered at the end of topics, and exams will be administered at the end of units. The quizzes and exams will assess the students' level of mastery. The majority of tests will use open-ended questions. Behavioral progress of the students will be assessed through review of each student by a group of teachers according to information gathered from that student's teachers.

Projects & Fairs: LAACS teachers will be using various project and performance based assessments in their classrooms. While some of these assessments will be subject specific (e.g. debate for ELA), others will be interdisciplinary in nature. Moreover, students will also participate in two school-wide project fairs. All students will take part in the annual school science fair. Students will be assessed through a standards based rubric and this will become part of their science grade. All seniors will prepare a senior project and present it on the senior project fair as part of their graduation requirement.

Reporting: Report cards will be mailed to students' home address at the end of each quarter and will contain grades, detailed academic and non-academic profiles and teachers' notes. The school will also make an effort to send report cards in select foreign languages as needed. Interim progress reports cards will be mailed in the middle of each quarter to prevent surprises with the report cards.

LAACS will have a student database system that can be accessed securely (password protected) through internet. All grades, comments, and notes from teachers will be placed on the database. Moreover, information about schedules, attendance, discipline, and testing (benchmarks, quarter midterms & finals, practice tests) will be available on the database.

The testing module on the database will make various analyses readily available for teachers and administration. Through various graphs and tables of the tests administered, staff will be able to analyze class and/or individual student results. Test result and item information will also be available to parents/guardians through the database. Moreover, our database will send weekly detailed progress reports through e-mail.

Parents/guardians will be able to view this information for their own children only. LAACS will send home an informational flier about how to use the LAACS website to monitor student progress and communicate concerns/suggestions via website. For those who have never used a computer or the Internet, the school will try to provide a basic training, either through school resources or through collaborations with local non-profit organizations. Usually, low-income families work long hours and are paid hourly; thus, they might not be able to visit school for teacher-parent discussions. To overcome this problem, home visits will be conducted by teachers as necessary. During home visits, teachers will discuss student progress, programs, and planning; parents will provide priceless feedback and input and students, as a result, will improve both academically and socially.

The Board of Trustees will receive quarterly and annual summary reports on the students' achievement. The Board will discuss the results with the Director and ask that appropriate action be taken to improve the results. In addition, the Director will present monthly progress report to the Board.

The Board, administration, and faculty will have full access to the students' results through the computer database. At the end of each year, LAACS will report a summary of its students' achievements to the public and the Maine DOE through the annual report.

Use of Data: We understand that professional development is the key to improving student performance. LAACS will provide frequent, diverse, and meaningful professional development with specific attention to the areas of academic weakness that are identified through assessment data. As part of each monthly meeting, administrators and teachers will discuss changes regarding practice and/or curriculum in the areas that need to be improved based on the assessment data.

Grade level meetings are the primary mechanism to monitor student progress in relation to the school's curriculum. These meetings will, therefore, focus on student performance. Once the dean of academics collects, analysis, and distributes assessment data, teachers will further analyze data, identify student in need of support, and implement curricular and instructional changes. Teachers then will prepare interventions to address the areas of weakness. They may

modify their lessons, re-teach, or group students according to need. Students will be offered the opportunity to attend after school and/or Saturday tutoring program based on assessment results. During that time, students can receive help on their identified weaknesses and benefit from small group instruction or individual tutoring.

The adoption of student cohorts by each teacher will provide a structure for both teachers and students to monitor progress towards learning goals. Each full-time teacher will mentor a cohort of students, monitor their progress in each subject, and contact their parents regularly.

Teachers and administrators will use the assessment data to identify trends in terms of students' areas of strengths and weaknesses. Based on this evaluation they will determine whether students may need one-on-one tutoring or enrichment for a specific topic or course. Assessment data will also be used to determine appropriate student support services for those students who fail to attain the desired student outcomes.

Students continuously assessed as "A-" or better in a subject and designated by a group of teachers will have the opportunity of becoming peer tutors in the Mentorship Program, and working with those in need of help during or after-school time.

PROMOTION POLICY AND GRADUATION REQUIREMNTS

LAACS promotion policy and high school graduation requirements are included in Tab 11: Student Handbook.

A.5 School Climate and Discipline

1. SCHOOL CLIMATE AND CULTURE

The school community of LAACS will build a safe, positive, respectful, and supportive culture where shared ownership, pride, and high expectations are the norm and the focus is primarily on the improvement of teaching and learning. LAACS will offer a warm, supportive academic atmosphere while setting high standards of achievement for its students. The school will accommodate a multitude of learning styles and personalities creating a safe and diverse environment where every student will have a chance to prove to him or herself and to others that they can conquer their personal obstacles and fears.

LAACS's exceptional educators, extraordinary opportunities, commitment to academic excellence, and school/community connection will prepare students to become confident and resourceful life-long learners for the world of tomorrow.

Founders of LAACS envision that the school culture reflects the importance of the character building and education at LAACS. Students are respectful, hard-working and motivated. Adults in the building act as role models not only in the classroom but outside of the classroom as well. School's well-structured student conduct policy contributes positively to the overall school culture. LAACS merit and demerit system provides students information about desirable behavior. Moreover, it contributes to the consistency of the student conduct. Character traits are also enforced in character education classes and advisories during the day. College readiness and acceptance is school-wide norm.

LAACS will have a climate of strong teacher leadership. Teachers will consistently take the initiative to lead innovative projects that improve school culture and student learning. These initiatives might range from international student trips to professional development workshops.

A comprehensive school climate inventory (survey) will be given to students and staff members every school year in order to assess and evaluate the school climate. The data will be analyzed and used to promote discussion amongst staff members.

2. NON-ACADEMIC GOALS

At LAACS, our non-academic goals for students will include building good character, personality, and leadership skills in service of developing good citizens with high moral values who take responsibility for their actions and seek positive role models. Our plans to achieve these goals include but are not limited to:

• ***Character Education Program:*** LAACS will implement a character education program that will support our parents' efforts to instill character in their children by reinforcing and demonstrating universal virtues such as honesty, integrity, wisdom, courage, and respect. Students will be recognized for their character, leadership, and academic achievements.

Each month, a character trait will be announced. Some other traits will be laid out through the entire year, so that students are frequently reminded of these values and given the opportunity to make connections between various concepts. Teachers will read announcements in their classes that will reinforce the quotes and messages displayed throughout the school. Parents will regularly be informed about the trait of the month to facilitate their involvement in inspiring good behavior in our future leaders.

• ***Advisory:*** There will be a formal, ongoing advisory program through which each student will be assigned to a teacher, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st Century Learning

Expectations. Advisory teachers will monitor students' progress in the school and will be a resource for supporting learning. Advisory topics will provide opportunities for students to connect with one another, support thoughtful decision-making, and encourage problem-solving and analysis skills.

• ***Volunteer Work:*** With their parents' consent, students will be asked to donate 4 hours in a month (totally 40 hours in a year) to voluntary activities in hospitals, senior centers, etc. Each student's advisory teacher will keep the record of the student's volunteer involvement.

• ***A Well Established Athletic Program:*** A successful athletic program will help to create a strong school spirit. This will also help building team skills and keeping a high attendance rate.

• ***Role Model Initiative***: LAACS will bring distinguished members of the community to school every month for a speech and will create a platform for him/her to interact with students. The improvements toward our goals will be measured through a survey designed specifically for each such speech.

• ***Student Clubs Initiative:*** Student clubs will be encouraged and supported by the LAACS. We will ask each faculty member to spend at least 4 hours per week to support student club activities in such areas as music, drama, art, science, chess, field trips, and computers.

• ***After School Program:*** The LAACS believes that after school programs are essential for students' success. In addition, these types of programs (including club activities, sports program) will provide students will productive, safe uses for non-instructional time.

• ***Awards & Prizes:*** Students who demonstrate good citizenship through the mentorship program, volunteer work, athletic program, and other arenas will be recognized and given awards by the school administration.

3. STUDENT-TEACHER-PARENT TRIAD

A critical mass of research evidence over the last two decades indicates that gains in student achievement are possible when parents support students' learning in the home. This is especially true for traditionally underachieving students and holds promise for narrowing the achievement gaps. (Henderson & Mapp, 2002)

At LAACS, teachers, students, and parents will be involved in meaningful and defined roles in decision-making that promote responsibility and ownership. Founders of LAACS believe that the unique needs, qualities, and strengths of a student are best served by creating a student-teacher-parent triad.

LAACS will establish an effective Parent Teacher organization that will provide additional support to schools academic and non-academic activities. An administrator will be part of PTO as a liaison.

LAACS will have its parents establish stronger relations with their children and the school community as they work toward a common goal, and teachers will be able to serve the needs of the students with insight and support gained from interaction with the parents. Lines of communication will always be kept open between the school and parents. Parents will be invited to school through various activities. LAACS will ensure that parents and students will always be kept informed about their progress. A student database system will provide online access to parents and students 24/7. Through a secure webpage they will have access to grades, homework, attendance, and discipline. Moreover, the system will send automated detailed report cards every week through e-mail. In addition to regular report cards, parents will also receive progress reports in the middle of every quarter.

Moreover, LAACS will measure student, parent, and teacher satisfaction through an end-of-the-year survey.

4. HOME VISITS

An independent evaluation (1998-2001) of 14 parent/teacher home visit pilot schools conducted at California State University at Sacramento revealed that standardized test scores in schools conducting visits increased at a higher rate than the Sacramento school district as a whole.(cited in Ferlazzo & Hammond, 2009). Two important factors affecting student performance have become evident across participating schools-student motivation and teaching effectiveness. With regard to student motivation, a parent in the study observes:

> *"It has encouraged her [my daughter] to be the best she can be. Because now when she tackles something, a new task, she attacks it to the best of her ability just in case a teacher comes by, so she can show a teacher some of the improvements she's made. It's kind of like the teacher has become a surrogate parent for my child. It's very, very helpful."*

To forge a lasting relationship with the parents, LAACS teachers and administration will conduct home visits throughout the school year. During these visits, they will inform the parent about the school in general and about their child in particular, give information about specific programs and opportunities, celebrate success, relay parents the importance of their involvement in their children's education, and answer any concerns and questions that parents might have. Not only will this breakdown the communication barriers with parents, but it will also provide another avenue for partnership with parents who are too busy to come to school or not willing to come to school for any other reason.

5. STUDENT SERVICES AND SUPPORT

Founders of LAACS believe that as Wubbels et al.(1999) note:

> *"Teachers should be effective instructors and lecturers, as well as friendly, helpful and congenial. They should be able to empathize with students, understand their world, and listen to them. Good teachers are not uncertain, undecided, or confusing in the way they communicate with students. They are not grouchy, gloomy, dissatisfied, aggressive, sarcastic, or quick-tempered. They should be able to set standards and maintain control while still allowing students responsibility and freedom to learn."*

The importance of trust between teachers and students cannot be overstated: In a Consortium on Chicago School Research (University of Chicago, 2007) study, researchers report that "student performance is better where students report high levels of trust for their teachers and where they report that teachers provide personal support to them … this is consistent with other research that found that schools with strong teacher-student relationships are more likely to have greater student engagement, reduced absences, and better graduation rates.

Student load and class size at LAACS will enable teachers to meet the learning and social/emotional needs of individual students. The organization of time will support research-based instruction, professional collaboration among teachers and administration. Time for teachers to collaborate will be available through regularly scheduled after school meeting times throughout the school year, professional collaboration times will be set aside by each department to meet once a week during the school day. Teacher Assistance Teams (TAT) will meet about students in the areas of academics, attendance, behavior or social/emotional concerns. As explained by Chalfant, Pysh & Moultrie (1979), the Teacher Assistance Team is

based on the concept that teachers need assistance in meeting the increasingly complex, behavioral, social and emotional needs of their students. The TAT is a working group of teachers and other school professionals that help teachers find solutions to their instructional challenges through precise, classroom-based assessment and collaborative problem solving. Specialists brainstorm strategies and the implementation of interventions for students who are academically, socially, and/or behaviorally challenged or in need of enrichment. Through the collective effort and synergy, which exists through the brainstorming process, it is hoped that for many students the TAT will provide the support and expertise necessary to help classroom teachers ensure student success. For those students who are not able to succeed after appropriate intervention, the TAT will serve as a Pre-referral Team and may recommend a formal Special Education referral and evaluation.

In order to support academic growth and improve student learning through professional development, the principal and professional staff will engage in professional discourse for reflection, inquiry, and analysis of teaching and learning, use resources outside of the school to maintain currency with best practices, dedicate formal time to implement professional development, apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

6. DISCIPLINE POLICIES AND CODE OF CONDUCT

LAACS will establish an orderly classroom and school environment. The school will implement a well-documented code of conduct and point system for behavior and rewards. The Discipline Point System (DPS) (refer to Tab 11: Student Handbook) assigns a point value for infractions, such as four points for using profanity, two points for passing notes, and one point for failure to carry a hall pass. Administrators and teachers will enter the points into the student database system either at the time that the infractions occur or after class. When students accumulate a certain number of points, a consequence will result.

The school will also have a recognition and reward point system (RPS) (refer to Tab 11: Student Handbook) which offers an opportunity for the students who demonstrate good behavior and academic achievement to earn points for rewards; these points will also be applied to decrease the number of discipline points accrued. Students can earn rewards such as participation in field trips, positive telephone calls home from the school, pizza parties, and ice cream and dress-down passes.

During the admissions, students and parents will be informed about the discipline rules of the school. They will be given a “Student Handbook” that clearly explains the disciplinary procedures, which will be effective starting from the first day of school. The school board will oversee the discipline matters.

At LAACS, students will be wearing school uniforms. The details of the uniform will be identified by the board and the principal. The uniform will not only help to build the school identity, but it will be part of the discipline the school intends to establish.

See Tab 11 for LAACS Code of Conduct. Please note that LAACS will align and implement Pioneer Charter School of Science (PCSS) 2013-2014 Student Handbook. It covers many items about students’ academic and non-academic life at school such as Students Code of Conduct, Promotion Policy and Graduation Requirements.

Note that "zero tolerance" policy at LAACS does not mean dismissing misbehaving students from school. It tells the teachers and administrators to take action, not to close eye. At LAACS we strongly believe that student behavior is and should be redirected to the positive through constructive corrective actions in the school, not dismissing students from their learning time.

7. BULLYING AND HARASSMENT

LAACS expects that all members of the school community will treat each other in a civil manner and with respect for differences.

LAACS will be committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment will be an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

LAACS understands that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. LAACS will take steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

At LAACS, we will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

LAACS will provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. Professional development will be provided on an annual basis, although additional professional development will be provided as needed. Following an all-staff survey, LAACS's Plan will state with specificity the content and frequency of staff training and ongoing professional development as determined by the school's needs, and will list other topics to be included in these staff programs. The areas of training shall meet all the requirements of the law, and additional professional development beyond these requirements will be based on needs and concerns identified by school and district staff via survey.

LAACS will adhere to Maine LD 1237, An Act to Prevent Bullying and Cyberbullying in Schools. Please see Tabs 16-17 for the LAACS Bullying and Harassment Policy.

8. EMERGENCY RESPONSE

Please see Tab 15 for the LAACS Emergency Response Guide.

To ensure effective and timely execution of school emergency plan, staff will be trained in emergency response procedures. Drills and exercises are essential parts of emergency planning. They provide a real test of staff and student awareness and the plan's effectiveness.

Exercises are more effective if they vary throughout the year. Therefore, plans, procedures and training will be updated annually based on the results of these drills.

9. COMPLIANCE WITH LAWS AND REGULATIONS

Upon receiving its charter, LAACS will establish a compliance committee, which will be formed by board members, the executive director and the business manager. The committee will make sure the policies, by-laws, agreements, etc., are compliant with all applicable federal and state laws and regulations. The committee will hire attorneys to help the compliance of the school with the laws.

REFERENCES:

Chalfant, James C., Margaret Van Dusen Pysh, and Robert Moultrie. "Teacher Assistance Teams: A Model for Within-Building Problem Solving." *Learning Disability Quarterly* 2.3 (Summer 1979): 85-96. Print.

Consortium on Chicago School Research at the University of Chicago. (2007). What matters for staying on track and graduating in Chicago public high schools: A close look at course grades, failures and attendance in the freshman year. Chicago, IL: Elaine M. Allensworth & John Q. Easton, p. 30.

Ferlazzo, L., & Hammond, L. (2009). Building parent engagement in schools. Santa Barbara, CA: Linworth, p. 21.

Henderson, A., & Mapp, K. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory

Wubbels, T., Brekelmans, M., van Tartwijk, J., & Admiral, W. (1999). Interpersonal relationships between teachers and students in the classroom. In H. C. Waxman & H. J. Walberg (Eds.), *New directions for teaching practice and research* (pp. 167–170). Berkeley, CA: McCutchen.

B. Organizational and Operational Plan

B.1 School Calendar and Daily Schedule

School Calendar

The tentative school calendar for 2014-2015 is given in this section. To reduce schedule conflicts of parents who might have students enrolled with us, as well as within the public school system, the school has designed the calendar to be compatible with the school districts it will serve. The school will be in session for 190 days. The school takes possible calamity days and school closings into consideration and plans to include those days in 190 days. LAACS will also follow Lewiston-Auburn Education Department for school closings. There will be no make up for school closing days, unless there is a significant number of school closing days to impact education dramatically.

There will be orientation for the new staff and staff development in the second and third week of August. Parents will be invited to meet with the teachers during these weeks as well. The school will start in the fourth week of August. There will be one-week vacations in December, February, and April.

Please see Tab 19 for the Annual School Calendar for the first year of operation.

Jul-14							
Su	Mo	Tu	We	Th	Fr	Sa	4-Independence Day
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

Aug-14							
Su	Mo	Tu	We	Th	Fr	Sa	12-15 Teacher Institute for new tchrs
					1	2	18-22 Teacher Institute all staff
3	4	5	6	7	8	9	27 First Day of School
10	11	12	13	14	15	16	(Parent-Student Orientation)
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

Sep-14							
Su	Mo	Tu	We	Th	Fr	Sa	1 Labor Day (No School)
	1	2	3	4	5	6	5 Back to School Night
7	8	9	10	11	12	13	12 Picture Day
14	15	16	17	18	19	20	19 Prof. Dev. (Early Release)
21	22	23	24	25	26	27	26 Progress Reports-1
28	29	30					

Oct-14	

Su	Mo	Tu	We	Th	Fr	Sa	7-8 Final 1(ELA,Sci,Math,SS)
			1	2	3	4	7-8 Early Release
5	6	7	8	9	10	11	9-10 Final 1 Makeups
12	13	14	15	16	17	18	13 Columbus Day (No School)
19	20	21	22	23	24	25	16 PSAT(All Grades)
26	27	28	29	30	31		31 End of Quarter 1

Nov-14							
Su	Mo	Tu	We	Th	Fr	Sa	3 Prof.Dev. (Early Release)
						1	7 Parent Teacher Conf.
2	3	4	5	6	7	8	11 Veterans' Day (n0 school)
9	10	11	12	13	14	15	26 Early Release
16	17	18	19	20	21	22	27-28 Thanksgiving Break
23	24	25	26	27	28	29	
30							

Dec-14							5 Prof.Dev. (Early Release)
Su	Mo	Tu	We	Th	Fr	Sa	9 Mock MeCAS ELA-Comp(Gr7)
	1	2	3	4	5	6	10-11 Mock MeCAS ELA-Math(Gr7,8)
7	8	9	10	11	12	13	13 Mock MeCAS STE(8,9)
14	15	16	17	18	19	20	16 Progress Reports-2
21	22	23	24	25	26	27	19-Early Release
28	29	30	31				22-31 December Break

Jan-15							1 New Year's Day
Su	Mo	Tu	We	Th	Fr	Sa	5 School Reopens
				1	2	3	13-14 Final 2(ELA,Sci,Math,SS)
4	5	6	7	8	9	10	15-16 Final 2 Makeups
11	12	13	14	15	16	17	19 MLK Jr. Day (No School)
18	19	20	21	22	23	24	28 End of Quarter 2
25	26	27	28	29	30	31	30 Prof.Dev. (Early Release)

Feb-15							
Su	Mo	Tu	We	Th	Fr	Sa	3 Mock MeCAS ELA Comp(Gr 7)
1	2	3	4	5	6	7	4-6 Mock MeCAS ELA Reading(Gr7,8)
8	9	10	11	12	13	14	6 Parent Teacher Conf.
15	16	17	18	19	20	21	17-21 February Break
22	23	24	25	26	27	28	27 Prof.Dev. (Early Release)

Mar-15							
Su	Mo	Tu	We	Th	Fr	Sa	
1	2	3	4	5	6	7	6 Progress Reports-3
8	9	10	11	12	13	14	**23 MHSA Test window starts**
15	16	17	18	19	20	21	27 Prof.Dev. (Early Release)
22	23	24	25	26	27	28	30-31 Spring Break
29	30	31					

Apr-15							
Su	Mo	Tu	We	Th	Fr	Sa	1-3 Spring Break Continued
			1	2	3	4	13-14 Final 3(ELA,Sci,Math,SS)
5	6	7	8	9	10	11	15-16 Final 3 Makeups
12	13	14	15	16	17	18	17 End of Quarter 3
19	20	21	22	23	24	25	
26	27	28	29	30			

May-15							
Su	Mo	Tu	We	Th	Fr	Sa	2 Prof.Dev. (Early Release)
					1	2	9 Parent Teacher Conf.
3	4	5	6	7	8	9	**14-14 MeCAS window (Gr 7,8)**
10	11	12	13	14	15	16	19 Progress Reports-4
17	18	19	20	21	22	23	25 Memorial Day (No School)
24	25	26	27	28	29	30	29 Prof.Dev. (Early Release)
31							

Jun-15							
Su	Mo	Tu	We	Th	Fr	Sa	12-Turn in Community Service Hrs
	1	2	3	4	5	6	9-Early Release Sched. Starts
7	8	9	10	11	12	13	15-16 Final 4(ELA,Sci,Math,SS)
14	15	16	17	18	19	20	17-18 Final 4 Makeups
21	22	23	24	25	26	27	25-Last day of school
28	29	30					

The school day will run from 8:00 a.m. to 3:15 p.m. and is followed by after-school programs until 5.30 p.m. There will be 40 periods per week, including study table period. In line with LAACS' emphasis on math and science, the majority of hours will be spent on these subjects. For example, our tentative weekly schedule for 7th grade is given in Table 3. The focus of the day will be a total of 135 minutes of math and science with 90 minutes of ELA and social studies. Students will also spend considerable time in a range of activities such as computers, foreign language, fitness, music, and the arts.
A sample daily schedule for 7th grade is shown below. For all grades please see Tab 18.

	Homeroom 7:53 AM-7:58 AM	1st Period 8:00 AM-8:44 AM	2nd Period 8:47 AM-9:31 AM	3rd Period 9:34 AM-10:18 AM	Advisory-1 10:22 AM-10:37 AM	4th Period 10:39 AM-11:23 AM	5th Period 11:26 AM-12:10 PM	6th Period 12:13 PM-12:57 PM	7th Period 1:00 PM-1:44 PM	8th Period 1:47 PM-2:31 PM	Advisory-2 2:35 PM-2:49 PM	9th Period 2:51 PM-3:35 AM	After School 3:39 PM-4:25 PM	Detention 4:25 PM-5:25 PM
Monday		Comp-7 7H-Q1 [201]	CED-7 7H-Q1 [206]	Sci-7 7H-Q1 [207]	Advisory 202 7H-Q1 [202]	SOS-7 7H-Q1 [202]		Math-7 7H-Q1 [203]	Sci-7 7H-Q1 [207]	ELA-7 7H-Q1 [204]	Advisory 202 7H-Q1 [202]	Math-7 7H-Q1 [203]		
Tuesday		Comp-7 7H-Q1 [201]	Spa-7 7H-Q1 [206]	Sci-7 7H-Q1 [207]	Advisory 202 7H-Q1 [202]	SOS-7 7H-Q1 [202]		ELA-7 7H-Q1 [204]	Math-7 7H-Q1 [203]	ELA-7 7H-Q1 [204]	Advisory 202 7H-Q1 [202]	Math-7 7H-Q1 [203]		
Wednesday		Comp-7 7H-Q1 [201]	Spa-7 7H-Q1 [206]	Sci-7 7H-Q1 [207]	Advisory 202 7H-Q1 [202]	SOS-7 7H-Q1 [202]		ELA-7 7H-Q1 [204]	Math-7 7H-Q1 [203]	ELA-7 7H-Q1 [204]	Advisory 202 7H-Q1 [202]	Math-7 7H-Q1 [203]		
Thursday		Comp-7 7H-Q1 [201]	Spa-7 7H-Q1 [206]	Sci-7 7H-Q1 [207]	Advisory 202 7H-Q1 [202]	SOS-7 7H-Q1 [202]		ELA-7 7H-Q1 [204]	Math-7 7H-Q1 [203]	ELA-7 7H-Q1 [204]	Advisory 202 7H-Q1 [202]	Math-7 7H-Q1 [203]		
Friday		Comp-7 7H-Q1 [201]	Spa-7 7H-Q1 [206]	Sci-7 7H-Q1 [207]	Advisory 202 7H-Q1 [202]	SOS-7 7H-Q1 [202]		ELA-7 7H-Q1 [204]	Math-7 7H-Q1 [203]	ELA-7 7H-Q1 [204]	Advisory 202 7H-Q1 [202]	Math-7 7H-Q1 [203]		

Food Program: We believe that nutrition is important to get the most out of our students; and low-income families, of which we have a high percentage in our proposed districts, might lack resources and time to provide breakfast to their children. Therefore, breakfast, consisting of a healthy cereal and milk, will be provided before study table period at 8:00 am, and a snack will be provided before after-school programs. During the school day, there will be a 35-minute lunch period. This extra time will provide a break for eating and a well-deserved rest from the instructional program. Students may not leave the school at lunch hour but may use the library and computer room.

Study Table Period: The first 40 minutes of the day is called study table. Each student will be assigned a homeroom for the study table period. The aim of this hour is to ensure that students will be ready for the day ahead, have completed their homework, and have studied the class material with their peer tutors. Although teachers will differentiate instruction for students' varying needs, some students will still need additional instruction. During study table period, students will receive special help in areas such as ESL, ELA, and math. They may also work on their own on homework or projects. Each student designated as a peer tutor in the Mentorship Program will be assigned a student to help during this hour. Students may get help from their teachers for their homework and ask questions for the parts they do not understand.

After-School Program: The school will put significant effort into offering additional intellectual growth-promoting activities during after-school hours. From 3:15 p.m. until 5:30 p.m., students will attend an After- School Period in which they will earn a daily snack and have the option of working on homework, receiving individualized tutoring from teachers, or participating in group projects. It will be mandatory for 7th and 8th grade students to participate in at least one club activity. The extracurricular program will include competitive sports (such as football, volleyball, basketball, and soccer), drama, math club, science club, chess club, photo/film/art club, dance team, school newspaper and magazine, yearbook, and debate team.

One-on-One Tutoring: There will be a tutoring center in LAACS. Besides the teachers of LAACS, undergraduate and graduate students from the local colleges will tutor our students. Tutoring is intended to be of the highest quality at LAACS. Tutoring will be used especially for students at-risk and under achieving students. One-on-one teaching will be designed according to student needs and will increase improvement in a shorter time frame.

School Uniform: LAACS has a dress code policy to create a safe and orderly environment, instill discipline, eliminate the competition and distractions caused by varied dress styles and reduce the pressure of brand-name dressing, which may affect students from low-income families. All LAACS students will be required to wear their school uniform every day, beginning the first day of school. The uniform will consist of school shirts with the LAACS logo, and either khaki or navy pants, shorts, or skirts. School shirts will be available for sale from the school (approximately $12 - $15). Khaki/navy pants or skirts may be purchased at any clothing store. Students scheduled for enrollment in the school who cannot afford to purchase the school's shirts will be able to request grant support from the Business Manager.

Teachers: Teachers will have a two-week staff development and orientation at the beginning of the school year (a total of 14 days of staff development; see school calendar). There will be weekly teachers' meetings every Wednesday for grade and department levels. Teachers will be organized in three departments: ELA, Math/Science, and Social Studies. Teachers may have meetings during the week other than the designated time as needed.

Each full-time teacher will mentor a cohort of students, monitor their progress in each subject, and contact their parents regularly. Teachers will make home visits to increase parent-school interaction and obtain valuable feedback about students.

To achieve high standards and give close attention to each student, the school will have a low teacher-student ratio (lower than 1:13)

Tracking: Students will move between classes. Only in science and math courses will students be tracked by ability (beginner, medium, and advanced); they will cover the same topics regardless of track. LEP students will be tracked similarly in math and science courses, but in a manner that will avoid their segregation from other students. Students in the top 10% of their level will be moved to the upper track, and students in the bottom 10% will be moved to the lower track. Moving between tracks will be decided at the beginning of the first and third quarters. For courses other than math and science, each student will be assigned to a class to ensure a high level of diversity based on race, gender, and income level. LEP students will be involved in mainstream settings, where each teacher will ensure LEP students learn the material.

Bulletin Boards: There will be large bulletin boards placed in the school to display: student work, class projects, relevant local newspaper articles, school announcements, praise for outstanding students, and topics related to character education. As part of the character education program, many bulletin boards will be dedicated to support the topics of the program. Each club and after-school program will also have a bulletin board to inform other students about its activities and works.

Discipline: Safety, order, and student discipline will be fundamental to learning at LAACS. While students need a challenging curriculum, dedicated teachers, and proper materials, they must also have a secure learning environment where they feel safe. LAACS will use the student/parent handbook as the guideline for in-class disciplinary action, suspension, or expulsion of students. (Please refer to attachments for this handbook.) Staff will review this document every year to make any adjustments necessary. We will use our character education program to educate our students about appropriate in-class, in-school, and out-of-school behaviors. Research-based studies show that character education at school improves academic performance, general behavior, and attitudes and reduces discipline referrals, dropouts and expulsions, and crime and drug use.[35] In-class disciplinary actions will include, but are not limited to:

- Additional assignments to be completed at home and/or at school,
- Detention after school,
- Mandatory homework study hall after school,
- Loss of incentives and school trips.

[35] Josephson Institute of Ethics. http://www.charactercounts.org/doing/survey-reports.htm (accessed on November 10, 2005) and Project Wisdom. http://www.projectwisdom.com/results/index.htm (accessed on November 10, 2005).

B.2 Student Recruitment and Enrollment

Enrollment and Recruitment

Enrolment Size and Its Rationale

The number of students to be enrolled each year and over a 5-year period is shown in Table below. We believe that individualized attention is the key to our success. For this reason, we will keep the class sizes relatively small, around 20 students. The small class size will be easy to manage, and teachers may alter instructional methods according to the individual needs of students. Also, each student may participate in discussion more easily. We will also keep the school size relatively small, 360 at maximum. This enrollment size can support a financially sound school where each student will receive adequate attention. We would like to keep our faculty-student ratio around 1:13, allowing us to monitor each student's achievement closely. This small size will create a family-like school environment in which everybody knows each other and staff will be aware of a student's problems in less time. This will also create a closer relationship between parents and the school. We plan to start with 180 students and grow gradually (60 students [one grade] per year and 20 students per class) because we think implementing our curriculum and programs within a smaller group will bring success more effectively.

Student enrollment and grade levels to be served per year

Projected Enrollment Table						
Grades	Ages	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K						
1						
2						
3						
4						
5						
6						
7	13-14	60	60	60	60	60
8	14-15	60	60	60	60	60
9	15-16	60	60	60	60	60
10	16-17		60	60	60	60
11	17-18			60	60	60
12	18-19				60	60
TOTAL		180	240	300	360	360

Parental Demand

The biggest and most important support has come from the parents that reside in the school district and have shown their interest in a charter school that is college preparatory, math- and science-focused, and emphasizing character education. The Founding Group and the volunteers have been applying a tremendous effort to reach as many parents in the region as possible. We have conducted face-to-face surveys in the cities of Lewiston, Auburn and surrounding communities. Total number of respondents in these surveys was 321. We also distributed more than 500 copies of our Executive Summary with these surveys.

The feedback from these families through the survey was extremely encouraging; many of these individuals showed great interest in a science and technology school in the area and expressed their gratitude to our group for undertaking such a project. A great majority of the respondents think that there is a need for a charter school aligned with our mission: Out of 321 participants, 257 were parent of school age children. Among them, 218 showed interest to sending their children to a charter school with STEM focus. With the survey we have concluded that in these school districts:

- There is a need for college preparatory charter high school.
- There is support and interest in a charter high school that focuses on science and mathematics.
- There is a need for character education at schools.
- There will be sufficient number of enrollments to the LAACS as soon as it is chartered.

In addition, through our contacts with local organizations and universities, we have received positive interest and support for our charter school. Copies of ten support letters are attached in Tab 40.

Publicizing the School

LAACS will establish to inform the public regarding the charter school project. In this website, general information will be provided and contact information for LAACS will be given. A survey form may also be filled out and submitted through this website. When the school is in operation, the website will provide up-to-date information to the community.

Additionally, LAACS will reach the public through as many available routes as is practical, including (but not limited to):

- Mailings to residents of the target school districts,
- Fliers and notices (in three languages: English, Portuguese, and Spanish) posted in local newspapers, supermarkets, churches and other temples, community centers, and apartment complexes,
- Open houses conducted at public and private elementary schools, public libraries, after-school programs, and youth centers,
- Visits to local organizations in surrounding neighborhoods,

Presentations and Q&A sessions will be held at the facilities of local social service providers, libraries, and common meeting places to distribute information and conduct outreach and enrollment for the school. All will be invited to presentations about the school and events at the school through primary news and media sources in print and on the Internet and radio.

We have already contacted several colleges and local organizations via email and/or mail for collaboration purposes, as described in previous sections.

Enrollment Process

When the charter is granted, we will mail application forms to those who have provided their home addresses in our surveys. During our outreach programs described previously, we plan to start distributing application forms. The application forms will also be available online after school is granted. All paper and electronic copies of the application forms will be carefully collected and logged. The enrollment process will be conducted in accordance with the school's Enrollment Policy that has been developed in full compliance with state laws and regulations. We will have a rolling enrollment process throughout the year; when a vacancy will occur in a grade, we will ask those who are in the waiting list for that particular grade to enroll.

LAACS ENROLLMENT POLICY

Introduction

Lewiston-Auburn Academy Charter School (LAACS) is open to all students who are eligible to attend LAACS based on seat availability. The LAACS plans to serve children in grades 7-12. It will open in August 2014 with 7th, 8th and 9thgrades with 60 students in each grade. LAACS will enroll new students from its waiting list as vacancy occurs during the academic year to sustain 60 students per grade. LAACS shall not discriminate against any student based on race, ethnicity, national origin, gender, or disability; or for any other basis that would be unlawful for a public school. The enrollment process will be conducted in accordance with the state laws and regulations.

Application Process

The application process will occur in three stages: information distribution (outreach, open-houses), written application, and lottery.

Information about the LAACS and the enrollment process will be disseminated throughout the city via open houses, flyers, bulletins, media, mailings, and workshops at schools and other public institutions. At open houses and workshops prospective students and their parents/guardians will hear a comprehensive presentation about the school's mission, teaching philosophy, curriculum, and policies. Parents/guardians who were unable to attend one of the school's open houses will be provided with a packet of written materials covering all the topics formally discussed at the open houses, and a meeting will be scheduled with appropriate school staff for interested parties to verbally review all the materials and answer any questions. Applicants wishing to attend LAACS must submit a complete written application until 5 PM in June 1st for the first year of operation and March 15 for the following years. The school may extend the application submission period if the need exists, and may hold summer enrollment period if desired or needed. The application form will be fairly simple, requesting basic biographical information (name, age, etc.), contact information, and other important facts (e.g., school currently attended). Applicants will be notified in writing that their applications have been received. Once admitted, students will be required to accept the position by July 1 for the first year of operation and April 15 for following years.

Eligibility Criteria

The applicant must be a resident of Maine at the time of application. The student must sign the application stating that s/he understands the expectations of the school and agrees to comply with the Code of Conduct and other LAACS rules. The parent/guardian of the applicant must sign the application stating that s/he understands the family obligations to the school.

Students must apply for the grade immediately following their current grade and must successfully complete their current grade to be admitted. If a student applies for a higher grade than the student is eligible to (e.g. a student completed 5th grade wants to apply for the 7th grade), the parents must submit a letter explaining in detail their decision with any applicable supporting documents. The LAACS administration will consider such application on the case-by-case basis. Parents must complete and submit the LAACS application form.

Lottery Procedures

If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held on for each grade separately. In the event of the need for a lottery,

the date, time, and the location will be publicized at least one week before the lottery date. Such a lottery will be open to public and will be drawn by an individual who has no connection with the school. After the available slots are filled, the individual shall keep drawing the names of the remaining applicants for each grade, and place them on a waiting list in the order they were drawn.

Enrollment preference shall be granted to the applicants in the following manner:

- First preference will be given to returning students, who will automatically be assigned a space within the School.
- Second preference will be given to siblings of students already enrolled in the School over non-sibling student. For definition purposes, "siblings" are two or more children that are related either by birth by means of the same father or mother or by legal adoption.
- Third preference for admission is children of board members and staff members of LAACS as long as it is not more than 10%.
- Any remaining slots shall be available to other applicants. Students for whom enrolment in the school would cause the sending district to exceed 5% or 10% cap may not be offered admission; however, for those students to whom the above policy applies but who are also siblings of student currently in attendance at the school the Commission may consider exception, and it is subject to written approval of the Commission.

As a reference, Maine charter school law mandates the school to comply with MRS Title 20.A: §2404.D. "*For a school administrative unit with an enrollment of 500 or fewer students, a public charter school, unless authorized by a school administrative unit, may not enroll more than 5% of a school administrative unit's noncharter public school students per grade level in each of the first 3 years of the public charter school's operation.*" and MRS Title 20.A: §2404.E "*For a school administrative unit with an enrollment of more than 500 students, a public charter school, unless authorized by a school administrative unit, may not enroll more than 10% of a school administrative unit's noncharter public school students per grade level in each of the first 3 years of the public charter school's operation*." (http://www.mainelegislature.org/legis/statutes/20-a/title20-Asec2404.html)

Parents of all students accepted in the lottery will be sent an offer letter and admission package. If the signed acceptance letter is not returned within 20 calendar days, school may remove the student from the enrollment list and send an offer letter for the student next on the appropriate waiting list.

Waiting Lists

Waiting lists will be maintained for each grade level in the event that vacancies occur. Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list in writing or phone calls. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at the charter school before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. The school shall maintain documentation of the attempts made to contact the parents/guardians of any student removed from the waiting list. Once a student in a waiting list is informed about a vacancy at the school and given an offer, the student must return his/her acceptance letter within 20 days, if not, it will be considered as the offer is declined. Students who declined an

offer will be removed from the waiting list. Waiting lists will not be carried over from year to year, but instead the waiting list for each year will be drawn from the random lottery. Each year, the school will send a new enrollment application directly to the parents/guardians of each child on the prior year's waiting list.

Enrolment Requirements

Following documents must be presented to the school prior to August 1st of the calendar year. If the records are not received by August 1st, the School reserves the right to give the seat to the next person on the waiting list.

1. A survey that includes detailed information about the student's background information and the parents/guardian contact information, medical insurance, diet restrictions, and other data.
2. Proof of Residency that can be a parent's any utility bill, such as phone bill, which indicates that the family receives mail at the address provided to the school. In instances in which families do not receive bills to their home, e.g., they live with a relative, the school seeks acceptable, but convincing substitutions on a case by case basis. For example, a family might be asked to provide a driver's license, a paycheck stub, and general mail with that address.
3. Transcripts must be presented as evidence that the student will complete his/her current grade by August.
4. Medical documents required by law are to include:
    a. Health Record: 1) up-to-date immunizations, 2) screening for vision, hearing, and scoliosis, 3) a record of a physical exam within the six months prior to the start of the school year.
    b. Authorization for Dispensing Medication in School Form signed by the physician accompanied by the letter from the parent/guardian explaining the procedure for administering medication in school.
    c. Physician Information Release Form with physician contact information.
    d. Emergency Medical Treatment Release Form. This form, which must be signed by a parent/guardian, gives the school permission to provide for emergency medical treatment in the event that a parent/guardian cannot be reached. No child will be allowed to enter school if the school does not have this form on file.

B.3 Staffing and Human Resources

Human Resources

The numbers of the faculty and supporting staff are given in the Table below. LAACS' aim is to keep the faculty/student ratio at or below 1:13 at all times and the number of hours in class per teacher below 30 class hours at all times. The Board will hire the director, whose responsibilities are discussed in Tab 25. The Director will be responsible for hiring the faculty and the staff, who all are subject to Board approval. The first step will be the recruitment of the dean of students, the dean of academics, and the business manager. Once these individuals are hired, they will work with the director to hire the individuals who will report to them, e.g., the dean of students will work on the recruitment of the nurse and the dean of academics will work on the recruitment of teachers.

	Enrolment	180	240	300
Budget Category	Position Name	% FTE	% FTE	% FTE
Instructional Services	Teacher	11	15	21
	Teacher			
	Teacher			
Special Education	Special Ed Teacher	2	2	2
Supplemental Programs	Coach			
	Art Teacher	0.5	0.5	0.5
	Music Teacher	0.5	0.5	0.5
	ELL Teacher	1	1.5	2
	Tutor			
Library Programs	Librarian			
Student Support	Nurse	0.5	0.5	0.5
	Guidance Counselor	1	1	1
Facilities	Custodian	1	1	1
	Maintenance Worker			
Transportation/Food Service	Bus Driver			
	Cafeteria Worker	1	1	1
Administration & Support	Head of School	1	1	1
	Curriculum Director	1	1	1
	Finance Director	1	1	1
	Receptionist			
	Admin. Assistant	1	1	1
	Dean of Students	1	1	1

More details of staff planning can be seen in Tab 33.

The director and the reporting director of the position (RDP, i.e., the deans or the business manager) will conduct candidate searches for all positions using common recruitment methods, such as placing newspaper and professional journal ads, advertising on appropriate web sites, engaging a recruitment agency specializing in teacher placement, attending job fairs, and utilizing word of mouth. As soon as suitable candidates are found, the director and the RDP will conduct personal interviews with the goal of determining whether the candidates' professional experience, personal and professional goals, commitment of effort and time, and enthusiasm and dedication fit the position and are in line with the school's mission and vision. Each candidate for a faculty position will be invited to teach a model lesson with the goal of determining the candidate's teaching qualifications.

The candidate's personal interview, model lesson plans, resume, and professional references will be used as a basis for deciding whether or not to make an offer as well as determining the starting salary.

When a position at the school becomes vacant, the director and RDP will start the replacement search by looking at current personnel to identify a potential candidate for the vacant position. If a suitable candidate among existing school employees is found, that person will be given preference over outside candidates.

We believe that there are three main factors for retention of individuals at their work place: (a) job satisfaction, (b) friendly work environment and co-workers, and (c) salary and benefits package. LAACS will put great effort into creating a school where staff will get job satisfaction through their development and the school's success; all the administrators and staff will be collaborative, cooperative, and supportive for the success of both the school and its staff; and competitive salaries and benefits packages will be offered.

The administration will conduct annual surveys on job satisfaction using questionnaires that will cover issues such as those described in the previous paragraph. The questionnaire will be developed by the Board and the director. The results of this annual survey will be used to ensure that personnel are retained. If a staff member decides to leave the school, an exit survey will be given to learn why the person is leaving. The reasons will be discussed by the school's administration and Board. If the reasons relate to problems in procedures or policies, they will be revisited and revised.

Salary

To be able to attract the best teachers, LAACS will offer an initial average salary that will be competitive with the region and state average, $36,000 with a range from $30,000 to $45,000. A teacher's initial salary will be determined by the person's experience, professional references, and the interview. The salaries of the deans will be higher than the teachers' by $10,000 to $15,000, depending on the experience of the individual.

The salary range for the director will be $60,000-$90,000 depending on the experience. In addition, the director will be given a 0-6% annual bonus if the school's achievement outcomes exceed expectations. The business manager's salary will be in the range of $40,000-$50,000.

Salaries will be adjusted every year based on regional cost-of living increases and/or the consumer price index (CPI), which has been 2-3% the last few years. In addition to this base increase, a bonus will be given annually based on reviews conducted by the director and the RDP. Before the school begins in August, and at the same time every year thereafter, the

performance objectives for all employees will be detailed in the form of a rubric, which will be decided after discussions with the employee and the respective RDP. The Board will make sure that the resulting rubrics will maintain a minimum standard. At the end of the year, the director and the RDP will review all personnel to evaluate their performances with respect to their performance objectives. Based on performance, employees will be eligible for a bonus ranging from 0-4% of their annual salary. In the budget assumptions, the annual raise in salaries and the raise in student revenue are not calculated.

The teacher review will include data on the teacher's performance based on student achievement, parent satisfaction, contribution to overall school success, academic knowledge in the subject taught, and the time devoted to self-development. All administrators will be reviewed by the Director based on similar performance values as those described for teachers. The director will be reviewed by the Board according to the process described in Tab 25.

LAACS will make contributions to pension plan of MainePERS. LAACS will pay 60% of the health, dental, and vision insurance premium for each full-time employee. The details of the benefits are described in the Personnel Handbook (see Tab 22).

Ideal Teacher

The ideal teacher of LAACS is described in a broad sense in this quote by Confucius: "The ideal teacher guides his students but does not pull them along; he urges them to go forward and does not suppress them; he opens the way but does not take them to the place."

In addition the ideal teacher:

- Must have a zest for their subject and teaching,
- Should give all children the same chance to learn: treats people equally,
- Is kind, generous, and forgiving,
- Doesn't give up on students: listens, encourages, keeps confidences, cares for students' opinions,
- Loves teaching children,
- Loves teaching the subject and uses every opportunity for self-improvement,
- Should be collaborative, cooperative, and supportive of colleagues.

Typical Week of a Teacher

As mentioned before, LAACS aims to keep the number of hours a teacher spends in class below 30 class hours at all times and we will plan our teacher recruitment accordingly. Teachers will be expected to be in school between 8 a.m. and 5.00 p.m. Each teacher will take a 35-minute lunch break; however, each teacher will be on lunch duty once a week. Each teacher will be allowed to take a half-day (3-5 hours) off per week to do their errands, to go to their appointments with doctors, etc. Each teacher will be asked to coordinate a club activity in the after-school program and/or participate in the one-on-one tutoring program and/or Parents as Educators program. Each teacher will also mentor a cohort of students, monitor their progress in each subject, and contact their parents regularly. Teachers will make home visits to increase parent-school interaction and obtain valuable feedback about students. Teachers will have at least two meetings (45 minutes to 1 hour) every week, one at grade level and the other at subject level. Additional general meetings including all teaching staff may be coordinated by the will of the director. Excluding lunch break and the half day off time, the weekly expected total working hours will be around 40 hours: 18-22 hours will be spent in class; 2-3 hours for meetings; 4-6 hours for after-school programs; and 13-16 hours (a minimum of 2 hours per day) for class preparation, evaluation, monitoring, etc.

B.4 Pre-Opening Plan

Upon approval of the charter, the founders of LAACS shall implement a pre-operation timeline and action plan in coordination with Charter School Commission. Below are a tentative timeline and a list of action items. In many of the items below the founders have already finished planning and revisit them to make sure everything is in place completely, accurately and on time. Two key items are building and hiring of the Director and the Business Manager. The Director will carry out pre-opening action items in coordination with the Board, and admin staff members as they are hired.
Pre-opening plan in the Tab 23 is also our guideline to plan and complete the task timely and accurately. We are aware that some items are mandatory and time sensitive items. The founding team will pay close attention to those tasks.

OBJECTIVE			**2014**								
PHASE ONE: START UP ACTIVITIES	**Responsible Person**		**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**
Mission Development	Board	Done									
Board Formation	Board	Done									
Board Incorporation	Board	Done									
Initial Contact with State Officials	Board	Done									
Establishment of Timeline	Board	Done									
Preliminary Site Identification(s)	Board	Done									
By-Law Development	Board	Done									
Identification of Preliminary Resources	Board	Done									
a. Legal	Board		X								
b. Developer/ Architect	Board		X								
c. Public Relations	Board		X								
d. Fiscal Assistance	Board		X								
e. Educational Expertise	Board		X								
Start Up Grant Identification	Board		X								
Review of the State Application	Board	Done									
Charter Application Completion	Board	Done									
Submission Process	Board	Done									
Discussions with Authorizer	Board	Ongoing									
Decisions on Reapplication or Appeal	Board	NA									
SITE ISSUES											
Identify site	Board	Done									
Financing secured	Board	Ongoing	X								
Preliminary inspection made	Board	Done									
Signed lease/purchase & sales agreement	Board		X								

Issuance/awards of bids for renovation	Board		X	X	X						
Final inspection and occupancy certificate	Board									X	
Completion of renovations	Board				X	X	X	X	X	X	
Acquisition of furniture and materials	Director						X	X	X	X	
Phone lines/numbers	Director								X	X	
TI line installed	Director								X	X	
- Electric	Director							X	X		
- Gas/Oil	Director							X	X		
- Water	Director							X	X		
- Sewer	Director							X	X		
- Trash	Director							X	X		
- Cleaning	Director							X	X		
- Local electrician	Director							X	X		
- Local plumber	Director							X	X		
- HVAC contractor	Director							X	X		
- Locksmith	Director							X	X		
- Snowplowing	Director							X	X		
Cert. Of Occupancy to DOE	Director									X	
First day of school	Director									X	X
ADMINISTRATION											
Hire attorney	Director		X								
Submit grant application	Director		X								
Adopt Certificate of Incorp. And By-Laws	Director		X								
Establish board meeting schedule	Board		X								
Adopt school policies:											
- Code of Conduct	Board		X	X	X						
- Salary schedule	Board		X	X	X						
- Performance bonus plan	Board		X	X	X						
- Establish partnership policies	Board		X	X	X						
Approve:											
- Start up budget	Board		X								
- Bids for furniture	Board		X	X	X						
- Bids for computers	Board		X	X	X						
- Enrollment meeting schedule	Board		X	X							
- Costs for marketing	Board		X								
- Annual Board meeting schedule	Board		X								
- Student dress code	Board		X	X							
Adopt:											

- Salary schedule	Board		X								
- Faculty bonus plan	Board		X								
- Student calendar	Board		X								
- Student Code of Conduct	Board		X								
EDUCATIONAL/OPERATIONS PROGRAM											
Finalize curriculum adoption	Director		X	X	X						
Determine assessment mechanism	Director		X	X	X						
Student orientation	Director									X	
Administer base line assessment	Director									X	
Order:											
- Curriculum materials	Director				X	X	X				
- Classroom/Office equipment and furniture	Director							X	X		
- Computers	Director							X	X		
- Consumables	Director							X	X	X	
- Telephones	Director							X	X	X	
Arrange:											
Student transportation	Director							X	X	X	
- Food service vendor	Director							X	X	X	
- Nursing services	Director							X	X	X	
ADMISSIONS											
Hold informational meetings/hold events as necessary to recruit enrollment targets	Director		X	X	X						
Establish telephone number	Director		X	X							
Approve brochure	Director		X								
Adopt enrollment form	Director		X								
Implement marketing & PR strategy	Director		X								
Adopt parent/student handbook	Director		X								
Hold auditions	Director		X								
Initial enrollment deadline	Director			X	X						
Hold lottery: (If applicable)	Director				X		X				
Send admission letters	Director					X		X			
Establish wait list	Director					X		X			
Send PDE an enrollment report	Director					X		X	X		
Confirm acceptances	Director					X			X		
Request student records	Director					X			X		
Receive student records	Director					X	X	X	X	X	
STAFFING											

Hire temp. receptionist	Director		X	X							
Hire School Leader	Board		X								
Advertise teachers' positions	Director			X	X	X					
Start interviewing teachers	Director			X	X	X	X	X			
Extend offers to teachers:	Director			X	X	X	X	X			
- Criminal background checks	Director				X	X	X	X	X		
Pre-Service Teacher Training	Director									X	
Employee Lists to DOE	Director								X	X	
FINANCIAL MANAGEMENT											
Identify check signers (2-3)	Director		X	X							
Arrange insurance	Director		X	X							
Identify and hire auditor	Director									X	
Establish payroll	Director		X							X	X
Forms (PO's, expense forms)	Director		X								
Open account	Director		X								
First year budget	Director		X								
Produce financial reports	Director				X			X			X
Petty cash fund for School Leader	Director			X							
Establish credit for Staples/Office Depot, etc.	Director			X							
Copy machine lease	Director									X	
SPECIAL EDUCATION SERVICES											
Identify students with IEP	Director									X	X
Acquire records	Director									X	X
Contact with Special Ed. Admin	Director							X	X	X	X
Define services requirements	Director									X	X
Hire/contact with providers	Director									X	X
Identify resources (internal/external)	Director									X	X
FOOD SERVICE											
Identify free/reduced lunch	Director									X	X
Select vendor	Director									X	X
HEALTH & SAFETY											
Send medical forms to parents	Director									X	X
Check for completeness	Director										X
Identify medical resources	Director										X
Health and fire inspections	Director								X	X	X
Staff first aid training	Director									X	
Fire drill policy/schedule/route	Director									X	X
Traffic management (drop off/pick up)	Director									X	X
Building insurance	Director								X	X	

Liability insurance	Director								X	X	
Workers compensation insurance	Director									X	X
Health insurance	Director										X
Student accident medical insurance	Director									X	X

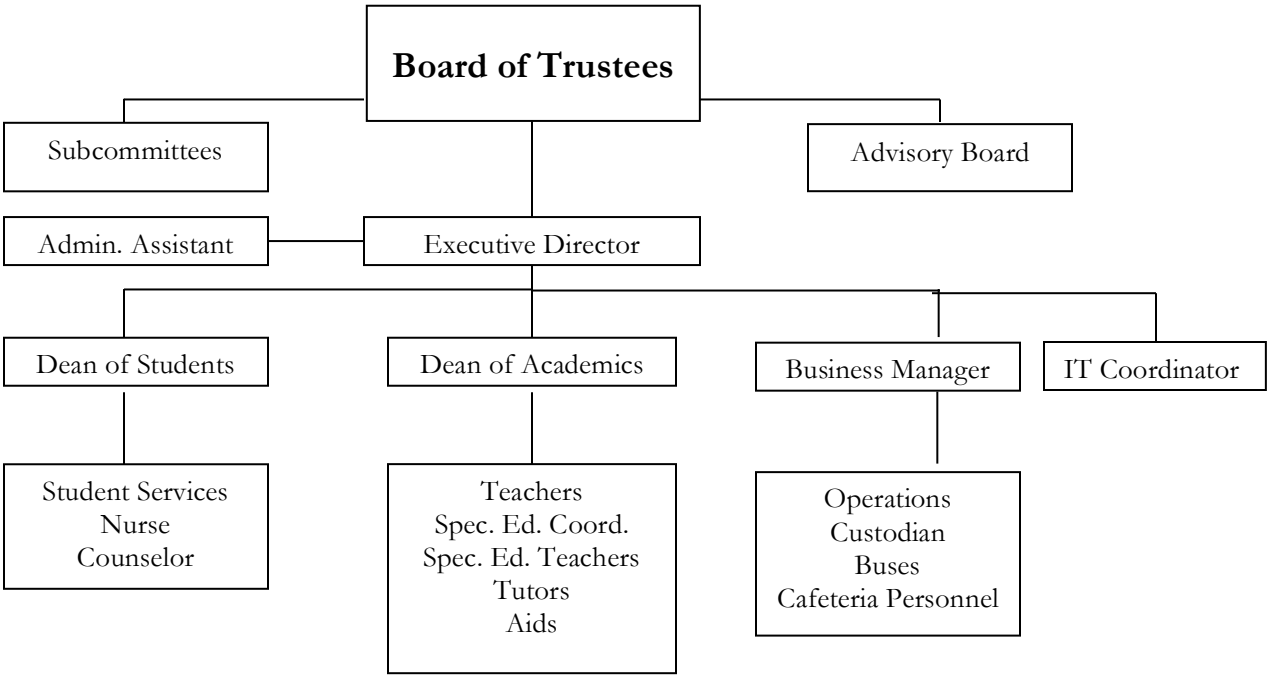
B.5 Management and Operation

Management

The organizational chart, reporting structure, and roles and responsibilities of the administrative staff will be given in this section and In the following section (Section C. Governance). The Director will be the ultimate decision maker on issues discussed in this section.

The organizational chart of LAACS will be as shown below:

LAACS Governance & Management Structure



The Board of Trustees is the ultimate charter holder and responsible party for the success of the school, as an organization, academically and financially.

School's Executive Director will be responsible for daily operations of the school and he/she reports to the Board. His primary role is to carry out the mission of the school leading, motivating and coordinating his/her team. Deans will help the Executive Director lead the school in an efficient and accountable manner. Both deans will report to the director. Teachers will report to the Dean of Academics, who will plan and supervise instructional programs, develop and manage the educational program, and implement multiple forms of evaluation and assessment. This dean will also supervise the SEC, the ESL coordinator, and administer the character education program, career programs, and after-school programs. The Dean of Students will oversee student attendance, discipline matters, and community and parent relations. This dean will provide guidance for students and be responsible for developing and implementing student discipline policies; organizing parent involvement activities; and supervising the nurse, counseling, and the interactive web systems that will facilitate the monitoring of students' educational activities by parents.

Curriculum, Instruction, and Student Achievement: Each teacher will be responsible for aligning the curriculum and instructional methods. Teachers will consult with grade level chairs as well. The Dean of Academics will be the administrator responsible in these issues and will report to the Director. The SEC and ESL coordinators will work with teachers and the Dean of Academics to ensure that needs of students with disabilities and LEP students are met. Decisions on these issues will be given at grade level meetings, weekly teachers-director meetings, and the strategic planning meeting held in the two-week period before the school starts.

Financial Management: The Board will set the goals for fiscal planning annually and review the results on a monthly basis. The Director will work with the business manager to achieve these goals. There will be a Finance subcommittee that will include the Business Manager, Director, Board Treasurer and a Board member. The Finance subcommittee will prepare the annual operating and capital budget as well as the cash flow budget, and recommend them to the Board. The business manager will administer the daily fiscal and accounting practices, coordinate all financial transactions, and oversee purchasing and record keeping related to these areas. The business manager will have meetings with the director on a weekly basis to make decisions on financial issues.

Operations: The business manager will manage operations, overseeing the personnel and outside contractors related to operations. The business manager will discuss these issues with the Director in the weekly meetings to make decisions.

Personnel: The staff will discuss daily issues related to their functions with their reporting administrators (Dean of Academics or Dean of Students as described in the organizational chart). The Dean of Academics and the Dean of Students will have weekly meetings with the Director to discuss issues related to personnel and the school's overall performance and to make decisions. These decisions will be executed by the Dean of Students or the Dean of Academics, depending on their administrative area. Staff may also bring issues directly to the Director or raise the issues during weekly meetings.

Policy Development

The Code of Conduct and Student Enrollment Policy are given as Tab 11: Student Handbook. Draft copies of the Personnel Handbook, which includes policies regarding personnel, and Student Handbook are given as Tab 22: Staff Handbook. Please note that the document in Tab 22 is a sample from the model school, PCSS. It will be revised and aligned with all applicable laws, regulations and policies in Maine.

Educational Leadership

The key task of school personnel is continuous work on improving curriculum and teaching techniques as a means of consistent improvement in student achievement. The Director will work with Dean of Academics to lead the process of supervising, coordinating, and evaluating the ongoing process of the teachers' curriculum improvement and professional development. The school staff will be proactive in addressing their performance goals to reduce the level and degree of corrective actions. All teachers will have weekly meetings at three levels, during which they will discuss students' assessment data and how to improve the education:

1- School Level: All teachers, Director and both Deans will be present in this weekly meeting. The overall educational outcomes of the whole school, the areas that need improvement at the school level, and plans for immediate action and long term actions will be discussed.

2- Grade Level: Teachers who are teaching the same grade will be present in this weekly meeting. Grade level achievement, areas that need improvement in the grade level, and plans for immediate action and long term actions will be discussed.
3- Department Level: There will be three departments, Math, Science, and ELA/Social Studies. Each department will meet weekly to discuss achievement in their subject at all grade levels. Curriculum and instructional methods will be discussed as well.

School level and department level meetings will be used to align the curriculum vertically, while grade level meetings will be used to align the curriculum horizontally.

In addition to these meetings, the Director will have weekly meetings with both deans to discuss overall student achievement and outcomes of the weekly meetings. These administrative meetings will be used to improve instruction and to plan staff development programs.

All meetings will focus equally on strengths and accomplishments, weaknesses, and areas for improvement. Corrective actions may include (a) professional development seminars concentrating on key areas for improvement, (b) the establishment of a Board committee assigned to a problem area, (c) teachers mentoring each other or working together with students who have difficulties, or (d) participation in creating and evaluating short and long term goals to reach objectives.

Staff development days will be planned based on the outcomes of these meetings. LAACS has designed its calendar to have 14 days of staff development, two weeks before the school year starts and a half day each month. The two-week staff development program before school starts will provide teachers with an opportunity to design their goals, objectives, and curriculum for the upcoming school year by using the assessment data collected in the previous year. The half-day staff development programs will be planned with coordination of the Director, the deans and department chairs, according to the needs of the staff. High levels of selection, participation, involvement, and follow-through are expected.

There is a strong correlation between teacher quality and the level and quality of professional development. Because the innovative strategies described previously are implicit in LAACS' mission and educational goals and objectives, the staff of LAACS will constantly collaborate to help children reach their full potential.

To that end, LAACS staff will receive training and ongoing development in competency-based instruction that will be delivered by university faculty and specialized consultants. Staff development will also include innovative research-proven instructional and assessment strategies. In addition, current professional magazines, books, and films regarding innovative educational methods will be made available to faculty and staff. Faculty and staff will also be provided opportunities for study, travel, workshop and conference attendance, and exchange teaching. Each faculty and staff member will choose a national/regional conference of choice to attend. The school will provide funds for each conference attended.

B.6 Parent and Community Involvement

In the first place, eight highly qualified individuals who volunteer their time, energy and experience have come together and decided to serve on the board. Most of the board members are local community members and they all are affiliated with Universities in the area. They are eager to explore possible partnership opportunities with those higher education institutions. In addition to that the LAACS founders have conducted a thorough outreach to inform the community about the proposed charter school. People from various community organizations were invited to have conversations in order to seek their input and support. They all have shown their support for the school and provided with a letter of support. These individuals include but not limited to:

1. **Senator Roger Katz,**
2. **Representative Dennis Keschl,**
3. **Larry Gilbert**, Former Mayor of Lewiston
4. **Mr. Joseph Yilmaz,** a local businessman and private donor
5. **Professor Mustafa Guvench**, University of Southern Maine
6. **Lincoln Jeffers,** Economic & Community Development Director, City of Lewiston
7. **Mr. Kemal Cigli**, a local businessman
8. **Dr. Elizabeth Eames,** Professor of Anthropology, Bates Collge
9. **Dr. Patricia Buck,** Professor of Educational Anthropology, Bates College
10. **Dr. Mara Tieken,** Professor, Bates College
11. **Al Dubin**, President & CEO, Charter School Development Corporation
12. **Hassan Adan,** Director, L-A Islamic Center
13. **Qamar Bashir,** Catholic Charities Refugee and Immigration Services, Lewiston

To the best of the LAACS' founding board's knowledge, there is no known opposition to this proposal.

The LAACS founders believe that high levels of community and parental involvement will lead to both high parental satisfaction and higher student achievement. Thus, the school's parents will be surveyed annually for their opinion of the school and how well it is serving their children.

Each spring, a parent survey and a student survey will be conducted. The results will be compiled, recorded and retained, and they will be presented as part of the overall evaluation information that provided to the Board of Trustees. The goals of the survey are to discern any areas that the parents and students feel should be addressed more thoroughly, areas that the parents and students feel are being adequately addressed, and those areas that the parents and students feel might make a more complete program, if instituted. The overall goal of the survey is to ensure both student and parent satisfaction with the LAACS' programs, through open communication with and responsiveness of the school.

Parents will be an integral part of the school. Every effort will be made to encourage parents to:

- Serve as school volunteers,
- Promote and strengthen parental responsibility and involvement,
- Serve on the School Council and other committees,
- Involve themselves with the subcommittees developed by the Board of Trustees.

Additionally, the following policy for parent involvement in school governance will be employed:

- Involving parents in the design and implementation of the LAACS.
- Providing orientation and other training for parents to ensure their knowledge and participation in the school, and ensuring they understand the school's mission and policies, and outlining a process for parental feedback to school leaders.
- Requiring pre-set times that teachers and the school director are available to parents and a process for effective, regular communication, including quarterly parent teacher conferences and school-wide parent open houses.
- Systematically providing updates to parents on their child's academic progress, attendance, and behavior in the school.
- Providing an institutional structure and culture of parental involvement, for example: establishing a parent association; forming parent/trustee subcommittees on various issue areas; instituting a formal process of communication with the Board; and assigning parental responsibilities for and participation in school events and field trips, etc.
- Allowing parents to sign voluntary "contracts," pledging to be involved in their child's education, responsive and helpful to the school for various needs (fund-raising, clean-up, social events), or other expectations (though such contracts cannot be binding or at all viewed as a condition for a child's admission to or retention at the school).
- Making parents aware of all meetings of the Board of Trustees and other school meetings.

The LAACS' founders intend to have a positive working relationship with the local school units. The LAACS will be open for all school leaders and other local schools to visit. LAACS will be eager to share its best practices with low-performing schools in the area as the overall mission of the LAACS' founding board is to ensure all students in Lewiston-Auburn area receive a high quality education.

C. Governance

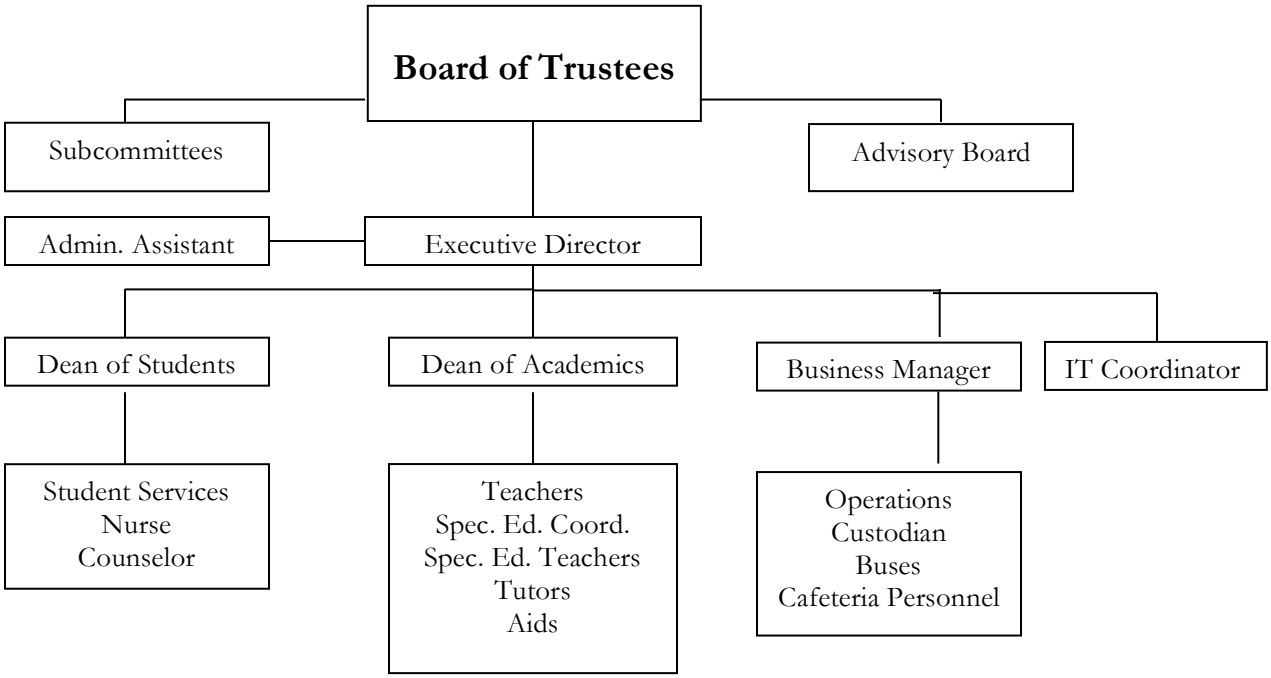
C.1 Governing Body

School Governance

Governance Structure

The founding group of Lewiston-Auburn Academy Charter School has come together to establish the non-profit, Federal tax-exempt organization the Lewiston-Auburn Academy Charter School, Inc. to start up and operate the school. The sole purpose of the organization is nothing but to operate the charter school. It has been just recently incorporated in the State of Maine and Federal Tax-Exemption application is just filed. Please see Tab 26 for Articles of Incorporation, Tab 27 for corporate by-laws, and Tab 28 for Federal Tax-Exemption application. The LAACS, Inc. is an independent organization and currently it has no binding relation or affiliation with any other entity.

The organizational chart of the LAACS, Inc. is below:



Board of Trustees: The Board of Trustees (hereinafter, the Board) will have ultimate authority and responsibility as the governing body of the school. The Board is responsible for monitoring the financial, educational, and managerial well being of the school. Founding Board Members will act as Board of Trustees as soon as the charter is granted.

Subcommittees: The Board shall establish subcommittees that will assist and guide the Board in the successful operation of the school. These subcommittees shall consist of parents and volunteers with expertise in specific areas, school staff, and at least one Board member. Subcommittees shall prepare and present reports to the Board and will require the Board's final approval before taking any action. These subcommittees will be Finance, Academics, Building/Facilities, Personnel, and Public Relations.

Advisory Board: An Advisory Board, comprised of community leaders, parents, educators, business leaders, and other professionals, will provide complementary expertise and counseling to the Board of Trustees. The head of the Parent Teacher Organization (PTO) will be a member of the Advisory Board as well. The Board of Trustees may request advice as needed. This group will provide counsel on various aspects of school development and implementation and recommend resources to support the mission of the school. The Advisory Board members believe in the school's mission and will stay apprised of its progress in achieving its goals. They will also be a source in the recruitment of new Board of Trustees.

Director: The Board of Trustees will appoint the director, who must possess strong management, communication, and leadership skills. The director will answer to the Board and will also be appointed as a non-voting member of the Board. The director is responsible for implementation of the educational plan; supervision of budgeting; facilities management; and staff recruitment, supervision, and evaluation. The director will also establish and maintain regular communications with local boards of education, superintendents, and county administrators.

Business Manager: The business manager will be hired by the Board and will report to Director. The manager will (a) advise, inform, and recommend to the finance subcommittee concerning fiscal matters and financial ramifications of educational decisions; (b) develop budgets, financial analyses, and long-term projections in coordination with Director; (c) coordinate and maintain all accounting functions, including payables and employee benefit programs, and (d) supervise custodians, security personnel, and any contractors.

Dean of Students and Dean of Academics: Deans will help the director lead the school in an efficient and accountable manner. Both deans will report to the director. Teachers will report to the dean of academics, who will plan and supervise instructional programs, develop and manage the educational program, and implement multiple forms of evaluation and assessment. This dean will ensure that all classes are covered by appropriate staff and arrange for substitute teachers as needed and will supervise the SEC, the ESL coordinator, and administer the character education program, career programs, and after-school programs. The dean of students will oversee student attendance, discipline matters, and community and parent relations. This dean will provide guidance for students and be responsible for developing and implementing student discipline policies; organizing parent involvement activities; and supervising the nurse, counseling, and the interactive web systems that will facilitate the monitoring of students' educational activities by parents.

Roles and Responsibilities of the Board

The Board is responsible for monitoring the financial, educational, and managerial well being of the school by ensuring all are aligned with the mission. Key responsibilities of the Board include:

- Ensuring that the school will be in compliance with federal and state laws and regulations,
- Ensuring that the school's educational goals and objectives are met,
- Continuously monitoring the current needs of students and the community and setting goals and objectives for the school aligned with these needs,

- Developing and approving school policies and regulations,
- Recruiting, supervising, and evaluating school's Director,
- Approving and/or recruiting of school's staff,
- Approving the school's business and management plan,
- Approving the school's annual budget,
- Selecting and evaluating the school facilities and approving of renovation plans,
- Holding monthly meetings open to public,
- Providing the means for the professional development of staff and the board itself.

The Board shall establish subcommittees, as previously discussed, that will assist and guide the Board in the successful operation of the school. The Board will also receive guidance and counsel from its Advisory Board, as previously discussed.

Qualifications, Recruitment, and Evaluation of the Director
The Board seeks an outstanding candidate who would ideally possess the following qualifications

- Commitment to the school's mission and vision,
- Demonstrated teaching experience,
- Strong organizational and interpersonal skills,
- Excellent communication and public relations skills,
- Demonstrated management and leadership skills,
- Willingness for self-improvement.

Within two weeks after charter is granted, the Board will establish a recruitment committee, which will consist of Board members and/or Advisory Board members who have experience in recruiting, education and management. The committee may also include a consultant-expert in human resources. The committee will develop a job description for the Director according to the qualification described previously. The recruitment committee will evaluate the applicants for the position and will give reports to the Board. The Board will conduct an interview with the qualified candidates as well and will approve the recommendation at the end of the process.

The Board will evaluate the Director annually according to the following criteria:
- Dedication to the school's mission and vision,
- Success in achieving the goals set by the Board,
- Student academic achievement, as demonstrated by internal and external test indicators,
- School organizational viability, including financial health, organizational growth, and stable infrastructure,
- Acquisition, professional development and retention of highly professional administrative and instructional personnel,
- Parental approval and demand.

For the evaluation of the director, the Board will appoint an evaluation task force that may consist of trustees, Advisory Board members, and non-Board members, such as parents. The task force will develop and implement the evaluation procedure, performance expectations, and deadlines. The evaluation may include input from the director, staff, and parents, if necessary. The task force will conduct the evaluation annually, using the developed tools and within the set timeline, and report to the Board.

Role Distinction between Board and Director

In a broad sense, the Board will be responsible for setting goals, ensuring these goals are met, and approving or disapproving the decisions of the director. On the other hand, the Director will be responsible for taking action to achieve the goals set by the Board, running the school on a day-to-day basis, and taking action on the daily issues regarding education, students, parents, staff, etc. The Director will inform the Board about decisions in monthly meetings with the Board. It is the Director's responsibility to advise the Board on the continuation, renewal, or termination of the employment of the staff. The Board is responsible from all hiring and termination of the employment. Special attention and time will be dedicated during the Board development sessions to train the Board members to understand and to make the distinction in practice.

Responsibilities and Qualifications of the Board Chair

The Board Chair is the leader of the Board of Trustees and presides at all meetings of the Board and other meetings as required. The process of the selection and term of office for the Board Chair is included in the bylaws (see Attachment 2). The Board Chair will be responsible for:

- Overseeing the Board development goals and ensuring that the goals are achieved,
- Managing Board meetings and functions, such as creating subcommittees and overseeing them,
- Ensuring effective communication between Board members,
- Ensuring effective communication between Board and the Director,
- Representing the school,
- Developing annual fund raising and obtaining funds from outside sources.

The Board Chair should possess the following qualifications:

- Full commitment to the school's mission and vision,
- Excellent communication, organizational, and interpersonal skills,
- Excellent managerial and leadership skills.

Bylaws

The complete copy of the school's bylaws is included as Tab 27.

Policy Development Process

The Board will be responsible for policy development. The policy-making process will include the following steps:

1. Need for the policy: Any member of the school, such as a member of the Board, the director, staff, parents, or students, may bring forward a need for a new policy to the Board for a discussion (see below how non-members of the Board can bring the idea to the Board).
2. Assignment of a task force: The Board will consider the need and will decide if the need requires action. If it does, the Board will establish a task force, which may consist of any member of the school, including parents and students, and/or outside consultants. The director will be the head of any team established regarding operating policies and procedures. The Board will define the timeline for the task force to execute its job.
3. Drafting of the policy: The task force will write a draft of the policy, according to the suggestions they collect from the members of school. The task force may seek legal and/or expert advice, depending on the policy.
4. Approval: After the task force presents the draft to the Board, the Board will review and discuss it. The Board may approve the draft or may ask for revisions from the task force. If revisions to the draft re required, the second draft must also come to the Board for approval.
5. Review: The Board will revisit and modify all its policies as needed.

The procedures and policies regarding hiring, evaluation, promotion, and separation; salaries, payroll, workers compensation and the benefits package; work day and week hours, vacations, holidays, sick and personal days; snow emergency procedures; health and safety issues; sexual harassment; conflict resolution and arbitration are all included in The Personnel Handbook developed by the Founding Group and may be subject to change.

Involvement of the staff, parents, and the community in the school's policy process has been described previously. Staff, parents, and students may request a new policy or a change in the existing policy. They may serve in the task forces that will draft the policy. The director will be responsible for collecting and reporting the ideas that are suggested by the staff, parents, students, and the community to the Board. Parents, students, and the community may submit suggestions/comments through the school's website or email and/or by talking to the director or the staff. The staff will be able to discuss the policies at staff meetings. In addition, parents and community members may serve on Board subcommittees.

Legal Counsel
An independent legal counsel and auditor have not been obtained yet.

Board Member Recruitment and Board Development
The recruitment and orientation of new Board member will include followings:

1. Need: If the number of members will become less than seven or a member with certain expertise will be needed on the Board, the Board chair will ask all Board members to recommend highly qualified individuals to fill the vacancy.
2. Recommendation: Any Board member may recommend an individual for Board membership. The recommended individual should have expertise in at least one of these areas: education, scientific research, financial services, human resources, nonprofit administration, business administration, law, real estate and building renovation, and technology. The Board may request an informal interview with the recommended individual.
3. Invitation: After Board discussion, the Board may decide to invite the recommended individual to serve on the Board. Expert individuals who have ties with the communities that the school will serve will be given higher priority. Prospective Board members will be given the Board Member Folder, which includes the school's executive summary, bylaws, educational philosophy, responsibilities of the Board, and organizational structure.
4. Visit: The prospective member will be asked to visit the school and talk to the director and Board members.
5. Acceptance: Prospective Board members may accept the invitation after the information sessions described previously.
6. Orientation: At this point, the new member should already have extensive knowledge about Board responsibilities and the school. The Board chair will have a one-day meeting with the new Board member before that person's term starts. In this meeting, they will go over the Board Member Folder and discuss each file in detail. The director will attend a portion of this meeting to present information about the school, such as the parent/student profile, student achievements, staff, and daily routine of the school.
7. Annual Development: Every summer, the Board will have member development retreats. In these retreats, managerial and educational consultants, community leaders, and professionals from universities and companies will be asked to give seminars related to Board members' functions, such as submitting grants, soliciting funding, evaluating staff, and overseeing school operations. Board members will be encouraged to attend national or state meetings related to school governance, non-profit board development, or Charter Public School's Association meetings.

Evaluation of the Board

Annual Internal Evaluation: The Board will appoint a Board Review Committee (BRC) consisting of three Board members. The members of this committee will rotate each year. The BRC will prepare a report for the Board indicating major actions taken by the Board, results of those actions, trustee attendance, fundraising efforts, the school's overall performance, and parental satisfaction with school governance. This report will be used to develop suggestions for improving the performance and the development of the Board.

Annual External Evaluation: The Board will look for a volunteer consultant (or will hire a consultant on a contract basis if no one volunteers) to evaluate the effectiveness of Board meetings and Board performance. The consultant will also be given the report prepared by the BRC. The consultant's report will also be used in the design of the annual Board development retreat. If a need for a new Board member with a certain expertise arises after these evaluations, the Board chair will take the appropriate action as described previously.

C.2 Governing Board Composition

The founding board consists of local residents and parents from Lewiston-Auburn area; teachers; and professionals from academia and business. This founding group came together through mutual friendship and professional relationships around the idea of helping today's students have a better future. We believe that all students have the potential to succeed if they are given better opportunities. Especially, creating and providing educational choice for parents and students is the primary goal of the founding group.

The design committee, which includes a subcommittee of the founding board and volunteers, has been meeting weekly to develop the educational program of the school and the proposal for the charter school application. Tasks are delegated according to expertise: Board members with teaching backgrounds are primarily responsible for developing and reviewing the curriculum and assessment sections and board members with business backgrounds are primarily responsible for developing and reviewing the organizational structure and viability. The board meets monthly with the design committee and reviews the progress of the proposal and development of the school.

Currently, the founding Board consists of eight members and is constantly in search for highly qualified new members including parents to expand the capacity in both executive and advisory levels. A summary of each founding Board Member's qualifications is as follows:

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Mr. Tarlan Ahmadov	Non-Profit, Fundraising, Community, Parent	Trustee, Lead Applicant
Mr. Huseyin Kara	Education, STEM, Charter School Management, Finance	Trustee
Ms. Kathie Turnipseed, EdD	Community, Education, and University Collaboration	Trustee
Ms. Christine Richards	Education, Community	Trustee
Mr. Mustafa Guvech, PhD	Education, STEM, and University Collaboration	Trustee
Mr. Bruno Yomoah	Education, ELL, Parent	Trustee
Ms. Fatuma Hussein	Community, Fundraising, Parent	Trustee
Ms. Jenifer Lloyd	Education, Community, Business	Trustee
TBD	Legal	Trustee
TBD	Accounting, Finance	Trustee

Mr. Tarlan Ahmadov: Mr. Ahmadov has been a program manager at Catholic Charity of Maine for about 10 years. Helping immigrant communities integrate to general Maine community is his basic job. Helping under-resourced communities is his passion. He has also been managing certain Federal Programs and Grants. As a father of two school age children he understands value of good education well. His active contribution to LAACS will be in the areas of non-profit organizations, fundraising, community relations and parent relations.

Mr. Huseyin A. Kara: He has been a life long educator and charter school expert in the last 15 years. Mr. Kara has his degree in Math Education. Teaching math has been his passion. He spent most of his career in establishing and running high quality charter schools in different states. His contribution will be to replicate successful educational model of PCSS. His role on the board will be basically, guide the Board with his experience in successful charter schools. He is also father of 3 school age children.

Ms. Kathie Turnipseed, EdD: Dr. Turnipseed is a retired university professor and administrator. Her career is full of accomplishment in various levels. She spent most of her professional life in southern Maine and she knows well how to help communities in the area with educational choice. Her contribution to LAACS will be in the areas of education, higher education, community and managenet.

Ms. Christine "Crigen" Richards: Ms. Richards is a veteran teacher. She spent more than 30 years in classrooms in Lewsiton. She is a community person, educator, teacher and a valuable contributor to LAACS. With Ms. Richards' valuable expertise and contributions, LAACS will be a great asset in L-A community.

Mr. Mustafa Guvech, PhD received his engineering degree in 1968 and has been a professor in the Department of Electrical Engineering at the University of Southern Maine since 1989. With almost a half-century experience in engineering and education, he will contribute to the school in several ways from STEM program to education and higher education institution partnership(s).

Mr. Bruno Yomoah is a licensed public school teacher in the field of ESOL. He spent his career teaching English as a second language. His expertise will help LAACS especially when we target the highest ELL student population in the state. He has been living in Auburn for long time and raised his children in Auburn public schools.

Ms. Fatuma Hussein is a community leader in her community. She has been running successfully her non-profit organization to help the community. As mother of 6 children she is well aware of good education. She has been working tirelessly to help provide families education choice. She will contribute to LAACS in many ways including community relations, fundraising, parent relations.

Ms. Jenifer Lloyd: Ms. Lloyd worked for over 20 years as a certified instructor of the Performing Arts, teaching dance and acting in both public and private schools in Southern Maine. She then spent 5 years as an early childhood educator with 3 of those years offered in the field of Early Intervention. She is co-founder of the Centre of Movement School of Performing Arts in Gorham, Maine, est. 1978, now in it 35th school year. Between 1988 and 1992, she served on the Board of Directors of the New Country School, a private elementary school known for its progressive approaches to education.

Holding a Liberal Arts degree from the University of Southern Maine with concentrations of studies in both natural sciences and social-behavioral sciences, Ms. Lloyd holds a strong interest in exploration of human nature, especially regarding the impacts of education and approaches to effective education. She has served on a number of community organizations dedicated to the promotion of healthy communities and the welfare of children and families. Now, in retirement, she continues to volunteer her time as a tutor and student advocate.

The founding team of LAACS always seeks good ideas, best practices, great advisories for the smooth start-up of the school and sustainable, viable operation of the school. We formed a small advisory board to benefit from different views of experts and their experiences. The following names volunteered their time to meet members of founding team and advise about the school. As we move forward, our goal is to have more people as advisory board members. The composition of advisory board will be community leaders, university professors, business representatives, elected officials and more. The Board and school administrators will always benefit from their guidance.

Advisory Board Members as of the date:

1. Elizabeth Eames, Ph. D., Professor of Anthropology from Bates College, Lewiston, ME
2. Joseph Yilmaz, J.A.Y Enterprise, Inc., Freeport, ME
3. Patricia Buck, Ph. D. Educational Anthropologist, Bates College, Lewiston, ME
4. Qamar Bashir, Catholic Charities Refugee and Immigration Services, Lewiston, ME

The founding group has also been working on the executive board and advisory board to expand and increase capacity.

D. Business and Financial Services

D.1 Budget

Operating Budget and Budget Narrative
Details of each Revenue and Expenses can be found in the operating budget in Tab 33.

Lewiston-Auburn Academy Charter School plans to start with 180 students in its first year and add a grade every year till it reaches full capacity of 360 students in its 4th year. Budget assumptions are made according to the anticipated enrollment and the per-pupil funding accordingly. Average percentage numbers for students who are eligible for free and reduced lunch, special education students, and all other data that might impact the revenue are estimated based on current data in the greater Lewiston-Auburn area, especially within 10 miles radius of Lewiston-Auburn city center. As an average 60% disadvantaged student rate and 15 % special education rate is estimated.

Start-up Period Revenues and Expenses
Start-up period will be from March 4, 2014 to June 30 2014. For the operational period, the fiscal year starts from July 1 to the June 30th of the following year. In the period until our first operation year, the start-up phase, there needs to be particular preparation for the fiscal year. During start-up we plan to hire a Director and an administrative assistant in March or April. Director will play an active role in organization of the other activities including preparation of the facilities and recruitments. In April/May, we anticipate to hire Business Manager, Dean of Academics and Dean of Students as they start working on July 1st. Deans' and Business Manager's inputs are important for the rest of recruitment activities and setting up the necessary systems. We will start advertising teacher positions in May and expect most of the hiring of teachers will be done before July 15. The salaries of people hired are included in the start-up expenses column in the Budget for the time they serve in this period. For example, 2 months of salary is assumed for the Director. We would sign the lease for the facility as early as March, April and start paying rent in July. The director will need a small office or two for start up activities. Budget assumes rent for temporary office. Another big item is purchase of furniture, equipment and textbooks. These will constitute the biggest expenses during this period. We will do our best to order those items on time, have them delivered on time and schedule the payments in September. Other costs during the start-up phase will include some modest amounts for legal, office expenses, bank charges and recruitment costs. On the revenue side, we have two major sources for start-up: Fundraising efforts and private donations. We will immediately apply for $150,000 start-up grant and expect to spend most of it during this phase. But it is not assumed in the budget because it is not guaranteed. In addition, we expect to have $30,000 private donations to support start-up activities. We have $30,000 private donations, enough to cover start-up and first operating year assumptions, already committed as donations by various individuals and firms who are supporting the School. The copies of the commitment letters are presented in Tab 40.

Revenue Years 1-3: The biggest source of revenue comes from the student tuition disbursement given by the local districts. This tuition revenue makes up about 75% of the total revenues. The table below shows the revenue streams for three years. Tuition disbursement revenues are included in State revenues with other state grants and Transportation reimbursement. Tuition disbursement is calculated based on number of students, percentage of disadvantaged students, percentage of special education and ELL students, per-pupil transportation rate, elementary and secondary school technology allowance. Federal Revenues

includes entitlements and grants for such as Title I, Title II-B, Title V and IDEA. In calculating Title I figures, $700 per student is assumed and local averages are used to calculate the number of eligible students, which turns out to be 60% based on our enrollment assumptions.

Federal Implementation Grant in years 1 and 2 is not included in the budget assumptions. We strongly believe that LAACS will be eligible to get Federal Start up Grant in the amount of $150,000 as well as Implementation Grant in the amount of $300,000. However, it is not included in the budget in Tab 33.

YEAR I: Calculating a Charter School's Per-Student Funding

Funding Category	Calculation	Amount	# of students	Allocation	Assumption
EPS Elementary Per-Pupil Rate	-	$6,250.00	120	$750,000.00	
	-	$6,700.00	60	$402,000.00	
Disadvantaged Student Allowance	0.15 x $6,250	$937.50	72	$67,500.00	60% Disadvantaged assumed
	0.15 x $6,700	$1,005.00	36	$36,180.00	
Limited English Proficiency Allowance	0.50 x $6,250	$3,125.00	24	$75,000.00	20% ELL
	0.50 x $6,700	$3,350.00	12	$40,200.00	
Targeted Elementary Technology Allowance	-	$97.00	120	$11,640.00	$100 for Elementary Grades
	-	$300.00	60	$18,000.00	$300 for Secondary Grades
Targeted Assessment Allowance	-	$43.00	180	$7,740.00	
Targeted PreK-2 Allowance	0.10 x $6,250	$625.00	0	$0.00	NA
Per-Pupil Transportation Rate	-	$520.00	180	$93,600.00	all students get
special education	1.25*6,250	$7,812.50	18	$140,625.00	15% special education student anticipated

	1.25*6,700	$8,375.00	9	$75,375.00	
Subtotal				$1,717,860.00	
Administrative Withholding by SAU	1%			($17,178.60)	
Charter School Comission Fee	3%			($51,535.80)	
Total	-			$1,649,145.60	

Private revenue includes Private Grants, cash and in-kind donations, and program fees. Based on other comparable charter schools, 10% of the revenue can be raised through private fundraising. In our case, we conservatively assumed only 5% of revenues from private sources for Budget purposes. However, Board anticipates that it can do better and will set the internal target to obtaining 10% of the revenues from Private revenues.

	Enrolment Pre-Opening	180 Year One	240 Year Two	300 Year Three
Revenues				
Per-Pupil Allocation		1,649,146	2,198,030	2,746,915
Federal Entitlement Funds		180,000	220,000	260,000
Federal and State Grants		-	-	-
Foundation Grants				
Fundraising Events	30,000	30,000	40,000	40,000
Parent Contribuitions		15,000	20,000	25,000
In-Kind Contributions		30,000	30,000	30,000
Other (Federal Lunch program, lunch fee)		75,000	100,000	120,000
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	30,000	1,979,146	2,608,030	3,221,915

Expenses Year 1-3: The biggest expense item in the budget is Salaries. Personnel costs for School Administration make 15% of the first year expenses and its respective share gradually decreases over time. Administration Staff includes Director, Business Manager, Dean of Academics and Dean of Students. Instructional Personnel is referred earlier. As the number of students increase in year 2 and 3, number of Teachers increase accordingly and maintain a maximum 1:13 teacher student ratio. Also as the school grows towards to its steady state, the ratio of teacher salaries will grow to be 55% of the over-all budget. Salaries of instructional personnel, one by one, are shown in Tab 33.

Expenses				
Research & Planning	9,000	7,000	13,000	18,000
Instructional Services	-	750,000	877,000	1,168,000
Special Education	-	145,000	211,000	227,000
Supplemental Programs	-	92,000	137,500	182,500
Library	-	13,500	13,500	13,500
Student Support	-	68,500	74,625	79,906
Facilities	1,200	258,000	363,000	444,000
Transportation & Food Service	-	170,000	240,000	314,000
Administration & Support	21,500	375,250	472,313	422,578
TOTAL EXPENSES	31,700	1,879,250	2,401,938	2,869,484
SURPLUS or (DEFICIT)	(1,700)	99,896	206,093	352,431

Other school administration costs include laptops, office equipment, lab equipment, legal expenses, marketing and insurance. Other Instructional Services Cost includes computers, projectors, hardware and software for a computer lab and computers for classrooms. Dean of Academics and Dean of Student will also be given laptop computers. In our budget, we have funds for all teachers to participate a national conference in their fields in a given year.

Student Services include a part time nurse, athletic services, food services and transportation costs. Food costs assume 190 school days and $2.95 per student for breakfast and lunch. We will provide milk and cereal for breakfast and for lunch we will outsource this service to food service management / catering companies. Food service assumptions in both revenues and expenses are based on actual numbers that we experienced in PCSS.

Operation and Maintenance will include one full time staff first year and following years. Students will be asked to keep the premises clean but the school will be cleaned three to four nights a week. As leasing costs, we assumed $150,000 per year in Phase I. Our existing search criteria and discussions with the landlord are in-line with this assumption. Another assumption is lawn care and snow removal, garbage removal and regular maintenance.

Fixed Charges include Payroll Taxes, Fringe Benefits and insurance costs. Payroll taxes include worker's compensation, unemployment, and Medicare for all the employees. As fringe benefits, we will contribute to the MainePERS. In total, we assumed the amount of benefits as 25% of salaries. In addition, we are going to provide 60% of health insurance costs for the School personnel. Insurance cost will include property, fire, and liability coverage. As the facility and the staff grow over time, the insurance costs will increase in year two and three.

Our budget is constructed with contingencies and safety margins. For example, in the surplus line, we assumed 7-11% surplus to cover unexpected costs or shortfalls. Particularly the surplus will be used as emergency fund. Another contingency assumption is considered when per pupil allocation was calculated. We based our per pupil allocation assumption according to the lowest available EPS per pupil rate of $6,250. We have been conservative on private donation and grant assumptions as well. We already have $30,000 donations committed to the school.

The founders are confident that the school will be able to secure a line of credit up to $250,000 to balance cash flow, especially in the first months of the first year of operation. With respect to line of credit, we have been working with Roma Mayur of the Cambridge Trust Bank. PCSS has also good relations with East Boston Savings Bank and they expressed their interest to open a line of credit for the new school. In the Pre-Opening period and the 3rd month of the quarter in year 1 we will use the line of credit.

Another assumption is that the school has enough fund to cover salaries of staff for two more months in the summer time after the fiscal year is over. For example, at the end of year 1, projected budget surplus is $99,000. However, based on cash flow, there will be $286,000 cash in our account. $186,000 is reserve fund to cover salaries to complete contract cycle.

D.2 Financial Management

School Finances

Management of the School Finances
Board of Trustees and Director have the ultimate responsibility of the school's finances. There will be a finance committee that will include the Business Manager, Director, Board Treasurer and a Board member. The Finance committee will prepare the annual operating and capital budget as well as the cash flow budget, and recommend them to the Board. Board will have the right to implement changes or approve the budget. Business Manager and Director will set up and maintain the school's financial systems. The Business Manager will generate monthly standard financial reports, which will include forecasts of revenues and expenses for the remaining months and the actual variances to the approved annual budget. The services that are not included in the business manager's contract, such as payroll, will be outsourced. The Finance committee will review these reports and present to the Board every month. Director and Business Manger will monitor all accounting and book keeping activities, and they will frequently meet with Finance Committee as needed but at least once a month. The Board will select an independent auditor and the Finance Committee will see the audit to completion.

The Board has the authority to select and terminate key employees and set salaries for such employees. However, Director, Dean of Students, and Dean of Academics will be heavily involved in staff and teacher recruitments and making recommendations to the Board.

The Board maintains the sole authority to purchase property, incur debt, invest funds, and choose a bank and an auditor. Board will give special attention to the internal controls, and procedures and policies will be developed to limit the likelihood of any misappropriations. For example, checks over $5,000 will need to be authorized by dual signatures, and someone other than the person who records the transaction will maintain the cash receipts log.

Fiscal Controls and Financial Management Policies
The Director and Business Manager will set up the financial systems and purchase and maintain the financial tools required such as the equipment and the software. The Board will open a bank account for the school and obtain a credit card to be used for expenses. LAACS has developed a GAAP-compliant financial and accounting plan. It will provide a complete and accurate accounting of all of its finances. The School Board will ensure sufficient information for audit purposes, and will provide data in the format needed to submit accurate and timely Annual Financial Reports to the Department of Education.

Lewiston-Auburn Academy Charter School will utilize an industry-standard accounting software program, Infinite Visions, to ensure proper bookkeeping is managed and maintained. All reports will be provided in the format required by the Maine Department of Education and Charter School Commission. The accounting software is fully capable of generating necessary and required repots complying with all reporting requirements of the Maine Department of Education. It includes, in the first place, the Chart of Accounts and the ability to upload spreadsheets into the MEDMS database.

LAACS will collect, manage and maintain student records in accordance with Maine laws and regulations.

Business Manager will maintain the fixed assets register and will register and record disposables. Also Business Manager will track and receive grants. Director will maintain personnel records and adhere to payroll policies.

There are multiple levels of approvals for different types of expenditure. Checks less than $5,000 may be signed either by Treasurer of the Board or Director. If the check amount is larger than $5,000, then dual signatures are required and in addition any expenditure larger than $10,000 also needs to be presented to Financial Committee unless there is a Board-approved contract or it is a recurring charge such as salaries or rent.

Credit card can be used either by Director or Business Manager. Copies of these statements will be presented to the Finance Committee and the Board. All staff is required to fill out a form for purchase orders; these forms will be sent to Business Manager who will approve or reject purchase requests. A copy of each request and its outcome will be submitted to Director who has authority to reverse the decision. There will be a petty cash (i.e. no more than $300) maintained by the Administrative Assistant to the Director, which will be available for daily quick expenses. Payroll and the expenditure cycles will be on a bi-weekly schedule. The Reporting cycle will be on a monthly and annual schedule.

One of the most important responsibilities of the Executive Director and the business Manager is to plan and carry out the school's enrollment projections. Daily average attendance is a major task in budget management. The projected surplus in the budget considers possible shortfalls that may arise due to enrollment gap.

In addition, the Business Manager will be responsible for compiling all the reports to be filed with DOE and/or Commission.

D.3 Facilities

We believe that facility is one of the most challenging aspects of a start up charter school. The founding team is has been spending a great deal of time for facility. We have teamed up with a local real estate firm, a local development firm and Economic and Community Development Department of City of Lewiston. LAACS Board Members are actively searching alternative facilities and working on issues related to facilities. There have been a number of options and we are currently weighing their feasibility. However, there is no an executed lease agreement at this point.

Charter School Development Corporation (CSDC) is a well-established, well-qualified development organization from DC area. LAACS founding team member and Chief Development Officer of Pioneer Charter School of Science, Mr. Huseyin Kara has been working with CSDC in the last 7 years. Most recently, CSDC is the development company for the building of PCSS-II in Saugus, MA. CSDC is a turn-key organization, and the school will be tenant with a purchase option.

Triumph Modular Inc., is a well known modular construction company from Littleton, MA. Triumph is the construction company for the PCSS building project in Saugus, MA. CSDC has hired Triumph as the GC.

Based on the cost of 15,000 sf. single story, permanent modular building, CSDC and Triumph are building, monthly rent is estimated as $150,000 per year. (Cost of land is a single big ticket and it is not included in here). Considering the fact that there is a bigger chance of getting more competitive prices in the Lewiston area, the cost of construction will be less than the cost of building in Saugus, MA.

LAACS is actively searching for the best building or land to build the school. We plan to work with CSDC and build a permanent modular building. Please see the support letter and the letter of intent from the president and CEO of CSDC in Tab 35. We estimate that the annual rent for phase I will be $150,000. In Phase I, there will be 10 regular classrooms, 2 small classrooms, 2 labs, 9 offices, a cafeteria, boy's and girl's bathrooms, and common areas. The building will meet all applicable Federal and local laws and regulations including but not limited to ADA codes, fire codes, environmentally safety codes and health codes.

The proposal from Triumph Modular Inc. is also attached in Tab 35.

Phase II will be additional classrooms and a gym to be added in the third year of operation.

D.4 Transportation

LAACS Transportation Plan for Students within Catchment Area:

In the first year of operation: Students in Lewiston and Auburn who live within 2 miles of the school will be asked to walk to and from the school. Although the school is not mandated to provide transportation, LAACS believes that providing transportation will serve our mission best. The school will hire two busses to provide student transportation to and from school for the students who live outside of 2-mile radius. School catchment area is determined as the city limits of Lewiston and Auburn. The routes and pick up points will be determined after enrolment process is complete. Depending on the addresses of families, some parent might be asked to arrange car-pooling.

In the second and third years of operation, number of busses and routes will be increased by one each year. Bus routes and pick up points will be rearranged every year according to the most effective plan. LAACS will strictly comply with all ADA laws and regulations when entering into contract with bussing companies, or leasing busses.

LAACS Transportation Plan for Students Outside Catchment Area:

LAACS will be open to all students who are residents of Maine. If a student outside of catchment area decides to enroll to LAACS he/she will be required to arrange transportation himself/herself to the nearest pick up point.

LAACS' projected budget reflects transportation costs in its first 3 years of operation. Please see Tab 33.

D.5 Insurance

LAACS has contacted with Provider Insurance Company (PIC) to provide all necessary insurances to the satisfaction of the RFP requirements. We have been submitting all the necessary documentation and forms to PIC to receive insurance quotes for Educators Legal Liability, Commercial General Liability, Employment Practices Liability, Sexual Abuse Liability, Excess Liability and Umbrella, and Workers Compensation insurances.

LAACS has budgeted $34,000 for insurance coverage for three years of operations.

Insurance applications and PCSS' schedule of current insurances including costs will be included in Tab 38.

D.6 Food Service

Breakfast, Lunch, and Snack Services

We believe that nutrition is important to get the most out of our students, and low-income families (of which we have a high percentage in our proposed districts) might lack the resources and time to provide breakfast to their children. Therefore, breakfast, consisting of a healthy cereal, milk will be provided before study table period and healthy snacks will be provided before the after-school program. During the school day, a 35-minute lunch period will occur. This extra time will provide a break for eating and a well-deserved rest from the instructional program. LAACS will follow all federal regulations addressing proper nutrition. We will purchase lunch from a food services management company. Criteria in choosing the company will include nutrition, federal and state dietary guidelines, past performance by the company, and competitive bidding. At LAACS, breakfast and lunch will be available for all students at the full purchase price or less; no service charges will be assessed. In addition, students will be allowed to bring their lunch and/or breakfast to school. We expect to participate in the federal free/reduced lunch program for eligible students.

LAACS will ensure the best nutrition program for its students complying with all federal and local laws and regulations. The Business Manager and the Dean of Students will be in collaboration to carry out the responsibility. For the students who has special health and diet conditions all the critical information will be collected from parents before school starts. The entire LAACS staff and faculty will be made aware of the students with special conditions and their needs. Proper training will be provided in this regard during the summer institute when the staff gets ready for the year. Right upon the opening of the school, all students and families will be informed properly about possible nutrition precautions for safety of their own children and for all other children in the school.

LAACS will honor parent's nutritional choices for their children as long as it is within general nutrition policies of the school and general guidelines of Department of Education.

Health Services

LAACS will comply with all health service requirements applicable to other public schools, including diagnostic testing requirements and will provide on-site health care services to the extent that such health services are available to children attending other public schools. LAACS will employ a full-time school nurse to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and the training of faculty and staff in first aid. The nurse will also be responsible for all record keeping and correspondence related to these responsibilities. LAACS staff will work with the county health department and other appropriate organizations to provide health education on topics such as personal hygiene, smoking, and drug and alcohol abuse.

D.7 Closure Protocol

While the Lewiston-Auburn Academy Charter School is confident the academic program presented will ensure strong student outcomes that align with our school's mission to place students in college, should the Commission require the school to close, LAACS will ensure the following:

1. Students will be the focus of our efforts and we will be committed to ensuring students, and their families, are transitioned smoothly to other schools.

2. LAACS leadership will work with Charter School Commission and local SAUs to establish a clear timeline and set of actions for closure.

3. Upon notice of non-renewal or revocation of our charter LAACS charter school will immediately activate a transition plan that secures student records, staff records and school finances.

4. Students, and their parents, will be notified in person of the school's closing, but we are also committed to immediately presenting the school's plan of action to ensure students and parents transition to another school as smoothly as possible.

5. Two staff members will be assigned full time transition duties. Their job will be to provide parents and students with other school options, to assist with lottery, enrollment, or any other type of form completion required for students to secure placement in a high performing school. These staff members will also assist teaching staff to ensure that their records are readied so that they may pursue employment opportunities.

6. All student records will be examined to ensure all grades, attendance and other data are accurate and up to date and we will provide parents detailed information as to transferring student records.

7. Copies of all student records will be provided to the local SAUs to insure against record loss in transition.

8. Business staff will meet immediately with representatives of Charter School Commission to ensure the proper transition and close out of financial records.

9. LAACS will provide a long term contact for parents, Charter School Commission, and the sending SAUs to ensure all outstanding issues related to school closing are handled smoothly.

10. LAACS will establish an escrow account at a minimum of $75,000 to pay for legal, final audit and other wind up expenses that would be associated with a dissolution should it occur. The school will budget $25,000 increments in the school's first three years of operation.

11. The School Closure Template, which is developed by the Charter School Commission will be the basic guideline for the procedure. LAACS will follow it strictly.

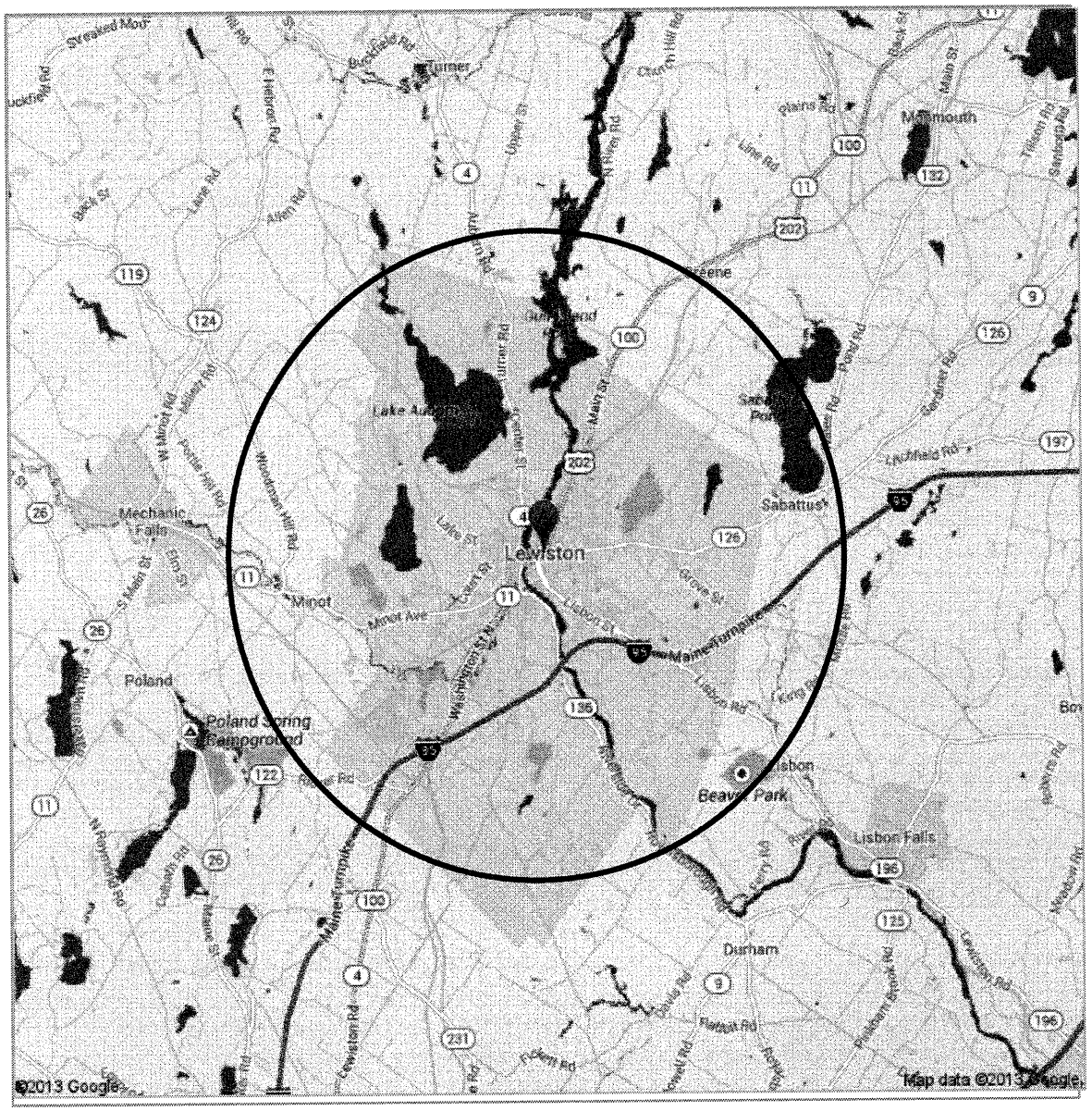
E. Education Service Providers

Lewiston-Auburn Academy does not intend to contract with an Educational Management Organization.

Tab 1

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL CATCHMENT AREA

Google Address **Lewiston, ME**



Tab 2

PLEASE NOTE:

The following attachment is a sample from Pioneer Charter School of Science in Everett, Massachusetts, the model school for LAACS. Upon approval of the charter, the founding team will revise, align and finalize the whole document with applicable laws, regulations, policies and practices in Maine. The Board will adopt it after final approval of the Charter School Commission.

Notice of Procedural Safeguards

Formerly known as the "Parent's Rights Brochure"
Interim Notice - designed to be used until final federal regulations for IDEA-2004 are in effect

Dear Parents: Your child has been referred for or is currently receiving special education services to provide for his or her individual educational needs. This Notice of Procedural Safeguards is designed to assist you in understanding the special education process and your rights.

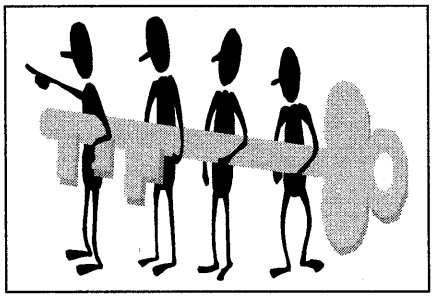
The requirements regarding special education are based on state and federal law. The relevant laws are the following:

State Law: The state special education law, popularly known as "Chapter 766" after the session law number under which it was passed in 1972, is contained in the Massachusetts General Laws (MGL) at Chapter 71B. The regulations implementing the statute are found in the Code of Massachusetts Regulations (CMR) at 603 CMR, Section 28.00.

Federal Law: The federal special education law is known as "IDEA" (Individuals with Disabilities Education Act). The statute is located in the United States Code at 20 U.S.C. § 1400. In 2004, Congress reauthorized the IDEA and the amended statute is popularly referred to as "IDEA-2004." The implementing regulations for IDEA will be found in the Code of Federal Regulations (CFR) at Chapter 34, Section 300.

This Notice of Procedural Safeguards is an interim notice that incorporates statutory changes of IDEA-2004. Final implementing regulations for IDEA-2004 have not yet been issued by the U.S. Department of Education and are expected to be completed in December 2005. After that time, the Massachusetts Department of Education will publish a new version of this Notice.

The federal and state special education laws are grounded upon six basic principles:



1. Parent & Student Participation
2. Free and Appropriate Public Education (FAPE)
3. Appropriate Evaluation
4. Individualized Education Program (IEP)
5. Least Restrictive Environment
6. Procedural Safeguards

In the following section of this document, each of the principles is described:

1. **Parent & Student Participation** – The law provides for many opportunities for parents to be involved in the planning and discussions concerning their child's special education needs, including as an integral member of the Team that discusses eligibility, services, and placement of the student. You are entitled to have Team meetings held at a time and place mutually convenient to you and to other members of the Team. If you are unable to participate in a Team meeting, the school district is required to use other methods (such as phone conversations or other meeting opportunities, including virtual meetings, if you agree to use other methods of participation) to ensure that you have the opportunity to participate in the discussion even if you cannot attend the meeting in person. Also, IDEA-2004 provides flexibility in Team participation requirements. Parents may agree in writing to excuse a member of the Team from attending a Team meeting. The school district cannot excuse Team members without your written permission, however.

As the student grows older, he or she begins to have rights to participate in the Team process and in planning for transition to adult life. If transition is a topic of the Team meeting, the district must invite your child to attend. Also, you may invite your child to attend any Team meeting if you think it is in your child's best interests. Additionally, the law entitles students of any age who are receiving special education to participate in the general education program of the school, including participation in school-wide or statewide assessment programs.

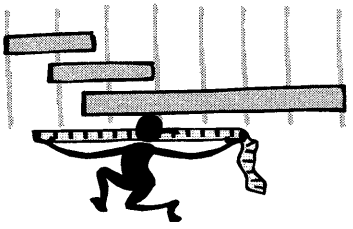
The law does not speak directly to your responsibilities as a parent, but the opportunities that the law provides for your participation are intended to promote a dialogue between you and the school district on behalf of your child. You are expected to share information with the school district about your child, and the school district is expected to attend to the information you provide and the concerns you present. It is important to emphasize that special education is most successful when it is viewed as an ongoing partnership with all parties having a strong interest in providing the best possible education for the student. Although as a parent you have many rights, it is important to remember that the relationship you build with

the school district may endure for many years and a positive, cooperative relationship on the part of both parents and school district personnel is most likely to result in maximum benefit to your child.

2. **FAPE** – Under federal law, students who are eligible for special education are entitled to a FREE, APPROPRIATE, PUBLIC EDUCATION – This concept is known as "FAPE." The FAPE standard for special education services requires the school district to provide instruction tailored to the individual student's needs, with sufficient support services to assist the student to make meaningful educational progress. Any special education services identified for the student are required to be provided at public expense with no cost to the parent. All students in the Commonwealth's public education system, including students with disabilities, are entitled to the opportunity to learn the material that is covered by the academic standards in the Massachusetts curriculum frameworks. Massachusetts also provides an individual right to FAPE for students with disabilities who are enrolled by their parents in private schools, and who seek public special education services.

3. **Appropriate Evaluation** – A student must receive a complete and comprehensive evaluation to determine if the student has a disability and is eligible for special education and, if eligible, to assist in determining appropriate special education and related services that may be necessary. Parents who have a concern about their child's development or have a suspicion about a possible disability may refer their child for an initial evaluation. Special words need not be used in making a referral for an initial evaluation. Upon receipt of such a request for an initial evaluation, the school district must send notice to the parent and must seek the parent's consent to conduct an evaluation. (A school district will rarely have occasion to refuse to conduct an initial evaluation and may do so only if the parent or other individual making the referral has no suspicion of a disability or is not concerned about the student's development.) Where appropriate, the school district may also provide the parent with information concerning other supportive services that may better suit a particular student's needs. However, a school district may not refuse to evaluate a student who has been referred for an evaluation as described above, even if the student is participating in another academic support program or the school district would like to try other instructional support activities that are unrelated to special education, or for any other reason. Additionally, the law provides for periodic reevaluations to ensure that the student is benefiting from and continues to require special education. The parent's consent will always be required prior to these reevaluations.

In Massachusetts, in order to be found eligible for special education, a student must demonstrate the presence of a disability (autism; developmental delay; intellectual, sensory, neurological, emotional, communication, physical, or health impairment; or specific learning disability) that prevents the student from making effective progress in education and requires specially designed instruction or related services in order to access the general curriculum. An initial evaluation to determine eligibility will seek sufficient evaluative information about the student to make a fair determination that considers all of these factors.



Although the state testing program, the Massachusetts Comprehensive Assessment System (MCAS). is an evaluation it is not a part of the evaluation conducted to determine if the student requires special education. The special education law provides protections to ensure that every student with disabilities is included in state or district-wide testing to ensure that the educational needs of students with disabilities are considered in a systemic way. Therefore, your permission is not required for your son/daughter to participate in MCAS or any other state or district-wide tests. However, during the Team meeting held to develop your child's Individualized Education Program (see #4 below on IEP), you and the other Team members will discuss the best way for your child to participate in the MCAS and note this on your child's IEP.

4. **IEP** – The law provides that the Team develops an Individualized Education Program (IEP) in written form to describe the programs and services that your child needs that will be provided to your child when he or she is determined to be eligible for special education. Your written permission will always be requested before the school district provides any IEP services to your child.

5. **Least Restrictive Environment** – This principle, known as "LRE", means that, if possible, a student who needs special education services should receive those services in the general education environment with students who do not have special education needs. Further, LRE means that removal from the general education environment should only occur if the nature or severity of the student's special education needs are such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. The federal special education law strengthened this principle even more by saying that no child should be removed from the general education classroom just because of needed modifications in the curriculum. This means that the Team must consider how your child can be supported in the general education classroom before even considering serving your child in any other setting.

6. **Procedural Safeguards** – Finally, the law provides a number of procedural safeguards to ensure that parents' and students' rights are preserved, that information is provided on a timely basis, and that services are delivered appropriately. Parents have considerable rights to agree or disagree with proposals of the school district, and also have the right to make proposals themselves.

The remainder of this Notice of Procedural Safeguards is designed to provide specific detail on the various procedural safeguards of the law.

You are not obligated to read this material, nor are you obligated to exercise one or more of these rights. However, it may be helpful for you to understand the scope of the protections available to you under the law. It is our hope that you will use this Notice of Procedural Safeguards to help you understand the law, your rights, your responsibilities, and the responsibilities of the school district. No exercise of procedural safeguards, however, substitutes for a positive partnership with the school district.

Right to Receive Written Notice

You have a right to receive written notice within a reasonable time before the school district proposes or refuses to initiate or change the identification, evaluation or educational placement of your child or the provision of FAPE to your child. This means that written notice must be provided in the following specific circumstances:

- When the school district proposes to conduct an initial evaluation or reevaluation.
- In rare cases, when the school district refuses to conduct an initial evaluation or a reevaluation.
- When the school district proposes a new or amended IEP.
- When the school district proposes a change in placement.
- When a student is suspended for more than ten consecutive days in any school year.
- When the school district proposes termination of special education services, except if your child is no longer eligible for special education because he or she is graduating with a regular high school diploma or is turning 22 years of age. In those two circumstances, your child is entitled to receive a written summary report of his or her academic achievement and functional performance, which includes recommendations on attaining his or her desired postsecondary goals, such as employment or independent living.
- When the school district refuses to change a previously accepted IEP or placement.
- When the school district makes a finding of no eligibility for special education services.
- When the school district refuses to conduct an assessment at your request.
- When the school district refuses to provide a service you have requested that is not in your child's IEP, or otherwise refuses a request you have made related to the provision of special education to your child.

The written notice must include:

A description of the action proposed or refused by the school district which includes:

1. an explanation of why the action is proposed or refused;
2. a description of any options the school district considered and an explanation of why those options were rejected;
3. a description of each evaluation procedure, test or record used as a basis for the action proposed or refused; and
4. a description of any other factors relevant to the school district's decision.

The notice must be written in simple and commonly understood words and must be in both English and the primary language of the home. Any interpreter used must be fluent in the primary language of the home. When you or your child are unable to read in any language or are blind or deaf, the notice must be made orally, in Braille, in sign language or in writing, whichever is appropriate. If the school district provides you notice orally or in some other mode of communication that is not written language (such as sign language), the school district must keep written documentation that it has provided you notice in such a manner; of the content of such notice; and of the steps taken to ensure that you understand the content of the notice.

Providing Your Written Consent

The school district must obtain your written consent before evaluating your child or before providing your child with special education and related services according to an IEP. Specifically, this means that your consent is required before the school district may conduct an initial evaluation or reevaluation of your child and prior to the initial provision of special education and related services to your child and for any subsequent IEP and placement. Once you have consented to an initial placement in a special education program, if you refuse to provide consent to any subsequent actions related to special education, the school district cannot use your refusal to consent as a basis to deny you or your child any other service, benefit or activity to which you or your child may be entitled. "Consent" means that:

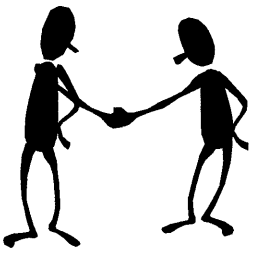
(a) You have been fully informed of all information relevant to the activity for which consent is sought in your native language or other mode of communication; and

(b) You understand and agree in writing to the carrying out of the activity for which your consent is sought; and

(c) The consent form used by the district describes the activity for which consent is sought and lists the records (if any) which will be released and to whom; and
(d) You understand that it is your voluntary choice to give consent and you may revoke your consent at any time. If you revoke your consent, from that point forward the district must cease the activity to which you had previously consented.

If you refuse your consent:
In most cases your refusal to consent will be fully honored. However, to protect the rights of your child the law requires the school district to consider the effect of your refusal on the education of your child. At any point after your child is first placed in a special education program, if a school district believes your refusal to consent would deny your child a free appropriate public education (FAPE), the school district must take steps to ensure that FAPE is provided. Such steps may include mediation and/or initiation of a due process hearing as described later in this Notice of Procedural Safeguards to resolve the dispute. The school district cannot request a hearing to dispute your refusal to consent to the initial evaluation or initial placement of your child in special education.

Rights associated with consent:



- You have a right to accept or refuse any proposal to evaluate your child. The only exception to this is that the school district is not required to ask for your consent to have your child participate in testing that is not related to your child's special education program, such as the MCAS tests or classroom tests that are part of the general education program.
- You have a right to accept or reject a proposed IEP in whole or in part, or to meet with school representatives to discuss the IEP during a thirty-day period following your receipt of the proposed IEP.
- If you accept part of the proposed IEP, the part you accept must be implemented immediately.
- You have a right to accept or reject the placement proposed to deliver the services on the IEP.
- At least a year in advance of the time when your child would graduate from high school, you have a right to discuss your child's proposed high school graduation and the anticipated termination of your child's special education services with school officials. In addition, you have a right to request mediation or a hearing before the Bureau of Special Education Appeals (BSEA) on the issue of graduation.
- If, at the time that your child is scheduled for a reevaluation (usually every three years), the school district recommends that additional evaluation is unnecessary and asks for your consent to that recommendation, you may refuse that recommendation and request a full or partial reevaluation.
- If the school district recommends that one or more members of the Team be excused from participating in a Team meeting and asks for your written consent to that excusal, you have the right to agree in writing or to disagree and not to provide your written consent. If you do not agree to the excusal, the school district may not excuse the Team member(s).

Your Responsibility to Provide Notice to the School District If You Place Your Child in a Private School

Under some circumstances, you may decide that the public school district is not providing an appropriate education for your child (see organizing principle #2 FAPE, above) and you may decide to remove your child from the public school program and place him or her in a private school. If you choose to do this and want the public school district to pay the private school tuition, you are required to notify the school district before you remove your child. You must give this notice either at a Team meeting or in written form at least 10 business days before you remove your child from the public school program. You must tell the public school why you disagree with the IEP and program that the public school has proposed or provided for your child, and you must state your intention to remove your child and enroll him or her in a private school. If the school asks to evaluate your child prior to removing him or her from the public school program, you must make your child available for such evaluation.

Giving notice to the school district is only the first step in receiving public funding for a private school program if you remove your child from the public school program. Following such removal, you must prove at a due process hearing that the public school district's program failed or is unable to provide your child with FAPE in a timely manner and that the private school can provide your child with an appropriate education. If you complete both steps and are successful in proving your case, the Bureau of Special Education Appeals hearing officer may require the school district to use public funds to pay for your child's private school placement.

Right to Independent Education Evaluation (IEE)

When you pay for an IEE:
If you disagree with the school district's evaluation of your child, you have a right to seek an IEE. An IEE is an evaluation conducted by a qualified examiner who is not employed by the school district. Parents may seek an IEE at private expense at any time. Or, the district may be required to pay for an IEE. Upon your request, the public school district must provide you with a list of persons who conduct IEEs in your area of Massachusetts, although you are not limited to using evaluators from that list.

Circumstances under which the school district is required to pay for some or all of the costs of the evaluation:
The state regulations require school districts to finance IEEs for low-income families and to share the costs of IEEs for middle-income families. If your child is eligible for free or reduced cost lunch, then, at your request, the school district will pay for an IEE that is equivalent to the types of assessments done by the school district. If your child does not qualify for a reduced cost lunch, he or she may still be eligible for school district funding, either in whole or in part, depending on your family income. The school district will ask for income information and some validating documentation. Sharing financial information with the school district is completely voluntary on your part. If you choose to share such information, the school district must tell you promptly whether or not you are eligible for full or partial funding of an IEE. Your right to a publicly funded IEE through this income eligibility process will extend for 16 months from the date of the school district's evaluation with which you disagree.

Circumstances under which the school district may pay for the costs of evaluation:
If you request an IEE paid for by the school district and you are not income eligible or do not wish to use the income-eligibility process, you should notify the school district in writing of your request for public payment of an IEE. The school district must respond to your request without undue delay and either agree to pay for the IEE, or initiate a hearing with the Bureau of Special Education Appeals (BSEA) to show that the school district evaluation was comprehensive and appropriate. If the BSEA agrees with the school district, then the district is not obliged to provide public funds for an IEE. Any IEE that is paid for with public funds must abide by state requirements relating to qualifications of the evaluator and the rates charged for the evaluation.

Consideration of results of IEEs:
If you arrange for an IEE (regardless of whether it is paid for with private funds or public funds) and have the results sent to the school district, the school district must convene a Team meeting within ten school working days of receipt of the evaluation information to consider the evaluation and what, if any, changes should be made to the student's IEP based on the evaluation.

Complaints, Mediations and Due Process Hearings

Complaints or concerns about whether the district is following special education requirements:
The Department of Education encourages you to first attempt to resolve the matter with local school district officials. Contact your school principal, your Administrator of Special Education, or your superintendent to ask for assistance. In some cases, however, you may feel that you need to go outside the district for help to resolve your complaint or to address your concern. The Massachusetts Department of Education has a "Problem Resolution System" where you can file complaints or ask for a resolution of a dispute about compliance with a law or regulation. You can contact the Department directly at (781) 338-3700 for assistance. The Department will send you written information and will request a written statement of the problem if you wish the Department to intervene. If you send written information requesting a resolution of your problem, the Department will ensure it is investigated and will send you a letter of its determination within 60 calendar days of receiving your written request. The address for the Department of Education Problem Resolution System is within the box:

Program Quality Assurance Services
Problem Resolution System
Massachusetts Department of Education
350 Main Street
Malden, MA 02148

Mediation services or hearings:
You have a right to request mediation or a due process hearing conducted by the Bureau of Special Education Appeals (BSEA), whenever there is a dispute between you and your child's school district over the identification, evaluation, placement, proposed IEP, the manner of implementation of the IEP, the provision of a free appropriate public education, or the procedural protections of state or federal law for your child. You may obtain a list of free or low-cost attorneys and advocates to assist you by calling the BSEA at (781) 338-6400.

The school district also has a right to request mediation or a hearing held by the BSEA for the same reasons, except that it cannot request a hearing to dispute your refusal to consent to the initial evaluation or placement of your child in special education.

Information about mediation:
Mediation may be requested by either the parent or the school district. Mediation is a voluntary, informal process, conducted under the direction of a BSEA mediator, which is designed to assist you and your school district in reaching an agreement regarding the issue in dispute. If you reach an agreement, it will be written down as a mediation agreement and will be enforceable in state or district court. If no agreement is reached, you may still request a hearing. If you wish to schedule a mediation, or wish more information about mediation, you may call a BSEA mediator at (781) 338-6400.

Information about requesting hearings:
A parent or school district may make a written request for a hearing by sending such request to the opposing party(ies) and sending a copy of the request to the BSEA at the same time. The address of the BSEA is within the following box:

Bureau of Special Education Appeals
350 Main Street
Malden, MA 02148

A hearing request made by a parent must be sent to the opposing party(ies) and the BSEA no later than two years after the parent knew (or should have known) about the allegations that form the basis of the hearing request. IDEA-2004 requires that the hearing request include the names and addresses of the parents or guardians and child, and the school district's representatives' and any attorneys or advocates involved; a description of the nature of the problem, including all facts and information about the problem; and a proposed resolution of the problem. If the hearing request does not provide all of this information, the opposing party may challenge its sufficiency within 15 days of receiving it. If the BSEA determines that the request doesn't contain sufficient information, the requesting party is allowed to amend the hearing request to include all of the required information. It is important to make sure that the hearing request contains all facts and information about the problem, because the hearing will be limited to those issues identified in the hearing request. No new information or allegations can be introduced during a hearing. Both parties can agree to amend the hearing request to include other issues and information, but then it is treated like a new hearing request and the timelines begin again. In addition, if you have not previously received written notice from the school district explaining its actions in relation to the issue you raise in the hearing request, the school district must provide you with full written notice on the issue for your information and for the information of the hearing officer.

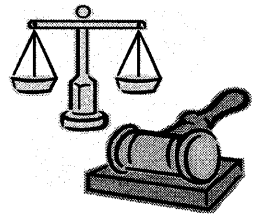
A hearing request form that includes all the required elements will be sent to you if you call the BSEA. The form can also be found on the BSEA website at: http://www.doe.mass.edu/bsea/. However, it is not necessary to use this form in order to make your hearing request. Also, when you request a hearing, the BSEA will provide you with a list of free or low-cost attorneys and advocates. The BSEA will also send detailed information about your rights and responsibilities in regard to the requested hearing, including providing a hearing date.

Information about a newly required informal resolution process:
When a parent requests a hearing, the school district must convene a meeting with the parents and relevant Team members within 15 days. The purpose of the meeting, known as a "resolution session," is to try to resolve the matter. If you and the school district reach an agreement on resolving the matter, you and the school district will write down your agreement and sign it. After 3 business days (to allow you or the district to change your mind if you wish to) the written agreement will become binding and can be enforced in state or federal district court. If you decline to participate in the informal resolution session the due process hearing may be delayed. You and the district can agree to waive – or not to have – the resolution session, or you and the school district can agree to go to mediation. If the parties don't resolve the matter within 30 days the due process hearing will move forward.

Information about the conduct of the hearing:
Hearings are more formal than mediations, and the parties are allowed to introduce evidence and to have recorded testimony by witnesses. Following the hearing, the BSEA hearing officer will issue a written decision, determining the appropriate educational program or services for the child. That decision is binding on parents, the student, and the school district, and must be implemented by the school district.

Disagreements with the decision of a hearing officer:
If you or the school district disagrees with the BSEA hearing officer's decision, it may be appealed to state or federal court. Federal law requires a party to file an appeal of a BSEA hearing officer's decision in state or federal court within 90 days from the date of the decision.

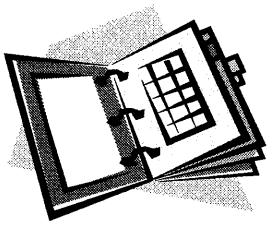
The cost of attorneys and other hearing costs:
The BSEA does not have authority to reimburse you for attorney's fees and/or costs, even if you prevail at the hearing. However, if you prevail, and the BSEA makes a finding against the school district, a court of competent jurisdiction may subsequently award you attorney's fees and associated costs. The court may also limit or refuse your request for such an award depending



on the basis for your claim. IDEA-2004 also authorizes a court to allow a school district to recover attorneys' fees from a parent's attorney who requests a hearing or starts an action in court that is "frivolous, unreasonable, or without foundation," or who continues to litigate after the litigation clearly became "frivolous, unreasonable, or without foundation." Also, the court may allow a school district to recover attorneys' fees from either the parent's attorney or the parent if the parent's request for hearing or later action in court on the same matter "was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation."

The child's placement during an appeal:
During the time that a hearing request is pending before the BSEA or if the decision of the hearing officer has been appealed to court, your child will remain in his or her then current educational placement, unless you are requesting initial placement for your child in the public school, in which case your child will be placed in the public school. This right to remain in the current placement is called "stay put." Any changes to your child's educational placement or program during this time must be fully agreed to by you and the school district or ordered by a court.

Student Records – Access Rights and Confidentiality



General information about the student record:
The student record consists of your child's transcript and temporary record and includes, among other things, records pertaining to your child's special education eligibility or program. You have several rights relating to your child's student record. You and, under certain circumstances your child, have a right to inspect and review any and all records relating to your child which are collected, maintained or used by the school district. If your child's record includes information regarding another child you have a right to inspect and review only the information relating to your child. The school district will only limit your access to the student record if the school district has received a legal document that limits your authority in this regard (for example, a divorce or custody decree that limits your access to information about your child). All of the rights associated with the student record are contained in the Massachusetts Student Record Regulations. Those regulations can be found at 603 C.M.R. 23.00 or by requesting a copy of the regulations from the Department of Education. The following summary of information is provided to assist you in attaining a general understanding of the Student Record Regulations.

Your child's rights of access:
Students who are 14 years of age or in the ninth grade have all the rights that parents have under the Student Record Regulations. If a student is from 14 through 17 years of age or has entered the ninth grade, both the student and his or her parent, or either one acting alone, may exercise these rights. Once a student turns 18 the rights accorded parents under the Student Records Regulations become those of the student. However, the parent may continue to exercise these rights unless the student makes a written request to the school principal or superintendent of schools to prevent the parent from doing so. Should the child make such a request, the parent will still retain the right to examine his or her child's record.

Review of the student record:
If you ask to review your child's records the school must allow you access to those records as soon as practicable, and in any event, within ten days after your request, unless you agree to a longer period of time. Your right to inspect and review your child's student record includes the right to do so before any meeting regarding an IEP or due process hearing relating to the identification, evaluation or placement of your child. Your right to inspect and review your child's student record includes the right to:

(a) Obtain copies of any information contained in the student record upon request. The school district may charge a reasonable copying fee, not to exceed the costs of reproduction, as long as the fee does not effectively prevent you from exercising your right to inspect and review the record. The school district may not charge a fee to search for or retrieve information relating to special education.

(b) Meet with professionally qualified school personnel upon request and have any of the contents of the student record interpreted.

(c) Have your representative inspect, review and interpret your child's record with your specific, written informed consent.

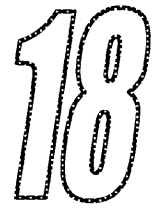
Access to the student record:
The school district is required to keep a record of parties who have obtained access to your child's student record, in whole or in part. You have the right to review this record log. Unless student record information is to be deleted or released, the log requirement does not apply to school personnel whose teaching, counseling, clerical or administrative responsibilities require access to your child's student record. Upon your request, the school district must inform you about the types and locations of student record information for your child.

Changing information in the student record:
You have the right to add information, comments, data or any other relevant written material to the student record. You have the right to make a written request that the school district delete or amend information contained in the student record and/or to have a conference with the principal or designee to make your objection known. You have a right to a written decision on your request within a week of your conference with the principal or from the date the school receives your written objection if there is no conference. You may appeal to the superintendent of schools if the school district does not agree with your position. You also have a right to include in your child's student record a statement commenting on the decision or setting forth your reason for disagreement with the content of the record. Any such statement must be maintained by the school district as part of your child's student record as long as the record or contested portion of the record is kept by the school district.

Educational Surrogate Parent Program

If a child is in the custody of a state agency, the Department of Education has a responsibility to ensure there is an adult with no conflicting interests to make special education decisions on behalf of the child. In such circumstances, the Department will determine if it is appropriate to appoint an educational surrogate parent for the child. If appointed, the educational surrogate parent has the same rights and responsibilities as a parent in special educational matters relating to a student, including the right to represent the student as part of the special education processes of identification, evaluation and educational placement and in the provision of a free appropriate public education. The Department of Education appoints Educational Surrogate Parents through its Educational Surrogate Parent Program (ESPP). To contact the ESPP, please call (508) 792-7679.

Transfer Of Responsibility Upon Reaching the Age Of Majority



Massachusetts' law recognizes that a child has reached adulthood upon his or her eighteenth (18th) birthday. When a student turns age 18, therefore, all of the decision-making rights that you have as a parent transfer to your adult child, unless a court has appointed a legal guardian for your child or your child indicates in writing that he or she wants you to continue to have decision-making authority for his or her educational program. The school district must discuss with you and your child the impact of this transfer of rights at least a year in advance of the student's eighteenth birthday. As the parent of an adult child with a disability, you will continue to receive all the required notices from the school, and you will continue to have access to your son or daughter's educational records, even if your child makes his or her own educational decisions.

Discipline

In general, if your child has violated the school's disciplinary code, the school may suspend or remove your child from his or her current educational placement for no more than 10 consecutive school days in any school year. If your child possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school function; or inflicts serious bodily injury upon another person at school or a school-sponsored event, the school district may place your child in an interim alternative educational setting for up to 45 school days. If your child has been placed in an interim alternative education setting as a result of a disciplinary action, your child may remain in the interim setting for a period not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon educational placement unless you or the district have initiated a hearing on the disciplinary action that the district took and a hearing officer orders another placement, or you and the school agree to another placement.

Any time the school wishes to remove your child from his or her current educational placement for more than 10 consecutive school days in any school year, or if a student is removed for disciplinary reasons for more than a total of 10 days in any school year when a pattern of removal is occurring, this is a "change of placement." A change of placement invokes certain procedural protections under federal special education law. These include the following:

(a) Prior to any removal that constitutes a change in placement, the school district must convene a Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific

strategies to address your child's the problematic behavior. If a behavioral intervention plan has been previously developed, the Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.

(b) Prior to any disciplinary removal that constitutes a change in placement, the school district must inform you that the law requires that the school district consider whether or not the behavior that forms the basis for your child's disciplinary removal is related to his or her disability. This is called a "manifestation determination." Remember that you, as the parent, always have the right to participate as a member of the group of people making this determination.

Consideration of whether the behavior is a manifestation of the student's disability:
The law provides that the school district and the parent, along with relevant Team members, must consider all evaluation information, observational information, the student's IEP and placement; and must determine whether your child's behavior that prompted disciplinary removal was a manifestation of his or her disability. The behavior is considered a manifestation of your child's disability if the conduct in question was caused by, or had a direct and substantial relationship to your child's disability, or was a direct result of the school district's failure to implement his or her IEP.

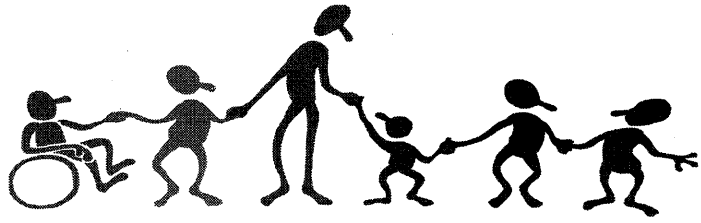
If the manifestation determination decision is that the disciplinary behavior was related to your child's disability then your child may not be removed from the current educational placement (except in the case of weapon or drug possession or use, or serious bodily injury to another) until the IEP Team develops a new IEP and decides upon a new placement and you consent to that new IEP and placement, or a Hearing Officer orders a removal from the current educational placement to another placement.

If the manifestation determination is that the behavior was not related to your child's disability, then the school may suspend or otherwise discipline your child according to the school's code of student conduct, except that for any period of removal exceeding 10 days the school district must provide your child with educational services that allow your child to continue to make educational progress. The school district must determine the educational services necessary and the manner and location for providing those services.

In the case of a disagreement with the Team's determination:
If you disagree with the Team's decision on the "manifestation determination" or with the decision relating to placement of your child in an interim alternative education setting or any other disciplinary action, you have the right to appeal the Team's decision by requesting an expedited due process hearing from the Bureau of Special Education Appeals (BSEA).

OTHER OPPORTUNITIES TO CONSIDER THIS INFORMATION

This Notice of Procedural Safeguards will be made available to parents upon initial referral for evaluation. After your child is receiving special education services, you will receive an additional copy of this Notice once each year, at any time upon request, and whenever you make a hearing request. Additionally, every public school district is required to provide training to parents in the district at least once each year to help parents in understanding the special education requirements. If you have questions about your rights or the rights of your child after reading this Notice of Procedural Safeguards, we encourage you to contact the special education office of your local school district, or the Massachusetts Department of Education or any of the special education related organizations in the state. Special education is a highly complex and regulated area of education law. Do not expect to be an expert. The detail in the law is intended to protect your child and to help ensure that he or she receives the best educational experience. Please work as much as possible in partnership with the public school district that serves your child. We hope this Notice of Procedural Safeguards will be of assistance to you as you take an active role in your child's educational experience.



Tab 3

SPECIAL STUDENT POPULATIONS AND STUDENT SERVICES

Services for Students with Disabilities

LAACS believes that improving the educational results for children with disabilities is essential to ensuring equal opportunity, full participation, independent living, and economic self-sufficiency. Special education programs and services at LAACS will be provided in accordance with federal and state laws and regulations relating thereto, as well as the individualized education program (IEP). LAACS' child-find process will reflect the best practices nationally recognized. The school will not discriminate in admission based on a student's disability.

The school's primary approach to special education is to offer students with disabilities access to the general curriculum through a system of supports and accommodations within the general education classroom setting. To the maximum extent appropriate, LAACS will educate students with disabilities in regular classrooms with non-disabled students. The IEP Team, as needed, will develop teaching strategies and classroom modifications and strategies. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Moreover, LAACS will provide students with disabilities an equal opportunity with students in the regular education program to participate in and, where appropriate, receive credit for, nonacademic, extracurricular, and ancillary programs, services, and activities. Students with disabilities receive the same notices concerning school-sponsored programs, activities, and services as other students. Such programs, services, and activities include, but are not limited to, art and music, counseling services, health services, transportation, recess and physical education, field trips and other recreational activities, and school-sponsored clubs or groups. LAACS will carry out response to intervention (RTI) strategies as pre-referral activities when appropriate. This will prevent over-identification and waste of resources.

Services to Be Provided: As early as is feasible, LAACS will contact all feeder districts to establish processes for expeditious transfer of IEP for all students with disabilities attending the school. Once a final list of admitted students has been developed by the school, specific written requests for the IEP for each student with a disability will be issued to the student's district of residence, in accordance with the established process. This will enable LAACS to anticipate student needs along the continuum of services, including staffing needs relating to self-contained settings.

LAACS will establish an IEP Team, including the special education coordinator, director of the school (or his/her designee), teachers, and parents of the student and outside evaluators as needed. A student suspected of having a disability will be referred in writing to the special education teacher/coordinator for an individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional staff member of the school. Such referrals will (a) state the reasons for the referral and include any test results, records, or reports upon which the referral is based, if any; (b) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any, and (c) describe the extent of parental contact or involvement prior to the referral. A copy of such referral, along with the procedural safeguards notice described in federal and state law, will be sent to the student's parents in five days. The notice required will meet all of the content requirements set forth in

state, and in federal law, (b) will seek the consent of a parent for the evaluation to occur, and (c) provide the parents with the opportunity to express any concerns or provide information on the student's skills or abilities. Parents have the right to be involved in meetings that discuss the identification, evaluation, IEP development, and educational placement of their children. The school will give written notice to the parents at least five school days before the IEP Team meeting.

The IEP will contain annual goals in each area of need as well as the objectives required for the student to reach each goal. The IEP will state what special education and related services LAACS will provide and when and where those services will be provided. Initial evaluations, re-evaluations, and revisions of the IEP and the procedures relating thereto are the responsibility of the special education coordinator. The IEP Team will review the IEP and the progress of each eligible student at least twice a year. Additionally, every three years, or sooner if necessary, the school will, with parental consent, conduct a full re-evaluation consistent with the requirements of federal law. The IEP process will be centered on these three key points:

- The involvement and progress of each child with a disability in the general curriculum, including the addressing of the student's unique needs that are tied to the disability,
- The involvement of parents, students, special educators, and general educators in meeting the individualized educational needs of students with disabilities,
- The critical need to prepare students with disabilities for independence and employment and other post-school activities.

To the maximum extent appropriate, students with disabilities will be educated in regular classrooms with non-disabled students. The IEP Team, as needed, will develop teaching strategies and classroom modifications and strategies. Written documentation of recommended interventions and their effects will be recorded and shared with the parents/guardians. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Students with disabilities will have an equal opportunity with students in the regular education program to participate in and, where appropriate, receive credit for, nonacademic, extracurricular, and ancillary programs, services, and activities. Students with disabilities will receive the same notices concerning school-sponsored programs, activities, and services as other students. Such programs, services, and activities will include, but are not limited to, art and music, counseling services, health services, transportation, recess and physical education, field trips and other recreational activities, and school-sponsored clubs or groups.

Quarterly progress reports regarding each student and the IEP, as well as copies of all report cards, will be sent to the student's parents. Parents will be informed of these policies in the parent-student handbook, the school website, newsletter, and in meetings with individual parents with their child.

LAACS will teach students their civil rights and invite adult human service agency representatives to speak to student groups about provided services and eligibility requirements.

Assessment: The IEP developed by the team may determine that some students with disabilities cannot participate in regular state assessments. In these instances, the State Alternate Assessment will be administered as required by law. If the IEP Team determines that none of the various assessments administered by LAACS are appropriate for a given student with disabilities, LAACS may create individualized assessment instruments based on the goals and objectives of a child's IEP and a

thorough task analysis. (Among the assessment instruments that may be used are the Social Skills Rating System [Gresham & Elliot, 1990] for social studies; the Adaptive Behavior Scale [Lambert, Nihira, and Leland, 1993] for adaptive behavior; Life Skills Instruction for All Students with Special Needs [Cronin & Patton, 1993] for life skills.) Ongoing assessment and review of the IEP will identify specific areas of weakness for all students. These areas will be addressed through additional individual and group instruction, tutorials, parent/community volunteers, student interns, and peer teaching where appropriate.

Staff and Contracted Services: LAACS will hire a special education teacher and contract with appropriately certified or licensed companies/individuals to provide the special education programs and services as indicated on each student's IEP.

The region has a special education population of 15%. Based on that number, we estimate that the number of SPED students in LAACS will be 27, 45, and 63 for 1st, 3rd, and 5th years, respectively. According to these numbers, we estimated to hire 2, 3, and 4 SPED teachers for 1st, 3rd, and 5th year respectively or will receive some of the services contract based. In addition to SPED teachers we will have a full time counselor who will help SPED teachers as needed. LAACS will hire staff as needed to meet the needs of its special education students. In addition to the contracted special service providers noted above, in its first year of operation LAACS will hire a Special Education Teacher as Special Education Coordinator (SEC). SEC will provide, design, or supervise special education services.

Teacher Training: Teachers will be trained to understand their responsibilities in implementing IEPs in general and individual students' IEPs in particular by either the special education coordinator (SEC) or his/her designee. Professional training and development for staff involved with the education of students with disabilities will include the following: the referral process to the special education coordinator, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, requirements for reporting to parents, and discipline of students with disabilities.

LAACS will provide substitute coverage for teachers, as necessary, to ensure that they are able to attend special education committee meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of the student's IEP, provided that the student is, or may be, participating in the regular education environment. LAACS will ensure that the teacher is knowledgeable about the student's needs and will help implement any modifications or accommodations as determined by the IEP Team. LAACS will send the mandated procedural safeguards notice to the parents. Every teacher of a student with a disability will be provided a copy of the students' IEP and training will be provided by the special education coordinator, as needed, to ensure their understanding of the student's needs and the teacher's specific responsibilities related to implementing the student's IEP.

Confidentiality: LAACS will follow all applicable requirements of the IDEA and the Family Educational Rights and Privacy Act (FERPA) and observe regulations relating to the confidentiality of student records. All appropriate staff will be trained in such requirements, and the special education coordinator will be responsible for ensuring the confidentiality of personally identifiable information within student records.

All files that are required by law to be kept confidential shall be kept under lock and key in a place and manner that restricts access to only those individuals who are authorized to view these records. Files that are removed from the secure room must be signed out by authorized personnel (such as the special education coordinator) and noted in a records access log; these records may not leave school and must be returned

by the end of the school day. All staff members will be instructed on maintaining student confidentiality. All employees will be required to sign confidentiality agreements.

Services for LEP (Limited English Proficient) Students

Students at LAACS with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. LAACS will hire at least one teacher, part time or full time, ESL-certified in Maine and will adapt staffing according to the student population.

Identifying LEP Students: LAACS will identify LEP students through the Home Language Survey (survey will be translated into the languages of the school community). The Home Language Survey will be sent to every student's household after the start of each school year and is designed to help identify students who may have limited English proficiency. The data collected is maintained for "Statistical Use Only" and is protected in accordance with the Privacy Act.

If, based on answers to the Home Language Survey, it is determined that the student is of foreign birth or ancestry and comes from a home where a language other than English is spoken, the student will be given the initial English language proficiency assessments using the Language Assessment Survey (LAS) by the ELL teacher. Based on the test results, students will receive pull out ESL instruction and sheltered English immersion content classes and they will participate in the MELPA, MELA-O, and MeCAS. MELPA will be administered to LEP students every spring of each. However, if previous MELPA records are not available, the students will also take the fall MELPA. The school will try to confirm whether the student participated in the spring MELPA/MELA-O to speed up the start of the ESL education program. Upon reaching proficiency in the English language students will transition from LEP to former limited English proficient (FLEP) status. Students will exit the ELL program based on multiple criteria including course grades, teacher observations, MeCAS scores, MELPA/MELA-O scores, and other standardized and internal assessments administered by the school. Once the student is FLEP, the student will be monitored for two years.

Plan for Educating LEP Students: LAACS will educate LEP students by providing English Language Development (ELD) instruction in the quantities recommended by the Maine DOE and through language immersion in content classes. LAACS plans to provide all relevant staff with specialized curricular materials to enable LEP students to achieve proficiency. LAACS will also provide directly, or make referrals to, appropriate support services that may be needed by LEP students to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, after-school English immersion programs, one-on-one tutoring, ESL mentorship, home visits, and parental counseling.

LAACS will ensure that LEP students will not be excluded from curricular and extracurricular activities based on their inability to speak and understand the language of instruction and that LEP students will not be assigned to special education because of their lack of English proficiency. Teaching students to understand content is (and should be) the central focus and ultimate goal of any subject, especially in science and mathematics. In mathematics, for example, "the best teaching practices are those that assess what students understand in a range of mathematical problem settings and then develop those understandings to their mathematical end points."[1]

It is important to keep in mind that "many of the difficulties experienced by under-prepared students cannot be attributed only to, or explained by, the second language

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[1]W. G. Secada and D. A. Carey (1990). "Teaching Mathematics with Understanding to Limited English Proficient Students." *Urban Diversity Series,* 101.

use but must be understood in terms of a broader socio-cultural perspective."[2] Differences in academic performance result from the level of preparedness and the quality of the student's prior education.

In order to meet the needs of every student, the educational program for each student will be designed with the language proficiency level in mind. LAACS will hire a teacher with ESL certification who will act as the school's ESL (English as a Second Language) Coordinator (ESLC). This individual will coordinate the students and be responsible for training and needed content area support to help LEP students. The ESL coordinator and teachers will meet on a regular basis during grade level meetings to plan strategically for the needs of their students. The ESL coordinator will train teachers to meet the needs of LEP students and communicate with students designated as LEP students. The ESL coordinator will train and assign tutors to help LEP students reinforce their English language skills in the school's after-school program. The ESL coordinator will collaborate with the special education coordinator to meet the needs of LEP special education students, who will receive ESL services in accordance with their IEPs. Teachers may participate in ESL courses and professional development through the district, local universities, and online resources.

The ELD instruction will be provided by a licensed ELL teacher. ELD classes will be structured to encourage active engagement of ELL students. The lessons will include: language objectives based on the state standards and the English Language Proficiency Benchmarks and Outcomes (ELPBO); content objectives based on the Maine Curriculum Frameworks; frequent opportunities for interaction and discussion between teacher and students and among students; grade appropriate supplementary materials; pictures and visuals; and instruction linking academic concepts to students' prior learning. Students will effectively engage in the general curriculum of the school. We will provide many opportunities for students to practice and apply new language and demonstrate their mastery of English.

LAACS will follow a plan of structured English language transitional immersion. LEP students will receive the same academic content as non-LEP students do. All instruction will be in English; however, the level of English used for instruction will be modified for any LEP student, if necessary. After-school hours will be used for more intensive English language instruction for LEP students (as well as for other individualized support for students with different needs). The ESL coordinator will administer the after-school English immersion program.

LAACS will be prepared to address the needs of students who are struggling with the structured English immersion and transitional education program by providing, if it is determined to be the best course of action, a pull-out instructional model using the one-to-one tutoring program. Prospective tutors, who pass English language skills assessments and interviews, will be trained by the ESL coordinator.

Students with an "A-" grade or better in ELA courses will be asked to participate in the education of LEP students via the Mentorship Program. These students will help LEP students during tutoring sessions as well as throughout the day. They will be encouraged to communicate with LEP students as much as possible to create an English-speaking friendly environment to speed the integration of LEP students in the school as well as practice what they learn in their English immersion program.

The school will also evaluate each LEP student's performance in academic content areas to measure the student's progress in core subjects. If an LEP student fails to show appropriate progress in these academic areas and teacher assessment of

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[2] D. Miller, J. Bradbury, and K. Pedley. "Academic Performance of First and Second Language Students: Disadvantages and Under-Preparedness." *South African Journal of Science 94(3), 103-107.*

classroom work, modifications to the instructional program may be made for individual students. In addition, LAACS will look at disaggregated data for LEP students as a group to evaluate the progress these students are making in the acquisition of the English language and in core subjects. This data will provide information as to whether broader program modifications are necessary and/or additional professional development needs to be provided to our teaching staff.

Parents whose English proficiency is limited will receive notices and information from the school in their native language so that LAACS will be able to encourage the participation of all parents, regardless of their home language, in the LAACS community.

Schools do not have primary control in influencing student, family, and language factors. However, one factor about which schools can exert primary control is critical—*the quality of teachers* who will be working with the LEP students. Simply, educators are important determiners of how successful second language students will be. Another determiner of student success that is controlled by schools, besides curriculum, instruction, and assessment, is *technology* to be used as a tool to speed up the process of ESL education.

Teacher Quality: At LAACS, teachers will be aware of diverse languages and cultures in their classrooms so that they may help the literacy development of their students and be better able to select those instructional activities that promote learning. Teachers also will be encouraged to "engage in the interactions with their students in ways that would be culturally and linguistically congruent."[3] To promote multicultural themes and math and science emphasis of the schools educational plan, qualified bilingual teachers will also be encouraged to be hired. "Ultimately, teacher attitude and behavior is vital to helping LEP students succeed," argues Gil Valdez.[4] LAACS will ensure that the teachers will have these high qualities and standards.

Technology: Technology use is directing schools to another promising avenue for helping LEP students to learn mathematics and science for understanding. The role of technology has been increasingly discussed as a means of bringing students and science together, thereby easing the process of language minority student integration into the mathematics and science classrooms. Certainly, technology has the potential to improve LEP student success in mathematics and science.

In this context, we are currently investigating application service providers (ASP) and educational content providers (ECP), offering web-based applications, resources, and content. Examples include, but are not limited to RiverDeep, Classroom Connect, and Fraboom. Each offers a variety of subscription levels for classroom services and aligns its curriculum with state and national standards.

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[3] O. Lee and S. H. Fradd (1996). "Literacy Skills in Science Learning among Linguistically Diverse Students." *Science Education* 80(6), 651-671.

[4] Gil Valdez. North Central Regional Educational Laboratory. http://www.ncrel.org/sdrs/areas/issues/content/cntareas/math/vald3tr.htm. Dr. Valdez is Deputy Director, NCREL, and Director of the North Central Eisenhower Mathematics and Science Consortium.

Pioneer Charter School of Science II
English Language Education Policies and Procedures

Students at PCSS-II with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. PCSS-II will hire at least one teacher ESL-certified in Massachusetts in year one and will adapt staffing according to the student population.

Identifying LEP Students: PCSS-II will identify LEP students through the Home Language Survey (survey will be translated into the languages of the school community). The Home Language Survey will be sent to every student's household after the start of each school year and is designed to help identify students who may have limited English proficiency. After receiving the home language surveys there will be a preliminary evaluation of the student's academic history. The academic history will be assessed using the academic records from within or outside the United States, course grades in relation to the students grade level, if they indicate the lack of progress is due to limited English acquisitions and information on everyday classroom performance. The data collected is maintained for "Statistical Use Only" and is protected in accordance with the Privacy Act.

If, based on the answers to the Home Language Survey and the review of the academic history it is determined that the student comes from a home where a language other than English is spoken, the student will be given the W-APT (WIDA ACCESS Placement Test) by the ELL teacher. The W-APT score will be used to determine the student's initial English language proficiency (ELP) level.

The screener will serve to identify ELLs, and assists in placement into an appropriate language instruction educational program that meets the needs of the student. In addition, screener scores will provide an initial tier/level placement on the annual ELP assessment, ACCESS for ELLs. Finally, the ELP level determined on the screener will identify students as ELLs in student enrollment systems. Multiple sources in addition to W-APT will be used to make decisions for the education plans of students.

Based on their level, students will receive pull out ESL instruction and sheltered English immersion content classes and they will participate in state assessments including the MCAS. Upon reaching proficiency in the English language students will transition from LEP to former limited English proficient (FLEP) status. Students will exit the ELL program based on multiple criteria including course grades, teacher observations, MCAS scores, ACCESS scores, and other standardized and internal assessments administered by the school. Once the student is FLEP, the student will be monitored for two years.

Plan for Educating LEP Students: PCSS-II will educate LEP students by providing English Language Development (ELD) instruction in the quantities recommended by the DESE and through language immersion in content classes. PCSS-II plans to provide all relevant staff with specialized curricular materials to enable LEP students to achieve proficiency. PCSS-II will also provide directly, or make referrals to, appropriate support services that may be needed by LEP students to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, after-school English immersion programs, one-on-one tutoring, ESL mentorship, home visits, and parental counseling. Teachers will be notified about which students are LEPs and how to accommodate them through student information cards. The ELL teacher/coordinator will observe the SEI classrooms and will give feedback to the teachers. The ELL

teacher/coordinator will also deliver professional development sessions to support teachers in improving instructional practice and student achievement.

PCSS-II will ensure that LEP students will not be excluded from curricular and extracurricular activities based on their inability to speak and understand the language of instruction and that LEP students will not be assigned to special education because of their lack of English proficiency. Teaching students to understand content is (and should be) the central focus and ultimate goal of any subject, especially in science and mathematics. In mathematics, for example, "the best teaching practices are those that assess what students understand in a range of mathematical problem settings and then develop those understandings to their mathematical end points."[1]

It is important to keep in mind that "many of the difficulties experienced by under-prepared students cannot be attributed only to, or explained by, the second language use but must be understood in terms of a broader socio-cultural perspective."[2] Differences in academic performance result from the level of preparedness and the quality of the student's prior education.

In order to meet the needs of every student, the educational program for each student will be designed with the language proficiency level in mind. PCSS-II will hire a teacher with ESL certification who will act as the school's ESL (English as a Second Language) Coordinator (ESLC). This individual will coordinate the students and be responsible for training and needed content area support to help LEP students. The ESL coordinator and teachers will meet on a regular basis during grade level meetings to plan strategically for the needs of their students. The ESL coordinator will train teachers to meet the needs of LEP students and communicate with students designated as LEP students. This training is not intended to replace the SEI teacher endorsement training. The ESL coordinator will train and assign tutors to help LEP students reinforce their English language skills in the school's after-school program as supplementary to the ELD instruction for interested parents. The ESL coordinator will collaborate with the special education coordinator to meet the needs of LEP special education students, who will receive ESL services in accordance with their IEPs. PCSS-II will encourage content teachers as well as the ESL teachers to participate in ESL courses and professional development through the district, local universities, and online resources.

The ELD instruction will be provided by a licensed ELL teacher. ELD classes will be structured to encourage active engagement of ELL students. The lessons will include: language objectives based on the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards; content objectives based on the Massachusetts Curriculum Frameworks; frequent opportunities for interaction and discussion between teacher and students and among students; grade appropriate supplementary materials; pictures and visuals; and instruction linking academic concepts to students' prior learning. Students will effectively engage in the general curriculum of the school. We will provide many opportunities for students to practice and apply new language and demonstrate their mastery of English.

PCSS-II will follow a plan of sheltered English immersion. LEP students will receive the same academic content as non-LEP students do. All instruction will be in English;

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[2] D. Miller, J. Bradbury, and K. Pedley. "Academic Performance of First and Second Language Students: Disadvantages and Under-Preparedness." *South African Journal of Science 94(3), 103-107.*

however, the level of English used for instruction will be modified for any LEP student, if necessary. In addition to the ELD instruction that will occur during the day PCSS-II will also provide additional tutoring to ELL students through after-school hours. The ESL coordinator will administer the after-school ESL tutoring program.

A quality sheltered content instruction will be instrumental in providing support to LEP students. Some of the strategies that will be used by our teachers include:

- Providing frequent opportunities for students to use the language, especially in small groups or pairs.
- Providing specific purposes for reading (read for specific information, read for main idea, read for vocabulary)
- Providing an overview of the reading assignment with key vocabulary defined
- Providing scaffolding (modeling, guided practice, and independent practice)
- Making both the content and the language objectives explicit
- Wait time - teachers will give students ample time to process what has been said, and then formulate a response
- Linking new material to background knowledge and past learning (discussing what students already know)
- Creating context by previewing new material
- Supplementary materials - graphic organizers, note outlines where they can listen and fill in the blanks during class, pictures, visuals, etc.
- Using anchor charts – charts with new words that are kept on the wall for students to refer to during class or charts of information that students already know
- Feedback on language areas (listening, speaking, reading and writing) as well as on content.
- Explicit vocabulary instruction
- Activities that require all the language skills (Reading, Writing, Speaking, and Listening)
- Lesson plans with language goals as well as content goals
- Explicit explanations of background information needed to fully understand a concept
- Explicit explanation of idiomatic language and classroom expressions
- Frequent checks for deep understanding, not just asking, "Do you understand or Are there any questions."
- Asking students to answer in full sentences.

If needed PCSS-II will utilize additional tutoring opportunities for ELL students who are struggling in the ELL program.

Students with an "A-" grade or better in ELA courses will be asked to participate in the education of LEP students via the Mentorship Program. These students will help LEP students during tutoring sessions as well as throughout the day. They will be encouraged to communicate with LEP students as much as possible to create an English-speaking friendly environment to speed the integration of LEP students in the school as well as practice what they learn in their English immersion program. When needed PCSS-II will also provide access to students to counseling in their primary languages.

The school will also evaluate each LEP student's performance in academic content areas to measure the student's progress in core subjects. If an LEP student fails to show appropriate progress in these academic areas and teacher assessment of classroom work, modifications to the instructional program may be made for individual students. In addition,

PCSS-II will look at disaggregated data for LEP students as a group to evaluate the progress these students are making in the acquisition of the English language and in core subjects. This data will provide information as to whether broader program modifications are necessary and/or additional professional development needs to be provided to our teaching staff.

Parents whose English proficiency is limited will receive notices and information from the school in their native language so that PCSS-II will be able to encourage the participation of all parents, regardless of their home language, in the PCSS-II community.

Schools do not have primary control in influencing student, family, and language factors. However, one factor about which schools can exert primary control is critical—*the quality of teachers* who will be working with the LEP students. Simply, educators are important determiners of how successful second language students will be. Another determiner of student success that is controlled by schools, besides curriculum, instruction, and assessment, is *technology* to be used as a tool to speed up the process of ESL education.

Teacher Quality: At PCSS-II, teachers will be aware of diverse languages and cultures in their classrooms so that they may help the literacy development of their students and be better able to select those instructional activities that promote learning. Teachers also will be encouraged to "engage in the interactions with their students in ways that would be culturally and linguistically congruent."[3] To promote multicultural themes and math and science emphasis of the schools educational plan, qualified bilingual teachers might also be hired. "Ultimately, teacher attitude and behavior is vital to helping LEP students succeed," argues Gil Valdez.[4] PCSS-II will ensure that the teachers will have these high qualities and standards. Moreover, PCSS-II will support its teachers who do not already have an SEI Teacher Endorsement in their efforts to obtain one. When needed substitute teachers will be provided during training sessions to ensure timely completion of SEI endorsement requirements.

Technology: Technology use is another promising avenue for helping LEP students to learn mathematics and science for understanding. The role of technology has been increasingly discussed as a means of bringing students and science together, thereby easing the process of language minority student integration into the mathematics and science classrooms. Certainly, technology has the potential to improve LEP student success in mathematics and science.

In this context, we will investigate application service providers (ASP) and educational content providers (ECP), offering web-based applications, resources, and content. Examples include, but are not limited to RiverDeep, Classroom Connect, and Fraboom. Each offers a variety of subscription levels for classroom services and aligns its curriculum with state and national standards.

Program Evaluation: In order to evaluate the effectiveness of the ELL program, the ELL Coordinator will analyze student progress, ESL curriculum and instruction, SEI instruction, professional development, and communication with content teachers, administrators, and

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[3] O. Lee and S. H. Fradd (1996). "Literacy Skills in Science Learning among Linguistically Diverse Students." *SCIENCE EDUCATION* 80(6), 651-671.

[4] Gil Valdez. North Central Regional Educational Laboratory. http://www.ncrel.org/sdrs/areas/issues/content/cntareas/math/vald3tr.htm. Dr. Valdez is Deputy Director, NCREL, and Director of the North Central Eisenhower Mathematics and Science Consortium.

families. The evaluation will be followed by a formal write up submitted to the executive director along with goals and recommendations for the following year based on the outcome of the self evaluation.

While focusing on the student progress the self-evaluation will check following items:

- ✓ Students are progressing in all four-language areas. Look at students' work, quizzes, and progress reports in their files through the year.
- ✓ Students are appropriately grouped by grade and ELP level. Review student ESL schedules, ACCESS scores, progress reports, and state recommendations.
- ✓ Students receive the state recommended number of ESL pull out classes. Review student ESL schedules and ACCESS scores.
- ✓ Students receive SEI instruction in all content classes. Review student class schedule and SEI observation forms.
- ✓ Extra support is available to students after school. Review the school's after-school program schedule and record which students take advantage of.
- ✓ Students show evidence of assimilating into the culture. Talk to classroom teachers, review SEI observation notes, talk to student, review student extracurricular activities (e.g. students play sports, participate in talent shows, and socialize with other students, etc).
- ✓ Parents are made aware of students' participation in and progress in ESL. Talk to parents, review parent contact log, review student files with copies of letters sent home.

While focusing on the curriculum and instruction part, self-evaluation will check whether:

- ✓ Curriculum is appropriate for ELL students based on grade and level.
    - Method: Review WIDA standards, analyze textbooks and student work.
- ✓ Teacher has lesson plans based on WIDA standards.
    - Method: Review plans and WIDA.
- ✓ Teacher has effective student centered lessons including explicit instructions, sufficient student talk time, adjusting for different learning styles, checking for understanding, reviewing concepts, and closure.
    - Method: Review teacher lesson plans and observations of teacher.
- ✓ Content teachers have received support and professional development for SEI.
    - Method: Review ELL coordinator's professional development dates and agendas, review copies of student support cards and information given to content teachers from coordinator, review grade level meeting attendance and notes.
- ✓ ELL director communicates with content teachers about student progress.
    - Method: Review teacher recommendations for students into ESL, grade level meeting notes, ask content teachers.
- ✓ Students take the ACCESS as required by the state.
    - Method: Review student rosters.

English Language Education Parental Waiver Policy

The requirements of Section 5of the Chapter 71A of the Massachusetts General Laws can be waived with the prior written informed consent of the child's parents or legal guardian subject to the following requirements:

- Waiver should be provided annually
- Parents or legal guardian should personally visit the school to apply for the waiver

A parental exception waiver may be applied for under the following circumstances per M.G.L. c. 71A, sec. 5:

1. Children who already know English: the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his grade level or at or above the 5th grade average, whichever is lower; or
2. Older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills; or
3. Children with special individual needs: the child already has been placed for a period of not less than thirty calendar days during that particular school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the child's lack of English proficiency, that an alternate course of educational study would be better suited to the child's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records, and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools. Waivers granted under this section cannot be applied for until after thirty calendar days of a given school year have passed, and this waiver process must be renewed each and every school year. Any such decision to issue such an individual waiver is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local school committee and ultimately the state board of education. The existence of such special individual needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

Tab 4

Tab 5

RTI

Response to Intervention

RTI

- RTI, or response to intervention, is a process that helps teachers document their use of "best" practices with a struggling student.
- It is the first step when a teacher notices that a student is not progressing academically or socially.

Step One

- A concerned staff member completes the referral form and submits it to the grade chairperson.
- The concerned staff member completes an observation sheet of the student.

1/5

Referral Form

Referral Form/RTI Process Step 1

Referring Staff_____ Date_____

Please describe your major concerns about this student:

Describe the problem(s) exhibited by this student, checking off specific observed behavior

Academic:

__Failing/in danger of failing __Homework not done __Incomplete work

__Decline in grades earned __Lack of motivation __Disorganized

__Decline in quality of work __Inability to concentrate __Forgets what he/she is doing

Classroom Conduct:

__Withdrawn/uninvolved __ Verbally abusive __Sudden change in usual behavior

__Frequently leaves room __Physically Abusive __Breaks promises

__Sudden outbursts in temper __Frequently late/absent __Disruptive in class

__Cheating on tests/homework __Regularly picked on __Defiance/Repeated rule breaking

Social:

__Change in friends or peer group __Seeks constant adult attention __Sexualized behavior

__Withdrawn/loner __Talks freely of drug use __Theft/vandalism

__Sudden Change in attitude __Threatens others __Defensiveness

Other/Health

__Depressive/mood swings __Fearful/easily startled __Sleeps in class

__Cuts, burns, bruises, unusual marks __Frequent visits to the nurse __Poor hygiene

__Changes in appearance __Doesn't eat lunch __Frequent visits to the bathroom

How long have you noticed these behaviors or changes in behaviors?_____

Have you contacted the student's parents or guardian? Y/N

What other steps have you taken and what other services is the student receiving if any?

Observation Sheet

:rvation by: _____

ervation Date: _____ Time: (Minimum of 20 Minutes) _____

_____ ____/____/____ _____/___

Student's Name DOB School Grade

_____ _____

Teacher name Lesson observed

)lem area(s) as identified on referral _____

ethod of Instruction (comment on each of the items you observed, as to their effect on ning for this Students)

Group size (students / teacher ratio)_____
Individual / small group / whole class instruction (choose one)_____
Direct instruction _____
Oral presentation_____
Written presentation_____
Cooperative learning_____
Peer coaching_____
Use of technology_____
Use of teaching assistant, if available_____
Other_____

Materials:

Approximate grade level of materials used for instruction_____
Any adapted or modified materials used with this student

Step Two

- During the next grade chair meeting the concerned staff member consults with the other teachers from that grade. A RTI plan is developed with the team.

- 2/5

Step Three

- A staff member with a relationship with the student from the grade chair meeting/child study team is chosen to discuss the RTI plan with the student and contacts the parents, and makes note of it with database.
  - EX. Advisory teacher
  - Teacher that has a connection with the student
- 3/5

Step Four

- The RTI plan is submitted with the grade chair meeting minutes and is followed for the next 3 weeks.
- **<u>IMPORTANT</u>**
  - Each time one of the features of the plan is used, the teacher documents it and keeps a copy of it for RTI records **(Example, study guide, copies of agenda signatures, checklists, differentiated assignments, tutoring logs etc).** The parent is updated with student progress at least one time, and this is logged on the database.
- **4/5**

Step Five

- At the next grade chair meeting, the RTI documentation is reviewed.
  - If the student has not improved and the team believes that the evidence of implementation is sufficient, the file is transferred to the special education department.
  - If the student has improved, the RTI plan is transferred to monitoring status (this means that the student is monitored by the general education staff that implemented the initial RTI process).
  - If the data is insufficient to determine if the plan had an effect or not, the process can be extended for another 3 weeks.
  - 5/5

Let's Do an Example

- Larry is a disorganized, sleepy, 7th grade student, who frequently misplaces homework and class work. Test scores range from 70-50's.
- Teachers report that Larry is polite and eager to please but is constantly sleepy within his classes.

Prior to the Grade Chair Meeting

- The concerned teacher fills out a referral form and completes and observation sheet on the student.
- During the grade chair meeting, the student is discussed with the other teachers and the team creates a RTI plan together.

Larry's Observation

Observation Date: 11/3/11 Time: (Minimum of 20 Minutes) _____

Larry T. — Student's Name

10/30/1999 — DOB

7th — School Grade

A. Concannon — Teacher name

ELA — Lesson observed

Problem area(s) as identified on referral _____

1 Method of Instruction (comment on each of the items you observed, as to their effect on learning for this Students)

- Group size (students / teacher ratio) 1:21
- Individual / small group / whole class instruction (choose one) _____
- Direct instruction ✓
- Oral presentation _____
- Written presentation _____
- Cooperative learning _____
- Peer coaching _____
- Use of technology ✓ PPT / VIDEO CLIPS
- Use of teaching assistant, if available _____
- Other _____

2. Materials:

- Approximate grade level of materials used for instruction 7th
- Any adapted or modified materials used with this student N/A
- Appropriateness of materials observed for this student ✓

3. Teaching Interaction

Larry's Referral

Please describe your major concerns about this student:

Larry is in danger of failing Science & ELA & seems withdrawn and unengaged in the classroom setting.

Describe the problem(s) exhibited by this student, checking off specific observed behavior

Academic:

✓ Failing/in danger of failing ✓ Homework not done ✓ Incomplete work

__ Decline in grades earned __ Lack of motivation ✓ Disorganized

__ Decline in quality of work __ Inability to concentrate ✓ Forgets what he/she is doing

Classroom Conduct:

✓ Withdrawn/uninvolved __ Verbally abusive __ Sudden change in usual behavior

__ Frequently leaves room __ Physically Abusive __ Breaks promises

__ Sudden outbursts in temper ✓ Frequently late/absent __ Disruptive in class

__ Cheating on tests/homework ✓ Regularly picked on __ Defiance/Repeated rule breaking

Social:

__ Change in friends or peer group __ Seeks constant adult attention __ Sexualized behavior

Larry's RTI Plan/Child Study Team Procedure Worksheet

Area of Difficulty:	Data Source:	Intervention to be Implemented:	Setting	Staff Responsible:
Organization Attention to Task	☐ Tests ☐ Class work ☐ Teacher Observation ☐ Self-Report ☐ Project ☐ Writing Sample ☐ Discipline Points	Advisory teacher signs his agenda book every advisory b Tutoring M- Math T-ELA Study Guides for Math and ELA tests Locker Check List Peer Buddy for Group work	☐ Whole Class ☐ Small Group ☐ Individual ☐ Academy ☐ Other	Primary Support ☐ Advisory Teacher ☐ Classroom Teacher Secondary Support ☐ Peer Buddy (within classroom) ☐ Peer Tutor

Let's Check in with Larry

- Since the last grade chair meeting Larry has managed to turn in all homework assignments.
- Ms. Balzano used a printout of discipline points to show that.
- Ms. Concannon included a completed study guide for a test.
- Ms. Eng has kept a record of her tutees over the last 3 weeks and Larry has come every time. His grades are all in the B range and he is more awake in class.
- What do we do now?

Some Considerations

- Making data based decisions is critical within the RTI/Child Study team process.
- Do you want to exit the student from RTI? If it has only been 3 weeks, it is usually beneficial to have that student remain on the plan, in monitoring status for an additional period of time.
- Are you unsure what decision the team should make? Contact Ms. B right away, and she will help you make sure you have completed the necessary steps.

Directions: Attach data sources to this sheet and bring it to the next grade chair meeting.

RTI/Child Study Team Planning Sheet

Student:	Grade/Section:	Teacher:	Date:

Area of Difficulty:	Data Source:	Intervention to be Implemented:	Setting	Staff Responsible:
	☐ Tests ☐ Class work ☐ Teacher Observation ☐ Self-Report ☐ Project ☐ Writing Sample ☐ Discipline Points	☐ ☐ ☐ ☐ ☐	☐ Whole Class ☐ Small Group ☐ Individual ☐ Academy ☐ Other	Primary Support ☐ Advisory Teacher ☐ Classroom Teacher Secondary Support ☐ Peer Buddy (within classroom) ☐ Peer Tutor

How Many Times was the Intervention Applied?	Was the Intervention Successful	
☐ Less than 5 ☐ 5-10 ☐ More than 10 ☐ Other	☐ Yes, the skill has improved and no further intervention is needed ☐ Yes, the skill has improved and student will be monitored for another cycle to insure progress	☐ No, the skill has not improved ☐ Continue the intervention ☐ Modify the intervention (attach modification ☐ Try a new intervention (attach new tracking sheet) ☐ Refer to Student Support Office ☐ Other:_____

Tab 6

PLEASE NOTE:

The following attachment is a sample from Pioneer Charter School of Science in Everett, Massachusetts, the model school for LAACS. Upon approval of the charter, the founding team will revise, align and finalize the whole document with applicable laws, regulations, policies and practices in Maine. The Board will adopt it after final approval of the Charter School Commission.

Revised 11/08/11

PIONEER CHARTER SCHOOL OF SCIENCE
Child Study Team

REFERRAL FORM

Student's Name _____ **Grade** _____

Referring Staff _____ **Date** _____

1. **Please describe your major concern(s) about this student:**

2. **Please indicate your concern in the following areas:**

Academic _____ **Decline in work quality** _____ **Homework not done** _____ **Incomplete Assignments**
_____ **Lacks Motivation** _____ **Disorganized** _____ **Inattentive**
_____ **Easily distracted** _____ **Forgetful** _____ **Inability to concentrate**

Classroom Conduct _____ **Uninvolved** _____ **Calls Out** _____ **Impulsive gestures/movement**
_____ **Distracts Peers** _____ **Disruptive** _____ **Temper/outbursts**
_____ **Frequently late** _____ **Defiant** _____ **Uncooperative**

Social _____ **Too Talkative** _____ **Seeks Constant Adult Attention** _____ **Sexualized Behavior**
_____ **Withdrawn/Loner** _____ **Frequent disputes with peers** _____ **Changes Friends/Groups**
_____ **Talks about others** _____ **Tattles on peers** _____ **Puts Others Down**

Health/Other _____ **Sad/Listless** _____ **Fearful/Easily Startled** _____ **Feeling easily hurt**
_____ **Cuts/Bruises** _____ **Frequent Visits to Nurse** _____ **Poor Hygiene**
_____ **Doesn't Eat Lunch** _____ **Changes in Appearance** _____ **Frequents Bathroom**

3. **For how long have you noticed these behaviors/situations?**

4. **Can you indicate any factors you think may be a contributing to what you observe?**

5. **What have you discussed with the student?**

6. **What communication have you had with this student's parents about your concerns?**

7. **Has a Team Meeting/Conference been held to develop mutual support and an action plan?**

Pioneer Charter School of Science

Pioneer Charter
School of Science
51 Summer Street
Everett, MA 02149

Ph. 617-389-PCSS
Fax. 617-389-7278
www.pioneercharter.org

Observation by: _____

Observation Date: _____ Time: (Minimum of 20 Minutes) _____

_____ ____/____/____ _____/___
Student's Name DOB School Grade

_____ _____
Teacher name Lesson observed

Problem area(s) as identified on referral _____

1 Method of Instruction (comment on each of the items you observed, as to their effect on learning for this Students)

- Group size (students / teacher ratio)_____
- Individual / small group / whole class instruction (choose one)_____
- Direct instruction _____
- Oral presentation_____
- Written presentation_____
- Cooperative learning_____
- Peer coaching_____
- Use of technology_____
- Use of teaching assistant, if available_____
- Other_____

2. **Materials:**

- Approximate grade level of materials used for instruction_____
- Any adapted or modified materials used with this student_____
- Appropriateness of materials observed for this student_____

3. **Teaching Interaction**

- Frequency and duration of teacher/ Students interaction observation_____
  _____
- Type(s) of interaction (i.e. cueing, direct instruction. Redirecting,etc)_____
  _____
- Effect of teaching interaction on students learning_____

4. **Students response to instruction**

- Did students come prepared to class with appropriate materials _____
- Did the students use any corrective devices (i.e. glasses) _____
- Level of attention / concentration _____
- Time on task _____
- Level of active interest in lesson _____
- Joined in class / group discussion _____
- Student's comments related to discussion _____
- Volunteered to respond to questions _____
- Appropriateness of response to questions _____
- Unresponsive or tentative in interaction with others, includingteachers _____
- _____
- Learning behaviors that impacted performance _____
- _____

5. **Other behaviors issues that impacted this student's learning during your observation**

- None _____
- Specific behaviors observed _____
- Teacher response(s) _____

6. **Summary** (Does this student performance significantly differ from the group? If so how?)
(Does this student's performance suggest that there may be a learning disability?)

_____
_____
_____

_____ _____
Observer's Signature Date

Tab 7

Draft Complaint Procedures

Pioneer Charter Schools of Science ("School" or "Schools") have procedures in place for responding to any complaints filed under M.G.L. c. 71, § 89 and 603 CMR 1.10.

Complaints Regarding the Violation of Charter School Law or Regulations

A parent, legal guardian or any other individual or group (a "Party") may file a written complaint with the Board of Trustees in accordance with M.G.L. c. 71, § 89 and 603 CMR 1.10 if the Party believes a School has violated any provision of M.G.L. c. 71, § 89 or 603 CMR 1.00.

After receiving the complaint, the Board of Trustees will send a written response to the Party within 30 days. 603 CMR 1.10(2). The Board shall, pursuant to a complaint received under 603 CMR 1.10, or on its own initiative, conduct reviews to ensure compliance with M.G.L. c. 71, § 89, and 603 CMR 1.00. The School and the specific individuals involved shall cooperate to the fullest extent with such review. 603 CMR 1.10(3).

If the Party believes that the complaint has not been addressed to the Party's satisfaction, the Party may submit the complaint in writing to the Commissioner of the Department of Elementary and Secondary Education ("DESE"), who will investigate the complaint and respond to the Party in writing. 603 CMR 1.10(4). In the event that a School is found in non-compliance with M.G.L. c. 71, § 89, or 603 CMR 1.00, as a result of a complaint or upon investigation, DESE may take such action as it deems appropriate, including but not limited to suspension or revocation of the charter under 603 CMR 1.13, or referral of the matter to the District Attorney, the Office of the Attorney General, or any other agency for appropriate legal action.

Complaints Regarding the Violation of State or Federal Law

A Party may also file a complaint directly with DESE if he/she believes that a School has violated or is violating any state or federal law, including those laws relating to special education.

Complaints Regarding Harassment or Acts of Discrimination

An individual who believes that he/she is the victim of harassment, including sexual harassment, or any form of discrimination as a member of a protected class, by any employee or Board of Trustee of the Schools, may report such harassment or discrimination to the Executive Director or his/her designee. Reports may be made to any of the Executive Director's designee(s) with whom the individual feels most comfortable. All reports will be investigated promptly and in such a way as to maintain confidentiality to the extent practicable under the circumstances. It is unlawful for anyone to retaliate against an individual for filing a harassment complaint or for cooperating in an investigation of a harassment complaint. Harassment, including sexual harassment, will not be tolerated at the Schools and will be grounds for disciplinary action, up to and including immediate discharge.

Other Complaints

The Schools have adopted preliminary procedures for dealing with other complaints and have included them in the staff and student handbooks. As set forth therein, the Executive Director may, at his/her discretion, refer such complaints, where appropriate, to the Board of Trustees for final resolution.

Tab 8

Please see Tab 2

Tab 9

Please see Tab 2

Tab 10

Maine Charter School Commission
Performance Indicators, Measures, Metrics and Contract Evaluation Criteria
Tab 10.

School Name: LEWISTON-AUBURN ACADEMY CHARTER SCHOOL
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	• Proficiency Level on State assessments • Proficiency Level on school-developed assessments	• 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	• Percentage of students at proficiency level will increase every year at level negotiated in contract for negotiated subject or content areas • School-specified assessment data, both formative and summative	• Annual State assessment • School-developed formative and summative assessment data, available on monthly, quarterly and annual basis.		
Student Academic Growth	• Value added nationally normed individual and group assessment or equivalent for English and Math • Established benchmarks for each student • Placed based rubric specific to charter school	• 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	• Determined in contract based on the applicant's goals • Rubric established and other evidence identified (portfolio, exhibition, etc.)	• 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	• Gaps in proficiency and growth between major student subgroups	• Gaps as determined by Maine's ESEA-based accountability system	• Goals for gap closure to be specified in the contract • Agreement to review goals annually with authorizer. • State data will be used as comparison.	• Evidence to be available quarterly and annually, for each student • Where available, state data for comparison schools will be also reviewed.		
Student Attendance	• Average Daily Attendance Rate • Individual student attendance rate • Unexcused absences	• Percentage of students attending a target percentage of days • Percentage of students exceeding a particular number of truancies in a given period of time	• MEDMS system for reporting data • Targets to be set with each contract • School data to be compared with state average and for "comparison band" schools	• Operators to be required to report student attendance data in accordance with state regulations on truancy and dropouts		
Recurrent Enrollment from Year to Year	• Student re-enrollment from one year to the next • Continuous enrollment of students for multiple years	• Percentage of students re-enrolled from one year to the next • Percentage of students continuously enrolled for multiple years	• Enrollment records • Targets to be negotiated in the contract	• Reviewed semi-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
Postsecondary readiness (for HS)	• Graduation rate • Success in dual enrollment courses • SAT or ACT scores • Enrollment in post-secondary institutions (college, trade and apprenticeship) • For students not enrolled in post-secondary institutions, full-time employment or military enlistment	• Federal 4-year ACGR • Maine-determined graduation rates, as determined under Title 20-A MRSA, section 5031, 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	• Negotiated in the contract as appropriate	• 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	• Budget versus Actual revenue and expenditures • External audit reports	• 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	• School will produce monthly financial reports, and evidence that reports are reviewed by governing board	• Quarterly financial reports available to the authorizer	• Annual financial audit - by a qualified, certified public accountant or public accountant certified by the Board of Accountanc y	
Governance Board Performance and Stewardship	• Public Accountability -- Transparent, responsive and legally compliant Board operation • Oversight of school leadership team	• Board operations consistent with By-laws, Charter Contract and state laws, including Freedom of Access law and law prohibiting conflicts of interest	• Frequency of governance board meetings to be negotiated in contract • Evidence of bylaws and policies in place and are regularly reviewed.	• 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 Performanc e Expectation s: Yes/No/ Partially

Adequacy of Facilities Maintenance in Support of Program	• Actual facility cost • Room utilization • Cleanliness of facility • Maintenance request log • Capital improvement plan	• 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	• Targets negotiated in the contract	• Records available on request • Annual review of maintenance and capital improvements		
School Social and Academic Climate	• Instances of bullying, harassment, or other abusive practices • Confidential surveys of parents, staff and students regarding social and academic climate • Emotional/social growth of students	• 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	• 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	• 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	• Partnerships • Communications systems • Parent participation in their children's education and in operation of the school	• 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	• Targets to be established in the contract and noted in school handbooks for parents and students • Plan for parent conferences established, and records maintained	• The Authorizer will meet annually with a representative group of parents to review their sense of school compliance with target practices			
		• Participation in parent-teacher meetings • Parent and family participation in school-sponsored activities, including volunteer and fundraising activities		• School will present evidence of parental feedback and their subsequent actions			
Transportation and Food Service	• As planned in application and approved in contract	• Records of Costs and Student Utilization	• As Outlined in Feb. 5th "Transportation Variables" Document • Breakfast and Lunch offered to all students	• State/ Local inspection of facilities in accordance with health and safety laws	• Year 1, 6 month report, • Annually thereafter		

Summary of Performance Compliance by Indicator

Indicator	*Meets Contract Agreement*	*Partially Meets*	*Does Not Meet*
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			

Tab 11

PLEASE NOTE:

The following attachment is a sample from Pioneer Charter School of Science in Everett, Massachusetts, the model school for LAACS. Upon approval of the charter, the founding team will revise, align and finalize the whole document with applicable laws, regulations, policies and practices in Maine. The Board will adopt it after final approval of the Charter School Commission.

PIONEER CHARTER SCHOOL OF SCIENCE-I

STUDENT HANDBOOK 2013-14

Last updated: August 29, 2013

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51-59 Summer Street • Everett MA 02149
Phone: (617) 389 PCSS • Fax: (617) 389 7278

TABLE OF CONTENTS

- **Welcome…….....3**
- **Mission Statement…….4**
- **Student Rights And Responsibilities……4**
- **Uniform And Personal Appearance……..5**
- **Additional Dress Code Requirements And Limitations……..6**
- **Early Morning and Attendance……...7**
- **Tardiness and Early Dismissal Procedure……11**
- **Holidays, No School Announcements, and Make Up Work……12**
- **Morning Announcements……12**
- **Drop Off and Dismissal……13**
- **Hallways, Video Surveillance and Lockers……14**
- **Student ID Cards and Lavatories……15**
- **Mobile Laptop Cart and Assemblies……16**
- **Fire Drill, Lockdown, and Lost and Found……17**
- **Visitors and Phone Calls……17**
- **Lunch and Recess Policies……17**
- **Health and Safety……19**
- **Academics, Grade Promotion, and Report Cards……22**
- **Homework Policy and Release of Student Directory Information……23**
- **Summer School and Vocational Educational Opportunities……24**
- **Advanced Placement Course and Honor Code……24**
- **Interscholastic Athletic Eligibility Rules……25**
- **Network/Computer Policy……26**
- **Physical Restraint Of Students……27**
- **Discipline Codes and Code of Conduct……28**
- **Corrective Actions, Explusion, and Suspension……34**
- **Corrective Action Plan……34**
- **Minor Corrective Action Plan and Discipline Point System……38**
- **Bullying Prevention and Intervention Plan……47**
- **Nondiscrimination Policy, Civil Rights and Safety……49**
- **Discipline Laws and Discipline of Students with Special Needs……58**
- **Student Contract……65**
- **Parent Contract……66**

Dear Students,

Welcome to the 2013-2014 school year at Pioneer Charter School of Science (PCSS)! The PCSS team is excited about this school year. Our team will continue to provide a quality education to our students. We are motivated to ensure that students are learning and taking pride in their progress.

We look forward to completing yet another successful school year. Together, we will continue to grow as a community. Our PCSS school culture is one that is full of respect, unity, and pride. We believe that education is a shared responsibility and that the successful operation of a school depends on the cooperation of everyone involved, including students, parents, and staff. Together as a team, we will help our students continue to grow and excel academically and socially.

This handbook is an overview of our school's goals, services, and rules. All of our policies are intended to provide an orderly and safe environment that will enrich the learning that takes place in our building. This is an essential reference book describing school expectations and rules. We expect that it is read carefully and discussed with parents. It has been written to provide you and your parents with the information that will make your year purposeful and rewarding in every aspect.

On behalf of the entire PCSS staff and community, best wishes for a great 2013-2014 school year!
Sincerely,

PCSS Administration

MISSION STATEMENT

PCSS will help students develop the academic and social skills necessary to become successful professionals and exemplary members of their community. This goal will be achieved by providing the students with a rigorous academic curriculum with emphasis on math and science, balanced by a strong foundation in the humanities, a character education program, career-oriented college preparation, and strong student–teacher–parent collaboration.

INTRODUCTION

To achieve our mission, every member of the Pioneer Charter School of Science community must respect the rights of all members of the community to learn. This means creating an environment that is physically, emotionally and intellectually safe, orderly, and conducive to learning. The information in this handbook provides the guidelines for all of our behaviors and attitudes that will create a positive environment in which each student, parent, and teacher can contribute and learn. Because this is a “Student” Handbook, it is written for you. Each section begins with a general description of the issue involved, and then it addresses you and your actions and attitudes very specifically.

STUDENT RIGHTS

- ✓ To feel safe in the school environment;
- ✓ To take full advantage of the learning opportunities;
- ✓ To work in an environment free from disruptions and chaos:
- ✓ To express their opinions, ideas, thoughts, and concerns:
- ✓ To have a healthy environment that is smoke, alcohol, and drug free;
- ✓ To use school resources and facilities for self-betterment under appropriate supervision;
- ✓ To expect courtesy, fairness, and respect from all members of the community;
- ✓ To be informed of all expectations and responsibilities;
- ✓ To take part in a variety of school activities; and
- ✓ To have the right to due process

STUDENT RESPONSIBILITIES

- ✓ To be caring and honest;
- ✓ To do his or her best to learn;
- ✓ To respect school rules, regulations, and policies;
- ✓ To be sure that personal expression does not interfere with the rights of others;
- ✓ To follow state law and school policies concerning substance abuse;
- ✓ To respect and protect the personal and property rights of others and of the school;
- ✓ To treat all members of the community with full respect, fairness, and courtesy;
- ✓ To abide by all the expectations of the school and its community;
- ✓ To follow the prescribed guidelines for participation in school activities; and
- ✓ To adhere to due process procedures

UNIFORM AND PERSONAL APPEARANCE

PCSS has a dress code policy to help create a safe and orderly environment, to instill discipline, and eliminate the competition and distractions caused by varied dress styles. You are expected to arrive in dress code every day. If at any time you do not abide by the required dress code, you will be given discipline points and a warning. After two warnings, you will be required to serve detention. Please cooperate, display modesty and neatness, and take pride in your uniforms. We rely on your common sense and your parents' and/or guardians' support in helping to maintain the dress code. Both boys and girls uniforms can be purchased from Collegiate House.

PLEASE NOTE…

If you arrive at school out of uniform, your parents will be called and you will not be permitted to attend classes until you are dressed appropriately. All class time you miss will count as an unexcused absence. All students are expected to be in uniform while in the building. Students may not change out of uniform until after they leave the building.

UNIFORM FOR MIDDLE SCHOOL

Uniform Pants/Slacks

- Khaki Slacks – properly fitting
- Khaki Shorts – Collegiate House Only
- Black Belt - properly fitting (No Studded Belts)
- All **black** sneakers or shoes

Uniform Top

- Light Blue Polo T-Shirt (with logo) tucked in at the waist
- Navy Sweater Vest or V-necked Cardigan in case of cold weather (with logo)

Physical Education

- Navy Blue or Gray Sweatshirt with logo
- Navy Blue or Gray Sweatpants
- Shorts from Collegiate House
- Tee Shirt (with logo)
- Sneakers

UNIFORM FOR HIGH SCHOOL

Uniform Pants/Slacks

- Black Slacks – properly fitting with belt loops (No Jeans)
- Black Shorts – Collegiate House Only
- Black Belt - properly fitting (No Studded Belts)
- All **black** sneakers or shoes

Uniform Top

- Maroon OR White Polo T-Shirt (with logo) tucked in at the waist
- Grey Sweater Vest or V-necked Cardigan in case of cold weather (with logo)

Physical Education

- Navy Blue or Gray Sweatshirt with logo
- Navy Blue or Gray Sweatpants
- Shorts from Collegiate House
- Tee Shirt (with logo)
- Sneakers

Please, be advised that only the uniform top requires the PCSS logo. Uniform tops with logo can be purchased from Collegiate House, Inc., or the logo can be purchased from the school to be ironed on the uniform. Students may not wear shorts other than the ones available at Collegiate House.

Collegiate House Inc: 970 Fellsway, Medford, MA 02155 Phone: 781-219-4952

ADDITIONAL DRESS CODE REQUIREMENTS AND LIMITATIONS

In addition to making sure you are wearing the school uniform, PCSS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance.

Pants and Slacks:

- Pants and slacks must fit properly, and may not be baggy, sagged, or tight fitted. Pants and slacks may not be jeans. Pants must have belt loops.
- Pants must have a belt around the waist. Belts must be **ALL** black.

Footwear:

- Shoes or sneakers must be **ALL** black. Shoes may not have distracting colors or elements.
- No sandals, clogs, high heels, tennis shoes, hiking boots, or snow boots will be allowed. Questionable footwear must be granted permission before being worn.

Personal Appearance:

- Jewelry and accessories should be appropriate for school and not attract undue attention. Only one ring or stud on each ear is permitted. Students may not wear loop earrings at any time.
- Cosmetics should be appropriate for school and not attract undue attention. If your cosmetics are inappropriate or attract undue attention, PCSS staff will require you to remove the cosmetics prior to attending class.
- Hair color must be natural and must not attract undue attention. If hair color is deemed inappropriate, students may be sent home and not allowed to return to school until the color has been changed.

Outerwear:

- Hats, caps, and other headgear may not be worn in the building.
- Outerwear, such as windbreakers, jean jackets, or ski jackets, may not be worn inside the building.

PCSS Sweaters:

- Pioneer Charter School of Science Panther Gear sweaters/sweatshirts may only be worn on Fridays. If students violate this policy, the sweater/sweatshirt may be subject to confiscation by administration.

Dress Down Days:

- At the discretion of the school administration, PCSS may assign certain days “Dress Down Days.”
- Pants, skirts, shirts, and shorts must be of appropriate length. Hats, cotton sweatpants and pajama bottoms may not be worn. Shirts must be appropriate length and may not have anything deemed inappropriate on them.
- Students that are not in compliance must change back into uniform, if they do not have one, one will be given to them.
- If students violate the dress code or Dress Down Day code multiple times, consequences will be determined on the frequency or volume of violations.
- Students with over ten (10) discipline points may not participate in Dress Down Days. The list of students will be posted the day before at 11:30 a.m.
- If a student wishes to use a “Dress Down Day Coupon,” they must submit the coupon the day before or lose privileges.
- “Dress Down Coupons” cannot be used more than two days in a row and will have an expiration date.

Please note: If a student violates any part of the dress code without permission from administration, they will not be able to attend classes until they are compliant with the dress code policy.

EARLY MORNING/AFTER SCHOOL

The school building opens at 7:20 a.m. for breakfast. Middle school students will report to the gymnasium after breakfast ends at 7:40 a.m. High school students will report to the gymnasium at 7:45 a.m. for morning assembly. During the morning assembly, students will stand quietly and listen for school announcements and events. If a student cannot behave during the morning assembly, they will receive discipline points and be removed from the gymnasium/cafeteria to wait in the Main Office (Room 100). Students must not congregate in the corridors/hallways between 7:20 and 7:50. Students are considered tardy if they arrive to school after 7:50. After the morning announcements, the students will be escorted to their classes/lockers by the advisory teacher. The bell at 8:00 is a signal to students to report to their 1st period class. At the end of the school day students must leave the building and school grounds promptly unless they are participating in a school supervised activity. Please see the dismissal policy on page 12.

ADVISORY-1 (HOMEROOM)

The school opens at 7:20 a.m. and breakfast will be served. Students that arrive after 7:50 will be marked tardy. Students not in their assigned advisory lines by 7:50 will be marked absent. The bell at 8:00 is the signal for filing to classes. Students are allowed **THREE** minutes to walk to their next class. An automated message will be sent to the parent/guardian stating that the child was missing from morning advisory/homeroom.

ATTENDANCE

PCSS believes that regular school attendance is imperative to academic success. A student must attend school for at least four hours to be marked present. Class attendance is one of the requirements for academic promotion.

> *The Massachusetts General Laws require that every child between the ages of six and 16 attend school during the number of days required in each school year. Additionally, Massachusetts regulations require that all students at the high school level complete 990 hours of learning time each year. 603 C.M.R. §27.00.*

If a student exceeds **five (5) absences**, they will be subject to the following policy:

- At **six (6) absences**, a student conference will be held.
- At **eleven (11) absences**, a parent/guardian conference will be requested.
- At **sixteen (16) absences**, a second parent/guardian conference will be requested.
- At **twenty-one (21) absences,** the student will fail all subjects for the year.

The only exception to this policy is a waiver from the Executive Director. Waivers will be granted only in extreme circumstances, not for habitual absences, absence for recreational purposes, or truancy (see following pages for attendance waiver procedures).

ABSENCE

Parents/guardians must notify the school between the hours of **7:45 AM and 9:00 AM** on any day their child will be absent. If a parent does not call the school, the parent will receive a call from the school's automated dialer. Students are required to bring a note to the Main Office (Room 100) when they return to school. All parent notes should include the following:

- The **date** of the absence(s).
- The **reason** for the absence(s).
- A **phone number** where a parent/guardian can be reached.
- The parent/guardian's **signature.**

A parent note without documentation may only excuse only **three (3) total absences** in a school year. Further documentation will be asked for after three (3) absences.

If a student is absent for **three (3) consecutive days** due to an illness, he or she will be required to bring in a note to the Main Office (Room 100) from a **doctor or health care physician.**

If a student is absent for **five (5) consecutive days**, he or she will be required to bring in a note to the Main Office (Room 100) from a **doctor or health care physician** and require the **school nurse's approval** to return to school.

Students removed from school during regular session lose valuable time in the classroom. Additionally, such absences send a negative message to the child about the importance of being in school. The decision to provide student work in advance prior to a scheduled absence will be made by the Building Administrator and/or designee.

If a student is absent from a particular class **twenty** (**20) times in a year**, the student will be subject to the following policy:

- At **six (6) absences**, a student conference will be held with the teacher.
- At **eleven (11) absences**, a parent/guardian contact will be made by the teacher.
- At **sixteen (16) absences**, a second parent/guardian contact will be made by the teacher.
- At **twenty-one (21) absences,** the student will fail the subject for the year.

Please note:

- If a class is not year-long, the absences may not exceed a prorated limit. For example, if it is a half-year course, a student cannot exceed ten (10) absences for the class.
- The average grade for the subject will be lowered to 40%.
- Teachers will notify parents/guardians and the students as absences accumulate.

Students who are absent are responsible for the work they have missed. Students are allowed **two days** for every day of excused absences to make up work missed. The school will count as excused the following reasons for absence from school:

- A note from a parent/guardian or physician explaining an illness or injury that prevented the student from attending school.
- A death in the immediate family or other significant family crisis.
- Religious holidays.
- RMV required visits.
- Suspension from school.

Other absences due to an audition, recording session, performance, or college interview may be considered excused if the parent has received permission from the Building Administrator or designee prior to the absence. (Please refer to the Massachusetts General Laws regarding attendance at the end of this section).

In order to keep students from accumulating too many absences, a **three letter warning system** has been put in place to notify parents/guardians if their child has been absent too often. For each letter sent, parents may be contacted sooner in order to schedule a parent conference.

- The first warning letter will be sent if a student has accumulated between five (5) and ten (10) absences.
- The second warning letter will be sent if a student has accumulated between ten (10) and fifteen (15) absences.
- The third warning letter will be sent if a student has accumulated between fifteen (15) and twenty (20) absences.
- A fourth and final letter will be sent after a student has accumulated twenty-one (20) absences notifying parent/guardians that their child will not be promoted to the next grade.

According to The General Laws of Massachusetts, in the event that a parent/guardian is suspected of neglecting a student's attendance, a 51A report must be filed within 48 hours. (Please refer to the Massachusetts General Laws regarding attendance at the end of this section).

According to the Child In Need of Services (CHINS) petition, a petition must be filed if any student misses school on a regular basis. (Please refer the CHINS section at the end of this section).

Please be advised that if you are over the age of sixteen and have been absent for fifteen or more consecutive days, and if you have not enrolled in another school, you still may return to school at PCSS, and we would like to discuss this option with you. Please contact PCSS at (617) 389-7277 within ten days from the date of this notice to arrange a meeting. You may request, and the district may consent to, an extension of the time for the meeting of not longer than fourteen days. At the meeting we will discuss the reasons that the student is leaving school, and alternative education or other placements. We will also discuss the fact that attendance is voluntary after a student turns 16, but the student still has the right to return to school.

School Attendance and Massachusetts General Laws:
The following Massachusetts General Laws are available for your review in the school office or http://www.doe.mass.edu/lawsregs/statelaws.html.

Massachusetts Department of Education and Attendance
The Massachusetts Department of Education has set 95% attendance as a minimum standard in order to appeal a failing grade on Massachusetts Comprehensive Assessment System (MCAS).

Chapter 76, Section 1 Regulations of School Attendance
Chapter 76, Section 1A Notification of Absence
Chapter 76, Section 2 Duties of Parents; Penalty
Chapter 76, Section 4 Inducing Absences; Penalty
Chapter 119: Section 51A. Reporting of suspected abuse or neglect; mandated reporters; collection of physical evidence; penalties; content of reports; liability; privileged communication

Child In Need of Services (CHINS)

What is a CHINS?

A Child in Need of Services (CHINS) matter is a court case in which the Juvenile Court tries to help parents and school officials deal with troubled youth. The person filing the CHINS petition must show the judge that the child:

- *regularly runs away from home; or*
- *constantly disobeys the commands of a parent or legal guardian; or*
- *misses school on a regular basis; or*
- *constantly fails to follow school rules.*

Who may file A CHINS?

A parent or guardian may file a CHINS petition on a child who is under 17, who runs away, does not or cannot follow the rules at home.
A school district may file a CHINS petition on a child who is under 16, who is absent a lot or misbehaves at school.
The police may file a CHINS petition on a child who is under 17 and a runaway.
Once the CHINS petition is issued, it is up to the judge, not the parent or the school, to decide when to dismiss the CHINS.
Information regarding CHINS is available for review at your school office or:
http://www.mass.gov/legis/laws/mgl/119-21.htm

ATTENDANCE WAIVER PROCEDURES

A waiver of the attendance rule of twenty (20) absences may be granted by the Executive Director in extreme or unusual circumstances. It is expected that students will be in school every day and that absences will be due to illness or other serious reasons. Absences for recreational purposes will not be waived. It should be noted that absence from an individual class may differ from overall absence. For example, a student may be tardy and miss the first period. That absence from class may put a student over the limit in that one class while remaining within the limit in others.

It should also be noted that students are not allowed to make up work missed when truant, when cutting classes, or when tardy or absence is unexcused.

- A waiver granted by the Executive Director does not mean that a student will pass any course. It means that the student must be given the opportunity to make up work missed when absent for legitimate reasons.
- Waiver requests from students will include a letter from a parent/guardian listing the dates absent with specific reasons for absences. Letters from physicians or other health care providers should be included with the waiver request.
- If a waiver is granted for a marking period, the student must make up all work within one month. If a waiver is granted for the school year, a student must make up all work before the last week of school.

TARDINESS: Students should arrive no later than 7:45 a.m. for the morning assembly. Anyone who arrives after 7:50 a.m. will be marked tardy. The Building Administrator or designee will monitor tardiness, notify students, parents, and staff and when necessary assign the following consequences:

- Five (5) tardies and any thereafter will result in one (1) after school detention.
- Ten (10) tardies will result in one (1) week of after school detention, one (1) Saturday detention, and loss of privileges at the discretion of the administration.
- Fifteen (15) tardies will result in further disciplinary action at the discretion of the administration.

In a weather or transportation emergency the Executive Director will excuse tardiness for that morning. Unexcused tardiness is not a valid excuse for make-up work**. TARDINESS WILL BE ONLY EXCUSED IN EXTREME CIRCUMSTANCES.**

Tardiness will be excused for the following reasons:

- Weather emergency.
- Transportation emergency.
- Doctor's or legal appointment.
- Other reasons as the discretion of administration.

ANY STUDENT WHO IS TARDY AFTER 8:30 A.M. OR DISMISSED BEFORE 11:00 A.M. WILL BE MARKED ABSENT FOR THE DAY. No student is allowed in the building without following the proper procedures (see Tardy Procedures, below). Students violating this rule will be treated as trespassers.

If the student is tardy to his/her classes more than two times he/ she will receive detention. **If a student serves more than two detentions for tardiness,** parents will be contacted before further disciplinary action is taken.

TARDY PROCEDURES

1. Tardy students must enter and sign in at the Cafeteria entrance. **No other door** is to be used after the 7:50 bell has rung. The warning bell is at 7:55 a.m.
2. Any student arriving AFTER 8:30 a.m. must have a note from a parent or guardian explaining the tardiness. The note must contain a telephone number at which the parent or guardian can be reached, and it must be brought to the Main Office (Room 100) for verification. **NOTE**: **The note does not excuse the tardiness.**
3. If a pattern of tardiness begins to develop, a letter will be sent home to the parent. If the tardiness continues, a parental conference will be necessary.
4. Class work missed due to unexcused tardiness cannot be made up.
5. Failure to follow tardy procedure will result in disciplinary action.
6. A tardy student must report to class within four minutes of the time in which the pass was issued.

EARLY DISMISSAL PROCEDURES

Notes are to be brought in to the Main Office (Room 100) at least **one (1) full day before** the date of dismissal. The note must contain the following:

- A legitimate reason for dismissal
- A parent's (guardian's) signature
- Telephone number where the parent/guardian may be contacted for verification during the day (home and work telephone number).
- **No student will be dismissed unless a parent/guardian is contacted.**
- **No student under eighteen (18) years of age will be dismissed unless a parent/guardian comes to PCSS at the time of dismissal.**
- Dismissal cards will be issued by the secretary before 8:00 a.m. on the day of dismissal.

- Students must sign the dismissal book in secretary at the time of dismissal.
- **All students must sign out with the secretary before leaving the building, even if the nurse has granted the dismissal.**
- Students granted early dismissals must leave the PCSS complex promptly via the front door. The Main Office will keep record of all early dismissal cards.
- Abuse of the early dismissal policy may result in the failure of particular classes for the year.

STUDENTS SHOULD NOT HAVE EARLY DISMISSALS OFTEN DURING THE SCHOOL YEAR. APPOINTMENTS ARE TO BE MADE AFTER SCHOOL UNLESS AN EMERGENCY OCCURS.

RELIGIOUS HOLIDAYS

Students observing religious holidays will be marked constructively present and will be allowed full make-up and full credit privileges. By request, no tests or quizzes will be given on religious holidays.

NO SCHOOL ANNOUNCEMENTS

Pioneer Charter School of Science is a member of WBZ Storm Center and all "no school" announcements will be broadcast on **WBZ (channel 4)** television and **WBZ news radio 1030 A.M.** under the school's name. Information regarding cancellation of school on a snow day can also be found on the **school's website** at www.pioneercss.org.

MAKE-UP WORK

Make-up work necessitated by legitimate absence will be administered at the discretion of the subject teacher. It is the student's responsibility to make arrangements with the subject teacher as soon as possible after the date of an absence or absences. The student applying for make-up work must bring to the subject teacher a written verification from the secretary that the absence was legitimate on the day or days in question.

MORNING ANNOUNCEMENTS

Morning announcements are a critical part of the school day. It is the one time in the day that everyone in the school is in one general area discussing important reminders and events for the day and or week. Most importantly it is also a time in which student success is recognized. Morning announcements begin at 7:45 in the gym. The following are the expectations that students need to abide to:

- Arrive on time.
- Proper uniform is expected when you walk into the gym.
- All coats and non PCSS sweaters need to be off before you enter the gym.
- Line up in a straight line.
- Students should be facing forward at all times.
- All electronic devices should be turned off and ready to be passed in.
- Remain quiet at all times. Teachers will be assigning points to students.
- No eating or drinking.
- No fooling around.
- No leaning against the gym walls.
- No talking back to the teachers.
- Remain quiet until you exit the gym.

Your cooperation is greatly appreciated. Please understand that morning announcements are designed to help you to be aware of what is going on in at PCSS.

DROP OFF

Arrangements should be made by parents for students to be dropped off to school and/or arrive no later than 7:40. Parents/guardians are expected to:

- If their child walks, they must be aware of the route that the child takes to get to school and send them to school at the proper time.
- If they drop students off, they must do so on Summer St. or Clinton St. Parents should not be using Argyle St. or the PCSS Parking Lot as it creates a safety hazard for students and staff.
- If their child takes the school bus, they must notify their child that once students exit the school bus that they are not allowed to leave school grounds.

DISMISSAL

After the Period 9 teacher dismisses the students, they will retrieve their belongings and proceed to exit the back doors of the school into the PCSS Parking Lot. Students may not use cell phones or change out of uniform while in the building.

- The doors can be found at the bottom of the rear stair case, near the girl's bathroom and Room 003 (Art/Music), and the back of the Cafeteria.
- After students enter the parking lot, depending on their pick-up arrangements will do the following:
- Buses will be located on Argyle St. for student pickup.
- Students walking home may walk out of the parking lot to Clinton St.
- Parents/Guardians may choose to wait along the Clinton St. or Summer St. but **students will be exiting the rear door ONLY** (Please do not park on Argyle St. as the buses will not be able to exit).
- If a student is waiting for a ride to come, they may wait in the main office or study hall.
- "Study Hall," rules are as follows:
    - Students may leave when their ride arrives.
    - Students will work on assignments or read a book silently.
    - Students may use an electronic device to contact parents ONLY.
    - Students must obey the Study Hall Supervisor's directions at all times.

Once a student exits the building he or she WILL NOT be allowed back into the building. The only exception to this is if the parent/guardian of that child contacts the school. If a student disregards these rules and puts him, her, or others in danger, they will immediately be placed in After School Detention and parents will be contacted.

- After School Detention will run until 5:25 PM unless administration requests a parent come pick up their child.
- Three (3) discipline points for, "Not being in assigned location," will be issued if students are loitering in the corridors.
- In the event that a student is staying after school, he or she must make his or her way to his or her Club Headquarters or the Cafeteria for Academy by 3:45 PM.
- If a student arrives at either location late, they will not be eligible for the Club or Academy Attendance Reward Points and may be issued one (1) discipline point for, "Unexcused tardy to class."
- Club and Academy dismissal will be 4:25 PM.
- At 5:25 PM, the Detention Dismissal bell will ring and the Detention Supervisor will dismiss students to the Main Office (Room 100) to call their parents/guardians and exit the Front Entrance Door.
- During Dismissal, if a parent/guardian must enter the school, they will enter the Front Entrance Door only and a staff member will retrieve their child for them.
- Parents/Guardians will not be allowed into the school building without a staff escort to ensure the safety of our students and staff.

HALL PASSES

- Students may not leave the classroom without a teacher's or staff person's permission.
- Students who are not in their assigned rooms must have in their possession **the hall pass (clipboard).** Only one student may exit the classroom at a time.
- If the hall pass is not available, then students must wait for the hall pass to return before leaving.
- Students must check in and out with the hallway monitor whenever they leave the classroom.
- No passes will be issued during the first and the last ten minutes of any period unless there is an extreme emergency.
- Cafeteria bathroom use will be monitored by signing in and out of the classroom.

HALLWAY TRANSITION

The following are the policies and procedures for the hallway transition policy.

- During the first week of school, school staff will teach students the safest methods of transitioning in the hallway.
    - Students will leave morning announcements, put away their belongings, and immediately go to their Period 1 class. No loitering in the hallway is allowed.
    - Students will be dismissed by the teacher and not the bell.
    - For the rest of the school day, students will transition through the middle of the hallway only and line up outside of their designated classroom.
    - The rear staircase will be for traveling **DOWNSTAIRS ONLY**. Except before and after advisory.
    - The front staircase will be for traveling **UPSTAIRS ONLY**. Except before and after advisory.
- The teacher of your designated class or an administrator nearby will welcome students into the classroom.
    - During transition, there should be no grouping of students, only neat orderly lines waiting to enter their designated classroom.
    - Upon entering the classroom, students move directly to your seat **silently** and being working on the DO NOW!
- There will be absolutely **no running in the hallway** whatsoever.
- School staff will make scheduled evaluations to vote on the school's performance and vote on rewards. Ex. Dress Down Day.
- Failure to follow the above policy will result in the following discipline points and corrective actions:
    - Two (2) discipline points for "Failure to follow instruction."
    - One (1) discipline points for "Making noises in the hallway."
    - Sent to ASR for insubordination against receiving discipline points.

VIDEO SURVEILLANCE

As a safety measure, PCSS has installed video cameras throughout the school building. The cameras are designed to record only video. The system is designed for internal use only and will not be used for any other reason than protect the PCSS community's personal and property rights.

LOCKERS

Lockers will be assigned to students at the beginning of the each school year. Students will be allowed to use the locker at the beginning and end of the day. Students will not be allowed to use the lockers during the day time. It is to be used for storage of coats, sweaters, and/or lunches. Any lock will be allowed. Locks are mandatory and should be provided by the student. The lock is a personal possession of the student and may be used year after year at PCSS. The locker is not a student's personal possession. It is school property and is subject to inspection at any time. **School administrators and other school department personnel have authority to search student lockers, any personal effects found within lockers, and places of concealment within those personal effects.** Students will be held accountable for the contents of their lockers and the contents of their personal effects. Any contraband or evidence of a crime found as a result of a

locker search will be turned over to the appropriate authorities. For additional information, see the section on Searches below.

Lockers may be used during the following times:

- After morning announcements/Before Period 1
- After Period 8/Before Advisory B
- During Special Circumstances, ex. Gym Class

If a student is using a locker at inappropriate times, they will be issued discipline points without warning.

- 1 points will be issued for "Using locker at incorrect time."
- If a student argues with the staff member they will be directed to the Dean of Students for insubordination.
- **If a staff member asks a student to identify themselves the student MUST identify their name and class.**

All lockers must have a lock.

- If you cannot purchase a lock, please notify the Main Office (Room 100) or you will not receive a locker.
- If you need to purchase a lock, you may do so at any retail store or at the Main Office (Room 100).
- If you cannot afford a lock, please notify a staff member immediately.
- Once a locker has been assigned to you, it is yours and yours alone; you many not "trade" lockers with another student. Students are not allowed to store anything in another student's locker.

The Pioneer Charter School of Science is not responsible for lost or stolen items from the locker.

- Cell phones, electronics, or other valuable items should be left at home or given to your Advisory teacher by 7:55 AM.
- All items not turned in, if found, will be confiscated and given to administration.

Lockers are school property.

- If a student purposefully damages a locker, he or she will be held responsible for repair costs.
- Lockers should be clean and organized at all times.
- Please report any locker problems to the Main Office (Room 100) and plan your day by carrying sufficient books and materials.

Lockers are a privilege, not a right.

- If a student constantly violates the Locker Usage Policy, further action will be taken to limit his or her access to lockers.

Lockers may not be used during class times or transitions, teachers and other staff will assign points if a student is seen using a locker.

STUDENT IDENTIFICATION CARDS (STUDENT ID)

A student ID card will be given to students after their school picture is taken. Once the ID has been given, students must have their ID cards at all times in order to identify themselves to staff. If a student loses or defaces an ID card, they will be charged $5.00 for a replacement.

- Student ID cards are necessary for lavatory use, purchasing lunch, and checking out a laptop.

LAVATORIES

Students may use the lavatory during the following times:

- During Advisory A and Advisory B.
- During Lunch and Recess.
- During Academy and Clubs.
- During Afterschool Detention.

Students in the Main Building will report to the Hallway Supervisor or Main Office for a lavatory key.

  - Pass in your Student ID and remember to sign in and out. Your ID will be given back once you return the key.
  - If you do not have a Student ID, please see Mr. Cerullo before checking in with the Hallway Supervisor.

- When walking to the restroom, please do so quickly and quietly.
- While you are using the restroom, please remember to keep the restrooms clean.
- All trash should be placed in the trash barrels.
- Be aware of the time, other students might be waiting to use the restroom.
- You cannot use the restrooms in the first and last ten minutes of class.
- Students that do not return the key will be subject to disciplinary action.
- Students must have their student ID at all times or be subject to disciplinary action.
- **If a staff member asks a student to identify themselves the student MUST identify their name and class.**

Students will use the lavatory in the Cafeteria or Gymnasium if their class takes place in the Cafeteria or Gymnasium.

- Students may use the lavatory after the first 10 minutes and before the last 10 minutes of class only.
- Students may only use the lavatory one at a time.

Students are expected to report any damage in the lavatory to the Hallway Supervisor or Main Office.

- **Students that damage school property in the lavatory will be subject to severe disciplinary action.**

MOBILE LAPTOP CART

Staff and students may use the mobile laptop cart for classroom use only. If laptops have been signed out, staff has priority over the laptop cart. Students may request to use a laptop from the IT Manager or his or her designee. Students may not use the laptops for more than 2 class periods. In order to use a laptop, students must sign one out and turn in his or her Student ID.

ASSEMBLIES

The school will invite guests to interact with students from various professional fields in class, grade, or school wide assemblies.

- Students should prepare for school assemblies by following the policies below:
  - Students MAY:
    - Enter the gym or cafeteria, take the first available seat as close to the front as possible, and remain with their class;
    - Prepare questions beforehand to ask the guest speaker;
    - Listen and learn about various professions or subjects;
    - Bring materials to take notes;
    - And remain quiet while others are speaking.
  - Students MAY NOT:
    - Enter the gym or cafeteria, sit where they please, and go to different groups of students;
    - Be unprepared for the speaker;
    - Stop paying attention, sleep, or talk with their neighbor;
    - Disrupt the guest speaker;
    - Use the restroom at the same time as other students;
    - Or be out of uniform.
- Staff will send students out of the school assembly for the following:
  - Not paying attention;
  - Not being prepared;
  - Being disrespectful of others;
  - Or failing to follow the instructions of the Assembly Supervisors.
- PCSS Staff will monitor students and assign discipline points for misbehavior.

FIRE DRILL
Filing directions appear at the front of every room. Under the direction of the teacher, students will file according to this plan and maintain order and silence. Students will be subject to four (4) discipline points for failing to follow safety procedures.

LOCKDOWN
Lockdown procedures are available in every room. Under the direction of the teacher, students will move to an area of the classroom out of view of the doorway and windows. The lights will be shut off and students will remain silent until Building Administrator or designee or emergency personnel end the lockdown.

LOST AND FOUND
All found items of value are to be brought to the Main Office (Room 100). If a student does not claim a lost item within two weeks, the item in question may become a charitable donation or subject to destruction.

VISITORS
Anyone wishing to visit PCSS must have written authorization by an administrator prior to the date of the visit. No student may have a visitor in school without prior permission from an administrator. Parents who wish to meet with a teacher or administrator must make an appointment. Visitors must sign into the Main Office (Room 100) and wear a visitor pass at all times for identification.

PHONE CALLS
PCSS restricts the possession and use of cell phones during and after school hours.

Students are not permitted, and teachers will not allow students, to make phone calls during class time from anywhere. Students are not permitted to come to the Main Office (Room 100) to use the phone unless there is an emergency. If a student comes to the Main Office (Room 100) to use the phone for any reason other than an emergency, he or she will be told to return to class.

Parents calling the school during normal school hours to speak with their child are restricted unless there is an emergency. Messages will be taken and delivered to students by last period. Messages taken after school hours will be given to the student whenever possible by paging the student to the Main Office (Room 100) to pick it up.

LUNCH PERIODS
All students are required to remain at school during the lunch period. Students may buy lunch at school from the lunch personnel during the lunch period, or students may bring a packed lunch. There is no “Pay in Advance” available at this time. If students have any nutritional needs, then arrangements will need to meet with the Executive Director. During the lunch period, students are expected to display good manners and courtesy. Students must eat lunch only in the lunch area. **If students wish to go to a teacher during the lunch period, then students must have a pass from the teacher that they wish to see.**

Students are expected to clear your place and dispose of all trash appropriately. Teachers on duty during the lunch period will hold students responsible for their behavior. Students are NOT permitted to use the vending machines at any time other than during the morning and after school. Students discovered using the vending machines during any time other than this will be required to turn over the food/drink to school staff. The food/drink will not be returned and students will be sent to the Alternate Study Room (ASR) for appropriate discipline. Our system will include the students eligible for free meals. Daily records will be maintained on the meals served. Our system will determine the meal counts by category and prevent the overt identification of

students receiving meal benefits. Students are not allowed to share meals if they receive free or reduced lunch.

LUNCH POLICY

Period 5 will begin middle school lunch and recess.

- Grade 7 will begin with lunch and Grade 8 will begin with recess.
- In the middle of Period 5, students in the gym will line up and wait for permission to go to the cafeteria and students in the cafeteria will line up and wait for permission to go to the gym.
- At the end of Period 5, the middle school will line up and await Mid-day Announcements.

Period 6 will begin the high school lunch and recess.

- Grade 10 and 11 will begin with lunch and Grade 9 and 12 will begin with recess. The order is subject to change.
- In the middle of Period 6, students in the gym will line up and wait for permission to go to the cafeteria and students in the cafeteria will line up and wait for permission to go to the gym.
- At the end of Period 6, the high school will line up and await Mid-day Announcements.

At lunch, students MAY:

- Form a neat single file line in the cafeteria.
- Purchase school lunch at a first come, first served basis.
- Eat lunch in peace in the assigned dining area.
- Display good manners and courtesy.
- Clean up and dispose of trash.
- Visit with a teacher if they hold a pass from that teacher.

At lunch, students MAY NOT:

- Go to recess.
- Push, run, horseplay, or litter.
- Disturb others or walk around the dining area.
- Loiter in the bathrooms or stairwells.
- Use inappropriate language or act in a rude manner.
- Eat in unassigned areas.
- Visit with a teacher without a written pass.

RECESS POLICY

Period 5 will begin middle school lunch and recess.

- Grade 7 will begin with lunch and Grade 8 will begin with recess.
- In the middle of Period 5, students in the gym will line up and wait for permission to go to the cafeteria and students in the cafeteria will line up and wait for permission to go to the gym.
- At the end of Period 5, the middle school will line up and await Mid-day Announcements.

Period 6 will begin the high school lunch and recess.

- Grade 10 and 11 will begin with lunch and Grade 9 and 12 will begin with recess. The order is subject to change.
- In the middle of Period 6, students in the gym will line up and wait for permission to go to the cafeteria and students in the cafeteria will line up and wait for permission to go to the gym.
- At the end of Period 6, the high school will line up and await Mid-day Announcements.

At recess, students MAY:

- Play basketball on one hoop at a time.

- Walk around the gymnasium.
- Line up for lunch (if they have recess first).
- Visit the school nurse.
- Use the bathrooms.
- Enjoy free time around the bleachers or floors.
- Work on assignments or read silently.
- Visit with a teacher if a written pass is presented to the Recess Supervisor.

At recess, students MAY NOT:

- Go to lunch or wander the hallways.
- Play a game that puts others in danger.
- Horseplay, take others belongings, deface property, or litter.
- Purposefully throw items at another student.
- Loiter in the bathrooms, locker rooms, or stairwells.
- Use inappropriate language or act in a rude manner.
- Bring food, drink, or gum into the gym.
- Visit with a teacher without a written pass.

HEALTH & SAFETY

SCHOOL/NURSE RESPONSIBILITIES:

PCSS will provide a school nurse during school hours to monitor the health and wellness of our students. She will be on hand to provide nursing care for any illness, injury, medication administration or emergency that may arise during the school day.

PHYSICAL EXAM AND IMMUNIZATION REQUIREMENTS:

Prior to admission to school per Massachusetts law, all students must be up to date on required immunizations and a current physical exam must be on file. Physicals exams are valid for school and sports purposes for 13 months from the date of service. Current physicals must be on file for admission to 7th and 10th grades.

According to Massachusetts General Law, c.76, ss.15, no child shall be admitted to school without documentation of recommended immunizations. *Any student who had not received the required immunizations prior to the start of school must be excluded from school until such time s/he has received all the required immunizations and written documentation has been receive by the school nurse.*

All Grades/ new enrollees:

- Hepatitis B 3 doses
- Polio ≥ 3 doses
- MMR 2 doses
- Varicella 2 doses
- DTaP/DTP 4 doses or ≥3 doses Td, plus 1 dose Tdap
- *** Tdap is required prior to entry into 7th grade*
- Tuberculosis (TB) risk assessment as determined by a physician to be low or high risk.

HEALTH SCREENINGS:

The following health screenings are administered to students by the school nurse as mandated by the Commonwealth of Massachusetts (M.G.L. Ch. 71 §57 and 105 CMR 200.500):

- Vision and Hearing – all grades
- Heights and Weights – all grades
- BMI measurements - grades 7 and 10
- Postural screening – grades 7 – 9

Parents will be notified in advance of these screenings and for any child who does not pass any of these screenings, the nurse will notify the parents in writing.

MEDICATION ADMINISTRATION:

Over the counter medications: must have a parental consent signed and on file.
Prescription medication: all medication must be handled by adults only; must be brought to school by a responsible adult and handed to school staff: ie: nurse or secretary. Any student found with any medication in his/her possession will have meds confiscated and School Administrators and parents will be notified.
All prescription meds must be in the original pharmacy labeled bottle with student and doctor's name with instructions clearly labeled. No more than a 30 day supply must be sent in at a time. A parental consent and physician's order must be signed and on file. Except for any meds that are to be administered for a 10 day or less period (ie: antibiotics). For these short term medications the pharmacy label will suffice in place or physician order and parental consent.
It is best to schedule medication administration outside of school hours whenever possible.
Any student with a diagnosis of asthma, food allergy, diabetes, seizure disorder or any other potentially life threatening condition, parents must contact the school nurse to discuss their care. Any medication required for any of these conditions: inhaler, Epi-pen, insulin, diastat must be on hand in the Health Office in case of an emergency.

INJURIES OR ILLNESS:

The school nurse or staff member will administer first aid or medical treatment in the event of minor injuries such as small cuts, bruises, bumps. Any and all injuries involving the head or face will be reported immediately to a parent or guardian as will any injury or illness that may require further evaluation by a physician such as suspected sprain, fracture, possible need for sutures, possible serious head injury ie: concussion to name a few.

In the event of a major injury or onset of a serious illness the school will immediately contact 911 and then the parent. If necessary the school will transport the child to the Whidden Memorial Hospital in Everett for emergency treatment.

If the injury/illness is less severe and does not require immediate hospitalization, the school will contact the parent for directives. In the event the parent cannot be reached, the school will contact the individuals listed on the student's emergency list. If after exhausting the list and no one is reached, the school will have the student transported to the closest hospital for care.

If a child becomes ill the parent or its designee, will be notified to come pick up the child. In the event that no one can be contacted, and the illness does not require hospitalization, the child will remain with the nurse until such time as the parent can be contacted.

ACCOMMODATIONS MADE TO INJURIES/ILLNESS:

If a child has an injury that requires the use of crutches or wheelchair accommodations will be made that will allow them to participate in school. A doctor's note should be sent to the nurse's office after any medical treatment that might affect the child's ability to participate in any activities at school. The nurse will contact the 504 Coordinator to develop a 504 Accommodation Plan to address the student's needs during this period. If necessary, the child will be allowed to use the elevator. If a child cannot participate in Physical Education the nurse must receive a doctor's note. A doctor's note must be received by the school nurse upon recovery from an injury stating the student is cleared to participate in gym or sports.

PARENTAL RESPONSIBILITIES:

Please *do not* send your child to school if s/he has any of the following. Please keep them at home for their comfort as well as to prevent the spread of infection.

- A fever greater than 100F within the past 24 hours. The child must be fever free without the use of medication. Tylenol or ibuprofen will bring down a fever, but the child may still be ill and contagious.
- Vomiting and/ or diarrhea within the past 24 hours and if they have not seen a doctor.
- Any unidentified rash.
- Has any symptoms of a contagious illness (ie: the flu, conjunctivitis).
- Signs of strep throat but haven't seen a doctor.

Your child may return to school if:

- They have been on antibiotics for at least 24 hours for strep throat, conjunctivitis, or any other contagious illness.
- Fever free for 24 hours without the use of any medication ie: Tylenol or Ibuprofen.
- Simple cold symptoms.

If you are unsure whether or not to send your child to school, please contact the school nurse and remember the **"24 hour rule":** the child must be free of any fever, vomiting, diarrhea, and/or on antibiotics for at least 24 hours prior to sending the child back to school.

COMMUNICATION WITH PARENTS:

Any child who requires medical care such as scheduled medications, simple over the counter medications with written parental consent or any minor injury requiring only a band aid or ice pack will be evaluated and cared for by the school nurse. For any illness or injury beyond this scope, care will be provided by the school nurse and parents will be notified with a call from the school.

FIELD TRIPS AND MEDICATION:

If a child requires medication to be taken while on a field trip, a permission form is needed authorizing a specific individual (teacher for example) to administer it in order for the child to participate in the field trip. If at all possible for the child to take this medication prior to leaving or immediately upon returning from the field trip or skipping a dose of the day of the field trip please contact the school nurse to make these arrangements. For any child who is prescribed emergency or life saving medication, i.e.: inhaler or Epi-pen, the school must have this medication on hand to accompany the child on any field trip or they will not be allowed to go.

OTHER CONCERNS:

If your child has any special medical needs or assistance not mentioned here please contact the school nurse and she will assist in helping with specific needs or accommodations in any way possible.

FORMS

Forms such as medication parental consent, physician orders, etc. will be made available online under Health Office at www.pioneercss.org.

ACADEMICS

GRADING SCALE

All classes at PCSS will follow this standard scale for assigning letter grades for quarter and semester work. Individual departments and teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this scale.

98 - 100 = **A+**	87 - 89 = **B+**	77 - 79 = **C+**	67 – 69 = **D+**	0 – 59 = **F**
93 - 97 = **A**	83 - 86 = **B**	73 - 76 = **C**	63 – 66 = **D**	
90 - 92 = **A-**	80 - 82 = **B-**	70 – 72 = **C-**	60 – 62 = **D-**	

Important: 50% of a student's final grade in all major subjects will be based on benchmarks and final exams.

GRADE PROMOTION POLICY

If a student receives a final letter grade of a "D", a numerical average of 60-69, or higher, the student earns a passing grade. A final numerical average of 59 or below is considered to be an "F", which is a failing grade. If failures occur, the following policy will prevail with respect to final marks in either full year or partial year subjects:

- The **7th – 8th** grade promotion from one grade to another in PCSS shall be based on the following criteria:
  - If a student in grade 7 or grade 8 receives final marks of "F" in any of the four core courses English, Math, Science or Social Studies and if the average is **0-49** the student will repeat the grade, if the average is **50-59** the student must attend Summer school to be promoted to Grade 8 or Grade 9.
  - If a student in grade 7 or grade 8 receives final marks of "F" in any of the courses listed below that are the equal of (2) Full Credit Value (C/V), he/she cannot be promoted to Grade 8 or Grade 9.
- The **9th – 12th** grade promotion from one grade to another in PCSS shall be based on the following criteria:
  - If a student fails two (**2**) core subjects he/she has to repeat the grade or if a student receives final marks of "F" in any of the courses listed above that are the equal to a total of (3) Full Credit Value (CV), he/she cannot be promoted to the next grade.
  - If a student receives final marks of "F" in any of the four core courses English, Math, Science or Social Studies and if the average is **0-49** he/she will repeat the grade, if the average is **50-59** he/she can attend Summer school to be promoted to the next grade.

MIDDLE SCHOOL COURSE REQUIREMENTS

Subject	Credit Value(s)	Subject	Credit Value(s)
Mathematics	1	Computer Science	1/3
Science	1	Foreign Language (of the same language)	1/3
English Language	1	Physical Education/Health**	1/3
Social Studies	1	Music/Art	1/3
Character Education	1/2		

HIGH SCHOOL GRADUATION REQUIREMENTS

Subject	Credit Value(s)*	Subject	Credit Value(s)
Mathematics	5	Computer Science	1
Science	5	Foreign Language (of the same language)	2
English Language	4	Physical Education/Health **	1
Social Studies	4	Music/Art	1
Electives	4		

* One Credit Value (CV) is a year-long course.
**PCSS requires students to participate in PE every year per DESE. This requirement is equivalent to 1 credit PE/Health.

Other Requirements:

- 40 hours of community service during high school;
- Completing a senior project and presenting it in the school project fair;
- MCAS Scores of 240 or Above on English and Math given in 10th Grade;
- MCAS Scores of 220 or Above on STE.

SENIOR PROJECT

The senior project will begin during the junior year and be completed until the end of senior year. The Senior Project is a graduation requirement and should be taken very seriously. Please see the PCSS Senior Project Guide for more details.

PROGRESS REPORTS/REPORT CARDS

Progress Reports will be mailed or handed out once in the middle of each quarter. Progress Reports are available at the Main Office (Room 100) at any time. Progress Reports are also available on the school database at all times. Report Cards will be mailed at the end of each quarter.

HOMEWORK POLICY

Homework is an essential part of your successful educational program at PCSS. Doing homework will help you develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth and that is appropriate for the subject area. Homework is part of all students' regular evaluations. It is your responsibility to complete and turn in homework on time. If you or your parents have questions about homework, immediately contact the teacher who assigned it. If the student fails to complete and/or turn in a homework assignment he/she will be issued detention the following day until 5:25. Students that continue to not turn in or complete homework will be subject to the following disciplinary action:

- One (1) missed homework assignment will result in after-school detention.
- Five (5) missed homework assignments in a quarter will result in Saturday detention and one week of lunch detention and no participation in school events at the discretion of the administration.
- Ten (10) or more missed homework assignments in a quarter will result in further disciplinary action at the discretion of administration.

If parents have questions about why a teacher has homework detention, they may call or email the teacher that assigned the detention. Parents will be responsible for making the pickup arrangements from after school detention.

COLLEGE GUIDANCE

Please see the PCSS College Planning Handbook for more details.

RELEASE OF STUDENT DIRECTORY INFORMATION

Under M.G.L. 603 CMR 23.07(4)(a) PCSS may release the following directory information: "a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent." Parents of eligible students have the right to request in writing that their information not be released without prior consent and should do so at the beginning of each academic year.

From time to time, PCSS receives requests to release directory information for its students. While mainly we receive these requests from higher education institutions for student recruitment or research studies, there might also be instances of specific requests by other institutions.

SUMMER SCHOOL

Students have the opportunity to attend summer school at PCSS, if available, or in any neighboring town (at their own expense) for the purpose of meeting the requirements of the promotion policy.

Students will not be allowed to register for more than two courses during the summer session. Students must meet the following requirements for each course that he/she wishes to take in summer school for which they desire to have credit reinstated:

1. The student must have obtained an average of no less than 50 in the course for which they are seeking to regain credit.
2. The student must receive approval to attend summer school from the Dean of Academics to regain credit.
3. The failure of the course for which the student wishes to regain credit was not a result of excessive absences.

Parents and students will be notified of their eligibility to attend summer school for the purpose of meeting the requirements of the promotion policy prior to the registration period for summer school.

If PCSS offers a Summer School program, each student will take an entrance exam per subject to determine areas of strengths and weaknesses and an exit exam to determine credit make-up. Students must receive a passing grade of 70 in order to receive credit for attendance at summer school.

Grading guidelines for PCSS summer school courses (if program runs) include:

- 10%-20% Homework
- 20%-30% Tests/Quizzes
- 10%-20% Class work/participation
- 40% Exit Exam

VOCATIONAL EDUCATION OPPORTUNITIES

For students who are interested in applying to vocational schools there is information available in the main hallway (1st floor), in the Counselors office, and the office of the Dean of Academics. You may also visit the Massachusetts Vocational Association for further information at http://www.massvocassoc.org/schools.htm.

ADVANCED PLACEMENT COURSE POLICY

In order to enroll in an Advanced Placement (AP) course, students must maintain a 90 or above in the same subject area in order to be eligible for the Advance Placement course. In addition, students must have the subject teacher's recommendation to be eligible for the course. Due to the intense workload of the courses, a limited number of students will be able to take certain AP courses at PCSS.

PCSS HONOR CODE AND CONSEQUENCES FOR VIOLATIONS
CLARIFICATION OF TERMS:

Plagiarism: Taking another person's ideas, work, or writings and presenting them as your own, including from the Internet, without proper referencing.

- 1st offense: chance to redo assignment with the reduction of a full letter grade; parent/guardian contacted.
- 2nd offense: zero on assignment; parent/caregiver contacted; one-day in-school suspension.

- 3rd offense: further actions will be taken at the discretion of PCSS administration.

Cheating includes, but is not limited to:

- Using materials unauthorized by the teacher during a test;
- Sharing test answers or questions with another student;
- Copying any other person's work/homework/class work;
- Using unauthorized study aids;
- Making unauthorized grade alterations;
- Turning in work done by any other person (e.g. parents, other students, etc.)

Self-Plagiarism: Submitting and representing one's own work in multiple classes as new work;
Lying: Deliberately misrepresenting or omitting the truth (equivocation);
Stealing: Taking any property that belongs to others without their knowledge or permission, even with the intention of returning it;
Vandalism: Destroying or defacing school property or property that belongs to members of the school community.

CONSEQUENCES FOR VIOLATING THE HONOR CODE:

If a teacher believes that a student has cheated or otherwise violated the Honor Code, the teacher can take the following steps:

- Give the student a zero on the assignment or test (in the case of cheating);
- Notify the parents;
- Notify the advisory teacher and alternative study supervisor;
- Request that the student be subject to discipline by PCSS administration.

EXTRACURRICULAR ACTIVITIES

Many clubs are offered at PCSS and students are encouraged to be active members. The dates and times of specific club meetings will be announced in the Daily Bulletin. **Students are not allowed to remain in the building after school hours unless they are in the company of the club sponsor or coach.**

INTERSCHOLASTIC ATHLETIC ELIGIBILITY RULES

The violation of any eligibility rule may result in forfeiture of a game won. A violation could spoil a good season's record. If in your opinion there is any doubt concerning your eligibility, consult the Executive Director or Athletic Director. The rules apply to all teams, varsity, or middle school, all grades and to both girls and boys sports.

TO BE ELIGIBLE YOU MUST

1) Attain an average grade of C- or better in all of their core classes and a passing grade in all classes on the day prior to try-outs for their particular sport. (e.g. end of the year overall grades will determine Fall eligibility, the Wednesday grades before Thanksgiving break will determine Winter eligibility)
2) Have no more than 19 discipline points on their record. If at any point during the season a student-athlete has 20 discipline points on their record they will be deemed ineligible until their discipline point total is again less than 20 points. (Fall sports eligibility will be determined using the prior year's discipline point total.)
3) Maintain a passing grade in all of their core classes during the season. If at any point a student-athletes grade in any of the core classes drops below a D- the student-athlete will be deemed ineligible to participate until that grade is brought back to a D- or better.
4) Meet academic, age, transfer, and consecutive semester eligibility criteria as well as regulations established by leagues in which we participate.
5) Be medically eligible with current physical within 13 months of the start of the season.

GOOGLE APPS FOR EDUCATION

Students at PCSS will receive a Google account for school use only. The Google account will come with email, drive, calendar, and other programs. Students should use the Google account appropriately and according to the PCSS Network Policy below.

POLICY FOR NETWORKS, INTERNET, AND CYBERBULLYING

Technology is used to support teaching and learning. Networks, including the Internet, allow people to communicate with others through the use of technology, research information to support education, conduct experiments and scientific research, and produce educational materials and projects. It is the policy of PCSS that all technology used to access the network will be used in a responsible, legal and ethical manner. Remember, the use of the network is a privilege, not an entitlement, and is subject to the conditions outlined in the PCSS Student Handbook. Because network communication is often public, students and staff are responsible for behaving appropriately on the network, as they are in the school. The network is provided for students and faculty to conduct research and communicate with others concerning schoolwork. Individual users of the network are responsible for their use of the network. The use of the network must be consistent with academic actions and rules.

A responsible network user will:

- Use language that is considered appropriate at all times.
- Send only information that other users will not find offensive.
- Conform to copyright laws.
- Never reveal personal information about themselves or any user such as address, telephone number, credit card numbers, social security number, etc.
- Not tamper with the system or alter, copy, delete or destroy any files or data that are not theirs.
- Not attempt to gain access to any PCSS computer, resources or files that are beyond their authorized access.
- Not download or install any programs on PCSS computers without written permission from the Executive Director.
- Report immediately any suspicious activity or suspected security breaches to a teacher or administrator.
- Never plagiarize material found on the Internet. Plagiarism is taking someone's words or ideas and presenting them as if they were your own work.
- Not disrupt the network, spread computer viruses or practice computer “hacking” of any kind.

A responsible network user must be aware that:

- Use of the network is a PRIVILEGE, not a RIGHT.
- E-mail is not private.
- Cyberbullying of any kind is absolutely prohibited.
- Violation of this policy may result in the loss of Internet privileges or, where appropriate, disciplinary action pursuant to the PCSS Code of Conduct.
- Persons issued an account are responsible for its use at all times, and should take reasonable precautions to safeguard access to their account.
- PCSS maintains an Internet filtering system to restrict access to certain web sites. Any attempts to bypass this filtering system and access blocked sites is a violation of the school rules that will be subject to disciplinary measures deemed appropriate by PCSS administration.
- Misuse of PCSS administered networks, accounts, and/or computers will carry consequences at the discretion of PCSS administration.

CYBERBULLYING
Cyberbullying occurs when a student targets another student using interactive technologies or the internet, including but not limited to e-mails and harassing messages whether or not such documents are printed out and distributed in school or on school grounds. Cyberbullying typically creates a disruption in school, where the victim is afraid, may seek counseling or miss school, their grades may be impacted and friends may get involved. Any proof of an in-school student impact will result in disciplinary action.

If cyberbullying targets staff and the student's behavior has had a real impact on the staff (for example, if the teacher or staff member quits in reaction to the harassment or take a leave of absence or seeks medical treatment to help deal with the emotional implications of the student's actions), the school will take disciplinary action.

If there is a threat involved, the school will take disciplinary action, including possibly suspension and expulsion. If the cyberbullying has disrupted or will disrupt school discipline, the school will take disciplinary action, including possibly suspension and expulsion. If the student is bringing to school print-outs of the cyberbullying materials or site, or promoting other students in school to visit the site, or if the student accesses the web site while at school or creates or works on the Web site from school, the school will take disciplinary action, including possibly suspension and expulsion. If cyberbullying occurs on a web site that belongs to the school or is created as a school-sponsored project, the school will take disciplinary action, including possibly suspension and expulsion.

CELLULAR PHONE USAGE / ELECTRONIC DEVICES
Students may carry cell phones and electronic devices for use before and after school hours. All phones and electronic devices must be turned off prior to entering the building and remain off until the student exits school grounds. Students must turn in cell phones and electronic devices to the advisors during morning assembly. Students may retrieve their cell phones from the advisor during the last advisory period. Subject to the policy outlined above, students will be permitted to use the school phone if needed.

The possession and/or use of any electronic device, including cell phones, while at school are prohibited. Any electronic device seen or heard in school at any time (lunch, recess, after school, etc.) will be confiscated and given to PCSS administration. Electronic devices capable of recording sound or video will be confiscated and all media captured that is deemed inappropriate will be deleted. The parent will have to pick up the device in the Main Office (Room 100).

GRAFFITI
- Painting, marking, tagging, etc., of buildings by anyone, regardless of age, is illegal, without permission of the owner;
- Individuals under eighteen are forbidden to possess broad indelible markers or paint in any building without permission of the owner;
- It is illegal to sell, give, or deliver broad indelible markers or spray paint to any person under eighteen (except that a parent, guardian, employer or teacher can deliver these items for a lawful purpose);
- Stores selling these items must post signs warning minors of the penalty for buying or having the same;
- A fine of three hundred dollars has been established, which can be enforced non-criminally.

PHYSICAL RESTRAINT OF STUDENTS
The Massachusetts Department of Education has developed regulations (603 C.M.R. §46.02) to "ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint." Each school system is required to develop a policy that provides a description and explanation of the school's method of physical restraint, a description of the school's training, reporting and

follow-up procedures, and a process for receiving and investigating complaints regarding restraint practices. It is PCSS policy and procedure to act in accordance with the regulations governing physical restraint in Massachusetts. A complete copy of these regulations is available in the Main Office (Room 100).
Maintaining an orderly and safe environment conducive to learning is an expectation of all staff members of PCSS. Furthermore, students are protected by law from the un-reasonable use of physical restraint. Physical restraint shall be used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a staff member from immediate, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

The following definitions appear in the state regulations:

- Extended Restraint: A physical restraint the duration of which is longer than twenty (20) minutes.
- Physical Escort: Touching or holding a student without the use of force for the purpose of directing the student.
- Physical Restraint: The use of bodily force to limit a student's freedom of movement.
- The Executive Director or his/her designee shall:
- Identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an appropriate training program.

In addition, all staff members shall receive a training orientation regarding this policy and the school's physical restraint procedures. The Executive Director shall arrange training to occur during the first month of each school year, or for staff hired thereafter, during their first month of employment.

PUBLIC DISPLAY OF AFFECTION (PDA) POLICY

A public display of affection (PDA) is defined as any action which implies an exclusive or romantic relationship between two individuals. While we recognize that special relationships may exist, we also believe that these special friendships deepen the need for restraint and discipline. Any kind of hugging and kissing is not allowed however handshaking is permissible.

If teachers or administrators observe a public display of affection, the students will initially receive a warning and counseling regarding the concerns. Persistent warnings will result in disciplinary actions and a conference with the administration and parents.

DISCIPLINE CODES

I) POLICY / PROCEDURE AND RULES

The proper atmosphere for learning is developed through application of self discipline, as well as adherence to the rules and regulations of the school. Striving toward this goal will result in a smoothly functioning school atmosphere conductive to a maximum learning process. Any student causing disruption impedes the learning process.

Students from Grades 7 through 12 are expected to comply with the following basic rules:

- Come to school every day, on time, to learn and to work.
- Take an active part in all school activities.
- Behave respectfully towards people of all ages, races, ethnic groups, religions and of both sexes.

A. SCHOOL-WIDE BEHAVIOR EXPECTATIONS

1. Transition in the hallway orderly and at a whisper.
2. Enter your classroom silently.
3. Stay seated unless otherwise directed.
4. Bring pencils, pens, paper, books, and other required materials to class.
5. Place unnecessary items in your drawstring bag underneath your desk or out of the aisles.
6. Once items are put away, take out your textbook, notebook, and begin the Do Now!
7. Raise your hand for permission to speak.
8. Avoid any behavior that disrupts or keeps the classroom from functioning.
9. Follow directions the first time they are given.

B. CLASSROOM PROCEDURES

1. At the end of a period, students must await dismissal by the teacher.
2. Students will not adjust shades or windows without the teacher's permission.
3. All objectionable and permanent markings in books will be reported. Students must pay for lost or damaged textbooks before new books are issued.
4. A student tardy to class must have a pass from the teacher who detained him or her, or the student will be given discipline points for tardiness.
5. Students may expect a test in each subject weekly.
6. A student who misses more than half a class period is considered to have been absent from that class.
7. The PCSS policy and state law recognize a student's right to use textbooks, on a loan basis, without charge. Students will be required to pay for textbooks and other school-owned materials that they lose or damage.

- Substitute teachers, part-time teachers, mentors, and tutors have the same authority and rights as the regular classroom teachers.
- All behavioral rules and expectations apply and will be enforced during all advisory periods and after school class periods.

C. ADVISORY POLICY

Advisory periods are a break from classes for students to read a book silently and/or begin work on homework. Advisories will be supervised by the same teacher(s) so that students can develop a relationship with an adult or adults in the building. Advisory A will come after Period 3. Advisory B will come after Period 7.

Advisory A, or Drop Everything and Read (D.E.A.R.), is a period for reading silently. The reading break extends to staff and students. When a book is completed during the school year, a card will be written to include the reader's name, book title, author, advisory group, book rating, page count, and brief synopsis. When a certain number of books are read, the school will receive an award for the accomplishment.
The following rules will apply to Advisory A:
Students MAY:

- Read a chapter book silently.
- Complete a D.E.A.R. card if a book has been completed.
- Ask the teacher a question – one student at a time.
- Use the restroom – one student at a time.
- Use the nurse in case of emergency.
- Eat a snack.

Students MAY NOT:

- Sit idle – students without a book will be sent to the Dean of Students.
- Ask the teacher to check the student's database.

- Read a magazine or inappropriate material.
- Work on homework.
- Use any electronic devices.
- Use an E-Reader, without explicit permission by administration.
- Make noise or disrupt the class.
- Share snacks, drinks, or notes.

Advisory B, or Study Hall, is a period for students to organize their materials, work on assignments, or read silently. Advisory B will also be used for Afternoon Announcements using the public address system (PA). Students may be selected on a voluntary basis for Advisory B Announcements.

The following rules will apply to Advisory B, or Study Hall.
Students MAY:

- Work on homework.
- Work with partners – with the teacher's permission.
- Read a chapter book silently.
- Ask the teacher a question – one student at a time.
- Ask the teacher to check the student's database – one at a time.
- Use the restroom – one student at a time.
- Use the nurse in case of emergency.
- Eat a snack.
- Use their lockers beforehand.
- Collect their electronic device and store it away.

Students MAY NOT:

- Sit idle – students without work will be sent to the Dean of Students.
- Use electronic devices.
- Use an E-Reader, without explicit permission by administration.
- Make noise or disrupt the class.
- Share snacks, drinks, or notes.
- Talk with friends and/or disrupt the class.
- Walk around the classroom.
- Be late due to locker.
- Take too long with the hall pass.
- Visit a teacher without a pass from that teacher.

D. CAFETERIA CONDUCT

Students are expected to follow the following guidelines in regards to behavior in the cafeteria:

- Dispose of plates and utensils in garbage bins.
- Keep tables, seats, and floors clean.
- Observe reasonable quietness so as not to disturb others.
- Keep cafeteria lines orderly: no pushing, running, horse playing or cutting in lines.
- No loitering in the cafeteria and hallways during lunch. Be seated unless otherwise instructed.
- Keep hands, feet, personal belongings and food to yourself.
- No backpacks are allowed in the lunch area.
- Students who mutilate or deface school property will be fined an amount necessary to cover the cost of restoring the damaged property, as well as receive appropriate disciplinary action.
- Appropriate language is to be used at all times.

- Ordering food from outside without an approval from the administration is not allowed.
- Eating outside the dining hall is not permitted. **Food or drink will be confiscated.**
- Polite behavior is expected of students at all times in the dining hall.
- No sharing of lunches purchased that were free or reduced.

E. HALLWAY, STAIRWELLS, AND LAVATORIES CONDUCT

- Polite behavior is expected of students at all times in the hallways.
- No loitering or littering.
- No horse playing.
- Complete order is mandated at all times in the hallway and stairways. If a student violates the hallway transition policy, he or she will be issued discipline points, and sent to ASR.
- Appropriate language is to be used at all times. The slightest indication of possible use of inappropriate language will be taken seriously.
- No eating, drinking or chewing gum.
- No running.
- Do not leave belongings on the floor outside your locker.
- Make sure you clean up after yourself and appropriately dispose of all trash.
- Report any leaks, spills, or other problems in the lavatory to a teacher or the office.
- Do not roughhouse, push, or wrestle.

F. LUNCH DETENTION POLICY

For students that have ten (10) or more discipline points, they will report to a designated room for lunch and recess.

- Middle School will report to the cafeteria for lunch and recess.
- High School will report to the cafeteria for lunch and recess.
- By Period 4, the Lunch Detention List will be posted in a public area.

Lunch Detention Code of Conduct

Students that are in Lunch Detention will be required to follow the following rules:

- Students will enter the room silently and take the first available seat.
- Students will remain silent for the duration of their lunch and recess period.
- Students will eat their lunch and clean up their desk 5 minutes before the lunch period ends.
- Students will listen to and follow the direction of the Lunch Detention Supervisor.
- Students will be sent to the Dean of Students office and serve time in ASR for misbehaving in Lunch Detention.
- Students that are misbehaving at Lunch or Recess will be sent to Lunch Detention along with the attending Dean of Students.
- Students who are violating the Lunch Detention Code of Conduct will be sent to the Main Office to await disciplinary action by the Dean of Students.

The following procedures will be in effect if students violate the Lunch Detention Code of Conduct:

- First time violators will serve one (1) after school detention.
- Second time violators will serve one (1) week of after school detention and one (1) Saturday detention.
- Third time violations will result in disciplinary action at the discretion of the Administration.

G. AFTER SCHOOL, WEDNESDAY, AND EARLY RELEASE DETENTION CODE OF CONDUCT

Students, who reach ten (10) or more discipline points, have been sent out of class, receive two dress code violations, are not in assigned locations, did not hand in a homework assignment, and/or violate the PCSS Code of Conduct will serve detention until 5:25 PM the following day or 3:30 PM on Early Release Days. The following rules apply to the Detention Code of Conduct:

- Students will find their names posted in the Gymnasium during morning announcements to find out if they are serving Detention.
- Students cannot reschedule detention without parental **and** administrative approval.
- Students will bring their materials to Detention and will not be allowed to go to their lockers.
- Students will be in full uniform while serving Detention.
- Students will line up outside of the detention room and will be welcomed into the room by the Detention Supervisor or Administrator.
- Students will make up any assignments they missed, complete any homework they owe the following day, study for upcoming assessments, and/or read a book.
- If a student does not make up the assignment, he/she will receive one (1) discipline point from the teacher for not making up the assignment.
- If the assignment is not made up to the teacher, the student will be subject to discipline points for not completing the assigned task.
- Students will not be allowed to speak or leave their seat without raising their hand and receiving permission.
- Students will follow the directions of the Detention Supervisor at all times.
- Students serving detention for receiving ten (10) or more discipline points will be given an assignment to complete.
- Students that skip detention will serve in the ASR the following school day.
- Students violating the Code of Conduct will have parents contacted and be asked to leave the school building.

The following procedures will be in effect if students violate the Detention Code of Conduct:

- First time violators will serve one (1) week of lunch detention, one (1) after school detention, and one (1) Saturday detention.
- Second time violators will serve one (1) week of after school detention and one (1) Saturday detention.
- Third time violations will result in disciplinary action at the discretion of the Administration.

H. SATURDAY DETENTION CODE OF CONDUCT

Students who reach twenty (20) or more discipline points, have been sent out of class twice, or committed an infraction listed under the Major Infractions in the Student Handbook, will serve Saturday Detention in the Cafeteria from 9:30 a.m. to 12:30 p.m. the following Saturday. The following rules apply to the Saturday Detention Code of Conduct:

- Students will be called during morning announcements to find out if they are serving Saturday Detention.
- Students cannot reschedule Saturday Detention without parental **and** administrative approval.
- Students will bring their materials to Saturday Detention and will not be allowed to go to their lockers.
- Students will be in **full uniform** while serving Saturday Detention.
- Students will line up outside of the Cafeteria and will be welcomed into the room by the Saturday Detention Supervisor or Administrator.
- Students will make up any assignments they missed, complete any homework they owe the following day, study for upcoming assessments, and/or read a book.
- Students will not be allowed to speak or leave their seat without raising their hand and receiving permission.

- Students will follow the directions of the Saturday Detention Supervisor at all times.
- Students serving will be given extra assignments to complete during Saturday Detention.
- Students that skip Saturday Detention or violate the Code of Conduct will be subject to disciplinary action at the discretion of the administration.

The following procedures will be in effect if students violate the Saturday Detention Code of Conduct:
- First time violators will serve one (1) week of after school detention, and one (1) Saturday detention.
- Second time violators will serve one (1) day of ASR and four (4) Saturday detentions.
- Third time violations will result in disciplinary action at the discretion of the Administration.

I. ALTERNATE STUDY ROOM (ASR) CODE OF CONDUCT

Students who reach forty (40) or more discipline points, commit an infraction listed under the Major Infractions in the Student Handbook, or are sent out of class will continue their classwork in ASR. The follow rules apply to the ASR Code of Conduct:
- Students will be called during morning announcements and be asked to stay behind.
- Students will be escorted to their lockers to gather their necessary materials for the ASR and will not be allowed out of the ASR without an escort.
- Students will be in full uniform while serving in the ASR.
- Students will make up any assignments they missed, complete any homework they owe the same or following day, study for upcoming assessments, and/or read a book.
- Students will not be allowed to speak or leave their seat without raising their hand and receiving permission.
- Students will follow the directions of the ASR Supervisor at all times.
- Students serving in the ASR will be given an additional assignment to complete.
- Students that skip the ASR will serve Saturday Detention the following Saturday and the ASR when they return.
- Students that are not serving in the ASR will not be allowed into the ASR; administrators will deal with interactions between the ASR and out of the ASR.

The following procedures will be in effect if students violate the ASR Code of Conduct:
- First time violators will serve one week of after school detention, one (1) Saturday detention, and one (1) day of in-school suspension. Second time violators will result in disciplinary action at the discretion of the Administration.

J. ALTERNATE STUDY ROOM (ASR) PROCEDURES

The Alternate Study Room (ASR) will serve as a space for students to use when they sent out of the classroom or violate the PCSS Code of Conduct. The following protocol must be followed if a student enters ASR:

1. Knock to enter and remain quite at all times.
2. Sign in your name, the date, the time, and reason for arrival.
3. Fill out an incident report.
4. Sit properly.
5. Complete the assignment given by the ASR Supervisor.
6. Work on assigned classwork for the classes you will miss.
7. Remain in ASR until given permission to leave by the Dean of Students Office.

Note: No student will be allowed back to class until all of the work is completed.

The following procedures will be in effect if students are sent out of class:

- First time violators will serve one (1) after school detention.
- Second time violators will serve one (1) Saturday detention and a one (1) week of lunch detention.
- Third time violations will result in disciplinary action at the discretion of the Administration.

K. SCHOOL BUS BEHAVIOR

Transportation to and from school is a privilege and not a legal right, and as such, the privilege may be withheld by the school under certain circumstances. Students will be permitted to ride the buses provided by PCSS/MBTA as long as they conduct themselves properly and obey the following regulations, as well as any other rules or instructions provided by the bus driver:

- Remain seated while bus is in motion.
- Keep hands, feet and head inside the bus.
- Do not open and close windows or doors (only the driver may do this).
- Do not damage or deface bus or any of its equipment.
- Engage in quiet talk.
- Keep books, packages, coats and objects out of the aisles.
- Do not throw anything out of the bus windows.
- In case of road emergency, remain on the bus unless requested to leave by the driver of the bus.
- Do not smoke on the bus.
- Enter the school building immediately upon exiting the bus.
- **All school rules apply and are enforceable on the bus and on any other form of transportation to or from school or any school-related event.**

Pupils, who refuse to obey promptly the directions of the driver, or refuse to obey regulations, may **GIVE UP THEIR RIGHT TO RIDE ON THE BUS for a period deemed appropriate by school administration**. Students who choose not to follow the behavioral expectations will be reported to the school and the parent will be notified. Students who continue to have a problem behaving on the bus may be suspended from taking the bus temporarily or permanently, and transportation will become the responsibility of the parent.

II) CORRECTIVE ACTIONS

Discipline problems have been classified as minor and major infractions. In an effort to insure uniformity in the discipline code, the guidelines on the following pages have been developed are consistent with Massachusetts Law.

The code of discipline applies whenever a student is on school grounds, is at a school-sponsored activity, is on public or private transportation to or from school or a school-sponsored activity, is walking or waiting for transportation to or from school or a school-sponsored activity, or engages in serious misconduct outside the school that will have an adverse effect on the maintenance of discipline in the school (including instances of criminal conduct, cyberbullying, or other serious behaviors that may occur off of school property but create a detrimental impact on the environment at school).

Throughout the discipline procedure, the substantive and procedural rights of the students, as well as the teachers, will be observed. Please see the due process section below for more information.

1) MAJOR CORRECTIVE ACTIONS

School-related offenses include those occurring on school grounds; during a school-sponsored activity; on public or private transportation to or from school or a school-sponsored activity; while walking or waiting for transportation to or from school or a school-sponsored activity; when serious misconduct outside the school will have an adverse effect on another person or the maintenance of discipline in the school.

A. EXPULSION/NON-NEGOTIABLE BEHAVIORS:

The following cases will result in expulsion.

- Possession of firearms, knives, guns, mocks guns, studded belts or bracelets, or other weapons prohibited by state law;
- Possession of a dangerous object;
- Threatening to harm or harming another person with a weapon;
- Harming or attempting to harm another person with a weapon or dangerous;
- Using a mock gun in a threatening manner;
- Possessing, using or selling any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
- Sexually assaulting or attempting to assault a faculty or a student (whether verbal or physical);
- Committing assault, including sexual assault, or assault and battery on another person;
- Conviction/charge of a felony or felony delinquency, or upon adjudication or admission in court of guilt (see M.G.L. Ch. 71 §37H½ below);
- Engaging in acts of harassment related to sexual orientation;
- Assaulting or threatening to assault any staff member or visitor during school or a school activity; and
- Intentionally burning or attempting to burn property.

B. SUSPENSION/POSSIBLE EXPULSION/NON-NEGOTIABLE BEHAVIORS

The following cases will result in suspension and possibly expulsion.

- Causing or threatening physical injury to another person;
- Endangering the physical safety of another person by the use of force or threats of force (including hazing);
- Using any object in a dangerous or threatening manner;
- Endangering the safety of others by setting fire;
- Failing to attend or consistently attend counseling when it is required;
- Violating the civil rights of others;
- Using racial or ethnic slurs, profanity, or obscene language in a persistent and/or abusive manner;
- Substantially disrupting school or classroom activity in a repeated, aggravated, or flagrant manner;
- Occupying any school building, school grounds, or part, and in doing so depriving others of its use;
- Blocking the entrance or exit of any school building, corridor, or room, depriving others of lawful access or egress;
- Preventing or attempting to prevent by physical act the safe functioning of a part of the school;
- Continuously and intentionally making noise or otherwise seriously preventing the teaching of other students;
- Making a bomb threat or pulling/reporting a false alarm;
- Repeatedly committing one or more of the offenses for which expulsion or suspension may be imposed;
- Using tobacco products;
- Attempting by force or threat of force to steal private property;
- Causing damage to or stealing school or private property;
- Refusing to identify self on the reasonable request of staff or giving false identification;
- Persistently being present in a part of the school building or grounds off limit to students;

- Leaving or entering the school building without permission;
- Cutting classes;
- Violating the cell phone policy;
- Using a beeper, portable telephone or other communication or electronic device;
- Unauthorized using of the elevator;
- Possessing of materials deemed obscene by PCSS administration;
- Smoking and/or possessing or using of any tobacco products;
- Verbally assaulting a staff person or using profanity/vulgar language toward a school staff/visitor;
- Gambling;
- Using unauthorized translations or published notes;
- Defacing/destroying school property;
- Verbally or physically threatening to injure or harm another person or intimidating another person by creating fear for personal safety;
- Bringing alcoholic beverages to school or having alcoholic beverages in his/her possession, or coming to school under the influence of alcohol or drugs;
- Fighting or hitting another person in the school;
- Helping unauthorized visitors to get into the school or around the school with ANY intentions ESPECIALLY FOR harming an individual or the entire school;
- Engaging in sexual contact of any kind with or without mutual consent;
- Verbally or physically threatening to injure or harm any school staff member;
- Forcibly entering a school building locker, classroom, or secured enclosure;
- Displaying or indicating sings of burning or setting the school on fire (Drawing pictures, joking around or etc.);
- Spreading rumors (false or uncertain claims, accusation, and etc.) around;
- Sending or displaying inappropriate images with an electronic device;
- Possession of and/or use of a laser pointer;
- Possession of and/or use of fire crackers, noise makers, and/or fireworks of any kind;
- Improper use of the school's network, accounts, and/or computers; and
- Cyber bullying and/or bullying as defined in the Bullying Prevention and Intervention Policy;

C. MAJOR INFRACTIONS – CODE OF CONDUCT VIOLATIONS

The following infractions among others will be considered major and subject to detention, alternative study room, or suspension. It should be noted that students will be given hearings to guard their substantive and procedural rights in these matters.

- Truancy;
- Cutting class;
- Cheating and/or plagiarism;
- Accumulation of misdemeanor marks;
- Multiple dress code violations;
- Lying;
- Insolence to the school staff;
- Creating a disturbance of school routine;
- Leaving class without proper permission;
- Serious and repeated violation of school rules;
- Malicious damage to property of others;
- Disruption of classes;
- Forgery;

- Posting or distributing materials on school property that causes a disruption to the educational process;
- Using abusive or profane language (including name calling/racial slurs);
- Intentionally participating in or initiating actions that result in the disruption of the entire school;
- Vandalism and/or destruction of the property;
- Pushing another student;
- Trespassing, including entering a school to which the student is not assigned without signing in at the office, entering a school from which the student is suspended without permission from the Executive Director or intentionally participating in hazing activities;
- Engaging in an activity that may create a condition that is unsafe or unhealthy to others; and
- Bringing materials deemed inappropriate by PCSS Administration.

NOTE: Chronic or severe violations of the above infractions may result in suspension and/or expulsion at the discretion of the Executive Director and subject to the due process procedures outlined herein.

2) MINOR CORRECTIVE ACTION PLAN

Minor infractions of the PCSS Discipline Code may result in:

1. Discipline Points;
2. Alternative Study Room (ASR);
3. Re-contract (Behavior Improvement Plan);
4. Lunch/Recess Detention;
   After-School Detention;
   Saturday Detention;
5. Wednesday Detention;
   Early Release Detention;
6. Loss of Privileges;
7. Parental Consultation/follow up sheet;
8. Mandatory Counseling Session;
9. Suspension; and
10. Expulsion.

1. A **Discipline Point** is the notification by the issuing teacher to the student of a minor infraction of the rules. Accumulation of discipline points during a given week, marking period and/or year will result in a failing grade in conduct and further disciplinary action. Discipline points may be issued anywhere in the school building. (SEE DISCIPLINE POINT SYSTEM CHART FOR FURTHER INFORMATION)

MISDEMEANOR MARK CONVERSION TABLE

0-10 points.....A
11-20 points.....B
21-30 points.....C
31-40 points.....D
41-100 or over .....F

2. **Alternative Study Room** is the exclusion of a student from all classes and school activities for a specified time. The student is supervised within the school and is expected to complete assigned work during ASR for all academic classes. A student assigned to ASR may be excluded from all extracurricular activities. A student assigned to ASR is automatically prevented from participating in the next regularly scheduled interscholastic activity or competition in which he/she is involved and is barred from all extracurricular activities.

3. **Re-contract (Behavior Improvement Plan)** is when a student has either reached above 30 discipline points or has misbehaved seriously enough that requires being addressed immediately. The student will be invited to a parent/guardian-student-teacher conference to discuss the behavior(s). At this time, the misbehavior(s) will be presented to the student and parent/guardian. The team will put together a number of solutions to be put into effect immediately and a date to be reviewed.

4. **After-School Detention, Saturday Detention, and Lunch/Recess Detentions** are held daily after-school, on Saturdays, or during the day as a penalty for minor infractions. Detention takes precedence over extracurricular activities including sports and work. Busing will not be available after detention.

5. Wednesday and Early Release Detentions are held after school hours on Wednesdays or Early Release Days. On Wednesday, detention will begin at 3:00 PM and end at 5:30 PM. On Early Release Days, detention will begin at 1:00 PM and end at 3:30 PM.

NOTE: Detentions will be held in an alternative study room and the rules will be posted.

Failure to report to after-school detention will result in Saturday detention. Failure to attend Saturday detention will result in disciplinary action at the discretion of the administration.

6. **Loss of Privileges** is the exclusion of a student from all extracurricular, interscholastic activity (including athletics), and/or school sponsored activities. Loss of Privileges will be assigned when a student is sent out of class, after student accumulates ten (10) discipline points, and/or violates the PCSS Code of Conduct. Loss of athletics will occur when a student accumulates twenty (20) discipline points.

7. **Parental Consultation** is a meeting with the parent to discuss corrective action plans.

8. **Mandatory Counseling Session** is a meeting with a counselor when a student reaches thirty (30) discipline points and/or staff determines that a student could benefit from meeting with a counselor.

9. **Suspension** is the exclusion of a student from all classes, from school, and from school activities for a specified time. As part of the process a parent/guardian conference must occur. A student who is suspended is prohibited from participating in the next regularly scheduled interscholastic activity or competition in which he/she is involved and is barred from all extracurricular activities.

10. **Expulsion** is the permanent removal of a student from PCSS. Students will be suspended from school until a discipline hearing is held.

STUDENT SEARCHES AND INTERROGATIONS

Students are not entitled to any “Miranda-type” warnings before being questioned by school personnel, and school personnel are not required to contact a student’s parent before questioning a student. PCSS staff will tell students why they are being questioned.

Students and their personal belongings, including purses, backpacks, and clothing and student vehicles on school property or at school events are subject to search by school personnel to the extent that the search is reasonable under all the circumstances. In the event of a search of a student or their belongings, parents or guardians will be notified.

To the extent possible, searches will be conducted by a school administrator in the presence of another adult. In the event a student is found to be in the possession of an object or substance that may give rise to a crime, the police will be notified and, if appropriate, the object or substance will be given to the police. When the school refers a student to the police, the parents or guardian will be notified. Other objects or substances that are prohibited by the school rules may be held by the school personnel and returned to the parent or guardian. Students have no expectation of privacy in their lockers. The school retains joint custody of all lockers and such lockers are subject to search by school officials at any time.

NON-NEGOTIABLE BEHAVIORS

PCSS has established "Zero Tolerance" regarding violent behavior and threats of physical harm by students. When it is determined that a threat was made with intent, students will be subject to disciplinary action. As dictated by law with certain types of threats authorities will be notified. Students will be financially responsible for any damages that occur as a result of any violent behavior. Any reporting of false threats (bomb threat, fire, etc.) is a crime that is punishable by law. Instructional time lost due to any false report or hoax must be made up. Any object brought to school that is considered to be a potential cause of danger to others will be confiscated and disciplinary action will occur. Penalties for bringing a weapon to school range from short term suspension to expulsion and the proper authorities will be notified.

Students who violate the following rules on school premises or at school-sponsored or school-related events including athletic games, or on the way to or from school or such events as named above, whether on foot, on school-provided transportation, on public transportation, or on private transportation, or while waiting for any form of transportation, will be ***SUSPENDED*** or, in some cases, ***EXPELLED***. Expulsion means the loss of a seat at PCSS.

Students are ***NOT*** allowed to bring to school dangerous objects of no reasonable use to a student in school, such as knives, guns, mock guns, studded belts or bracelets, or other weapons prohibited by state law.

DUE PROCESS PROCEDURES

Due process refers to the rights of a student to notice and a hearing before being suspended or expelled from school. Specific due process procedures apply for disciplining students with disabilities (see section entitled "Discipline of Students with Special Needs").

Suspensions of Ten Days or Less

In the event of a suspension of one to ten days, the student and parent(s) or guardian(s) will be provided with written notice of the suspension. Suspensions of one to ten days are final and not subject to appeal.

Suspensions of ten days or less imposed pursuant to M.G.L. Ch. 71 §37H1⁄2 may be appealed pursuant to the provisions of M.G.L. Ch. 71 §37H1⁄2.

Long Term Suspension

A long term suspension is a suspension of more than ten days.

Suspensions of more than ten days may be appealed first to the Executive Director then to the Chief Executive Officer.

Long term suspensions imposed pursuant to M.G.L. Ch. 71 §§37H and 37H1⁄2 may be appealed pursuant to the provisions of those laws.

Long term suspensions remain in effect prior to any appeal hearing.

Expulsion and Expulsion Pursuant to M.G.L. Ch. 71 § 37H (Please see full text of law, provided below.)
Expulsions, including expulsions imposed pursuant to M.G.L. Ch. 71 § 37H, may be appealed pursuant to the provisions of § 37H. Specifically, the procedure for appealing an expulsion is as follows:

Any student charged with an expellable offense shall be notified in writing of an opportunity for a hearing before the Executive Director. At the hearing, the student may have representation legal or other at his or her own expense, and may present witnesses and evidence. After the hearing, the Executive Director may, in her or his discretion, decide to suspend rather than expel the student. Following any such appeal hearing, the Executive Director will notify the student of her or his decision in writing within five school days.

Any decision by the Executive Director to expel a student may be appealed to the Chief Executive Officer. In order to appeal to the Chief Executive Officer, the expelled student must notify the Chief Executive Officer of her or his appeal in writing within ten days of her or his receipt of the Executive Director's decision. At the hearing, the student may have representation at his or her own expense, and may present witnesses and evidence. The subject matter of the appeal will not be limited solely to a factual determination of whether the student has violated a law or rule.

Long term suspensions remain in effect prior to any appeal hearing.

Suspension and/or Expulsion Pursuant to M.G.L. Ch. 71 § 37H1⁄2 (Please see full text of law, provided below.)
Students who are suspended or expelled by the Executive Director pursuant to M.G.L. Ch. 71 § 37H1⁄2 will receive written notification of the charges and the reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The student will also receive written notice of the right to appeal and the process for appealing the suspension or expulsion. The suspension or expulsion will remain in effect prior to any appeal hearing conducted by the Chief Executive Officer.

The student has the right to appeal a suspension or expulsion pursuant to M.G.L. Ch. 71 § 37H1⁄2 to the Chief Executive Officer. The student must notify the Chief Executive Officer in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Chief Executive Officer shall hold a hearing with the student and the student’s parent(s) or guardian(s) within three calendar days of the student’s request for an appeal. At the hearing, the student has the right to present oral and written testimony on his behalf, and has the right to counsel at his or her own expense. The Chief Executive Officer has the authority to overturn or alter the decision of the Executive Director, including recommending an alternate educational program for the student. The Chief Executive Officer shall render a decision on the appeal within five calendar days of the hearing. The decision of the Chief Executive Officer is the final decision of PCSS with regard to the suspension or expulsion pursuant to M.G.L. Ch. 71 § 37H1⁄2.

In cases of expulsion, school officials may, at their sole discretion, demand the results of a psychological evaluation prior to re-admitting the student to school.

DISCIPLINE POINT SYSTEM (DPS)
Discipline point system is applied for the minor infractions only.

Besides the established disciplinary procedure, PCSS implements a discipline point system (DPS) in which students are issued points for unacceptable behaviors. Each teacher and staff issues discipline points to students and the administration has the discretion to implement certain consequences for students who have earned points above a set limit.

1. Every unwanted behavior has a numerical point. (See Discipline Point Case File)
2. Every school staff person has the right to issue discipline points to any student.
3. The discipline points are recorded in student files and the school database. Accumulation of discipline points has consequences. (see the following items)
4. A teacher can issue points only once for the same incident in a period of class. If the same case continues, the teacher shall send the student to the alternative study room (ASR) for further consequences.
5. The earned reward points cancel the discipline points. (See the reward point system)

PIONEER CHARTER SCHOOL OF SCIENCE
DISCIPLINE POINT SYSTEM (DPS)

	Discipline Point	Consequence	Duration	Corrective Action
1	-10 points*	**After-School Detention**** (Lunch Detention/Loss of Privileges)	120 min	**Student Conference** (Code of Conduct Review)
2	-20 points	**Saturday Detention** (Loss of Athletics)	180 min	**Parent Contact - 1** (Code of Conduct Review)
3	-30 points	**Week of After School Detention, Including Saturday**	780 min	**Parent Conference - 1** Mandatory Counselor Session
4	-40 points	**Alternate Study (ASR)**** (In-School Suspension)	1 day	**Parent Contact - 2**
5	-50 points	**Out-of-School Suspension**	1 day	**Parent Conference – 2** Warning Letter I
6	-70 points	**Out-of-School Suspension**	3 days	**Parent Conference - 3** Warning Letter II
7	-80 points	**Out-of-School Suspension**	5 days	**Parent Conference - 4** Warning Letter III
8	-100 points	**Long-Term Suspension and/or Expulsion**		**Discipline Hearing – 1** Final Letter

***NOTE: 10 or more discipline points** in a week will result in detention until further notice.
****NOTE: Detentions** and **ASR** require doing additional assignments. Failure to do the assignments or follow the instructions or not attending the consequence session will result in the next level of consequence.

DISCIPLINE POINT CASES

DESCRIPTION	POINT VALUE	DESCRIPTION	POINT VALUE
Using profanity	-4	Eating or drinking in class/gym	-2
Electronic device/cell phone policy violation	-4	Passing notes during class	-2
Failure to follow instruction during emergency drill	-4	Talking back to teacher	-2
Throwing things in class/hallway/cafeteria	-3	Causing disruption	-2
Not being in assigned location/cutting class	-3	Failure to follow instruction	-2
Dress code violation/untucked shirt	-3	Playing around	-2
Gossiping/spreading tale/lying	-3	Inappropriate cafeteria behavior	-2
Dangerous horse-playing/hitting/pushing	-3	Not working on assigned tasks	-2
Humming/singing/making noises	-3	Unexcused tardy to class	-2
Leaving the classroom without permission	-3	Writing on desk/walls	-2
Chewing gum	-3	Failure to carry proper hall pass	-1
Inappropriate behavior/comment to another student	-2	Making loud noises in the hallway	-1
Sleeping in class	-2	Littering/Leaving paper/trash on the floor	-1
Running in the hallway	-2	Tapping	-1
Not sitting properly/moving around classroom	-2	Lack of materials	-1
Antagonistic behavior/rudeness	-2	Lack of cooperation	-1
PDA Violation	-2	Failure to make up homework	-1
Excessive talking/calling out	-2	Using locker at incorrect time	-1

PIONEER CHARTER SCHOOL OF SCIENCE
RECOGNITION AND REWARD POINT SYSTEM (RPS)

The students who demonstrate proper behavior and academically perform well are rewarded by the school staff. Reward Points are divided into daily, weekly, monthly and quarterly award systems. Reward Points will be given to students based on school staff evaluation. During weekly administration meetings, administrators will review the reward points given to ensure students are not taking advantage of the system. The awards and reward points are as follows:

	Daily Award	Description	Point Value
1	Good Deed (Teacher)	If one student helps another and is recognized by school staff for their act of selfless humanity. The following are examples of humanity: assisting a student with crutches; helping a new student become familiar with school; and peer tutoring.	1
2	Test Excellence (Dean of Academics)	Scoring a 100 or above on a test or exam. (ONLY tests, midterm exams , and final exams) The Dean of Academics will be consulted before being issued.	1
3	Club Attendance* (Teacher)	Attending both club meetings and actively participating in an appropriate way. Determination will be based on proper conduct in a club meeting.	1
4	Academy Attendance (Dean of Academics)	Attending both Academy sessions and actively participating in an appropriate way. Determination will be based on proper conduct in Academy.	1
5	Citizenship (Administration)	Notifying the Main Office (Room 100) or administrator of serious problems at the school. Examples: Graffiti, Bullying, Broken Equipment, or Safety Concerns. All claims will be investigated and taken seriously; if a false claim is made there will be consequences involved.	2
6	Athletic Excellence (Athletic Director)	Showing extreme sportsmanship in an athletic activity in or off school grounds. This award will be given based off recommendations from coaches, physical education teachers, and student athletes.	2
7	Leadership (Teacher)	Determination will be based on being a role model for others, promoting positive school culture, ensuring the safety of others and putting other's needs above your own. School staff must recognize the student while he or she is leading other students in a school activity.	2
11	Pledge of Allegiance (Administration)	After meeting with administration, a student may schedule themselves to lead the school in the pledge of allegiance during morning announcements.	2
12	Administrative Recognition (Administration)	During the school day, if an administrator sees a student behaving exceptionally they may receive reward points.	2

*If a student misses club more than 3 times, he/she will be removed from the club.

	Weekly Award	Description	Point Value
1	Teacher Assistance (Teacher)	Actively seeking a teacher to help with classroom activities, cleaning, or organization. Students must spend one week assisting teacher to receive a reward point.	1
2	Classroom Excellence (Teacher)	This award will go to students based on a weeklong record of actively participating, completing all assignments, and assisting the teacher in his or her classroom activities effectively. (Limit one per class)	2
3	Receiving 0 (ZERO) Discipline Points in a Week (Administration)	For good behavior in a week. Students will receive 2 reward points for not receiving any discipline points.	2
4	Best Homework Ticket (Teacher)	A Best Homework Ticket assignment will be given by the teacher and for the student with the highest grade or best work will receive this award.	3

The students that show extraordinary effort in promoting a positive school culture through respect, professionalism, academics, and leadership will be awarded each month. The winners of these awards will be announced in the morning announcements, school newsletter, and on the school website. The winners of these awards will also be put into the running for the class superlative of the same name at the End of the Year Ceremony and then into the PCSS Hall of Fame. Each grade will have its own set of awards. These awards will not be given if a student does not meet all criteria for the award. Each quarter, a pizza party will be thrown for the students that receive a Student of the Month Award.

	Monthly Award	Description	Point Value
1	Most Improved (Grade Level)	This award will be given to students based on the review of student report cards and/or discipline points. Students must improve on at least one grade level in at least TWO core subjects to receive the award. Student must reduce discipline points by at least TEN points to receive the award.	2
2	Behavior Improvement (Deans of Students)	This award will be given to the students based on the Deans of Students review of discipline records	2
3	Professional Award (Grade Level)	This award will be given to one student during the Grade Meeting. In order to receive this award, the student must consistently show professional behavior, profession attire (dressed well), and punctuality (attending school and class on time).	3
4	Respect Award (Grade Level)	This award will be given to one student during the Grade Meeting. In order to receive this award, the student must consistently show respect to his or her peers, school staff, and school community. The student must also promote the same respect they show on a daily basis.	3
5	Academic Award (Grade Level)	This award will be given to one student during the Grade Meeting. In order to receive this award, the student must consistently show great academic progress, maintain high-levels of academic progress, and assist other students that may need help with their subjects.	3
6	Leadership Award (Grade Level)	This award will be given to one student during the Grade Meeting. In order to receive this award, the student must consistently take initiative in school activities, being active in class discussion or group work, and leading peers toward a positive school culture.	3

At the end of the marking period for each quarter, the Dean of Academics and Executive Director will create a list of students that achieve honor roll and high honor roll. When a student receives remarkable grades on their report card he or she will be eligible to receive the following:

	Quarterly Award	Description	Point Value
1	Honor Roll (Administration)	Receiving an A or a B in all classes.	4
2	High Honor Roll (Administration)	Receiving an A in all classes.	8

Occasionally, students will forget their homework or make a mistake that will leave them in the Alternate Study Room (ASR). In order to award students who have been behaving excellently while in Detention or ASR, the follow awards have been created to give students a chance to make up for their past mistakes.

	Compliance	Description	Point Value
1	Lunch Detention Compliance (Lunch Supervisor)	Students must not receive warnings and must read or work silently. Talking, disruption, or not following instructions will make students ineligible.	2
2	ASR Compliance (ASR Supervisor)	While assigned to ASR, students must: remain silent, follow all directions given by the ASR Supervisor, complete all tasks assigned, and remain in ASR for the duration of their punishment.	2
3	Saturday Detention Compliance (Saturday Supervisor)	While assigned to Afterschool Detention, students must arrive on time, remain silent, and follow all direction given by the Detention Supervisor,	4

There will be awards for students that show exemplary behavior and achieve a certain number of reward points. Rewards and cutoff dates will be placed on a Rewards Calendar that will be placed in the school, announced in the morning, posted on the school website, and distributed in the newsletter. The following rewards for a certain number of reward points are as follows:

	Rewards	Reward Points
1	First Quarter Contact Home to Thank Parents and Students	10
2	First Quarter Recognition Certificate	20
3	First Quarter Gift of One First Lunch Pass	30
4	Second Quarter Gift of One Dress Down Certificate	40
5	Second Quarter Pizza Party	50
6	Third Quarter Gift of One Dress Down Certificate and One First Lunch Pass	60
7	Third Quarter Breakfast	70
8	Fourth Quarter Field Trip	80
9	Place in Fourth Quarter Raffle for an iPod©/iTunes© Gift Card (Given the following school year)	90
10	Acknowledgement in the End of the Year Ceremony and a place in the running for Principal's Award	100

**** As the year progresses teachers and administrators will closely examine the actions of the students who consistently receive discipline points (regardless of the total reward points a student might have). They have the right to decide on rolling over the discipline points only to the next academic year.**

PIONEER CHARTER SCHOOL OF SCIENCE
COMMENCEMENT AND END OF YEAR CEREMONY AWARDS

The Commencement Ceremony and End of the Year Ceremony happen at the end of the school year and offer awards to students that display highest achievement at school, in academics, and positive behaviors. Below is the list of possible awards at the end of the year.

	Yearly Award	Description
1	High School Diploma	The student will receive this reward if they complete the graduation requirements listed in the Student Handbook.
2	Senior Class Valedictorian	The student with the highest GPA throughout their first four years of high school. Will give a speech at the Commencement Ceremony.
3	Senior Class Salutatorian	The student with the second highest GPA throughout their first four years of high school. Will give a speech at the Commencement Ceremony.
4	Certificate of Completion	The student will receive this reward if they pass every course in the 8th grade school year.
5	8th Grade Valedictorian	The student with the highest GPA in the eighth grade. Will give a speech at the End of the Year Ceremony.
6	8th Grade Salutatorian	The student with the second highest GPA in the eighth grade. Will give a speech at the End of the Year Ceremony
7	Principal's Award (Principal)	This award will be given to one student in the middle school and one in the high school by the Executive Director. In order to receive this award, the student must achieve High Honor Roll, receive one of the Monthly Awards, and exceed PCSS expectations on a regular basis.
8	Academic Award (Science, Mathematics, English Language Arts, and History)	These awards will be given to students that has achieved above and beyond what was expected of them in the classroom. The student must receive a 90 overall for the year in the subject and be recommended by the subject teacher. One is given to each grade level.
9	Specials Award	These awards are for students who excelled in the following areas: Foreign Language, Music, Art, Health and Gym, Computers, and Character Development The student must receive a 90 overall for the year in the subject and be recommended by the subject teacher. One is given for the entire school.
10	Non-Academic Award (Leadership, Professional, Respect, and Most Improved)	The Non-Academic Awards are given to students that excel in Leadership, Professionalism, Respect, and growth. These awards are chosen out of the pool from which students were selected for the Monthly Awards.
11	Perfect Attendance	The students that do not miss any school days will be given this award on the last day of school.
12	Recognition of 100 or more Reward Points	The students that have accumulated over 100 reward points will be recognized at the End of the Year Ceremony.

BULLYING PREVENTION AND INTERVENTION

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Parts of the law (M.G.L. c. 71, § 37O) that are important for students and parents or guardians to know are described below.
These requirements are included in the school's or district's Bullying Prevention and Intervention Plan ("the Plan"). The Plan includes the requirements of the law, and also information about the policies and procedures that PCSS will follow to prevent bullying and retaliation, or to respond to it when it occurs.

Definitions

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.

Cyberbullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Target is a student against whom bullying, cyberbullying, or retaliation is directed.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owed, leased or used by a school district or school (for example, on a school computer or over the Internet using a school computer),
- at any program or location that is not school-related, or through the use of personal technology or electronic devices,
- if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously.

Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing by said staff member. A school or district staff member is required to report immediately to the Dean of Students any instance of bullying or retaliation the staff member becomes aware of or witnesses.

Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. For this purpose, PCSS has made available an Incident Reporting Form that may be sent to reportbullying@pioneercss.org. Use of an Incident Reporting Form is not required as a condition of making a report.

A copy of the Incident Reporting Form will be provided in the beginning of the year packets for students and parents or guardians; available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the Dean of Students; and posted on the school's website.

Reporting by Students, Parents or Guardians, and Others

PCSS expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Dean of Students immediately. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Dean of Students.

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Professional Development for School and District Staff

Schools and districts must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying. The content of such professional development is to include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been show to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyberbullying; and (vi) Internet safety issues as they relate to cyberbullying.
A full and complete copy of PCSS's Bullying Prevention and Intervention Plan is available at www.pioneercss.org, and hard copies are available in the office.

NON-DISCRIMINATION NOTICE and CIVIL RIGHTS AND SAFETY INFORMATION for School Personnel, Parents and Students

Standards of Behavior in PCSS Non-Discrimination Statement: PCSS, in accordance with its non-discrimination and zero tolerance policy, does not discriminate in its programs, activities, facilities, employment and educational opportunities on the basis of race, color, age, disability, sex, religion, national origin, or sexual orientation, and does not tolerate any form of coercion or harassment that insults the dignity of others and interferes with their freedom to learn or work.

Students have the right to an education and to all rights guaranteed by the Constitution, including the right to personal safety. In return, they must respect the right of other students, teachers, and staff. To protect these rights, rules have been written for all students in PCSS. Learning and teaching can take place only when everyone behaves with care and respect for everyone else. Students and teachers cannot work together where there is fear, disorder or violence. The rules below will be enforced. In all cases, PCSS reserves the right to determine on a case by case basis the appropriate type and severity of disciplinary action.

The Pioneer Charter School of Science is committed to creating and maintaining schools that prevent discrimination of all types at the same time as we ensure the health and safety of all who work and learn here. Please take time to review this material in depth.

- **Title I of the Americans with Disabilities Act of 1990:** Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.
- **Title II of the Americans with Disabilities Act of 1990:** Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming.
- **Title IX of the Education Amendments of 1972:** Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs on the basis of sex.
- **Title VI of the Civil Rights Act of 1964:** Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, or national origin.
- **Section 504 of the Rehabilitation Act** of **1973:** Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.
- **Massachusetts General Laws, Chapter 76, Section 5:** Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion, and sexual orientation.

1. Statement

It is the role of PCSS to provide a safe and secure learning environment for all students without distinction based on race, color, gender, national origin, religion, disability, sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated.

It shall be a violation for any pupil, teacher, administrator, vendor, school visitors, or other school personnel to engage in sexual or bias-related harassment (referred to as “wrongful harassment”) or violate the civil rights of any pupil, teacher, administrator, or other school personnel. Conduct amounting to hate crime is a particularly serious infraction that will result in referral to law enforcement agencies.

PCSS will act to investigate all complaints, formal or informal, verbal or written, of sexual or bias-related harassment or violations of civil rights and to take appropriate action against any pupil, teacher, administrator, or other school personnel who is found in violation.

2. Commitment to Prevention

PCSS is committed to prevention, remediation, and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. The school undertakes to engage in activities and programming such as training of all school personnel, intended to foster respect for diversity, civil rights, and non-violence in school settings.

3. Zero Tolerance for Known Civil Rights Violations; Required Reporting and Intervention to Stop Harassment

a. School employees must intervene in ongoing civil rights violations and episodes of wrongful harassment whenever witnessed or reported to the extent that intervention can be done safely. School employees must report a civil rights violation or episode of wrongful harassment to the School civil rights administrator (Executive Director). The designated administrator must intervene in ongoing matters of civil rights violations and episodes of wrongful harassment, summoning assistance as necessary.

b. The primary objective of school intervention in a civil rights matter is to put a swift end to, and prevent any recurrence of, any wrongful conduct, so as to ensure the safety of all students and a school environment free of wrongful harassment and civil rights violations. Intervention should be undertaken immediately, as needed on a short-term basis, and more comprehensively once a civil rights violation has been found to occur. The school will take all necessary steps within its authority to implement the objective of stopping continuing civil rights violations and wrongful harassment, and restoring and preserving an environment free of such conduct.

c. Effective, and if need be escalating, measures should be used to definitively stop harassment and violence. School officials should immediately consider and use regular administrative actions to defuse a civil rights situation wherever possible: separating victim or complainant and offender, ordering the offender to stay away from the victim, or assigning additional security. Relevant school disciplinary hearings should begin and proceed on an expedited basis where there is a threat of ongoing interference with civil rights. Disciplinary action appropriate to the offender’s conduct should be taken when a violation is found. Potential criminal conduct should be reported to law enforcement, and legal remedies pursued as necessary to protect civil rights.

Harassment: PCSS prohibits all unwelcome behavior that interferes with school performance and creates an intimidating, hostile, and or offense environment. Any student who engages in physical, sexual, or verbal harassment is subject to an out-of-school suspension for up to 10 days to permanent exclusion from School. Physical harassment includes pushing, hitting punching or other unwanted contact between students. It also

includes any case of a student not permitting another student freedom of movement by blocking the way or otherwise hampering passage.

Sexual Harassment: PCSS is committed to safeguarding the right of all students to learn in an environment that is free from all forms of sexual harassment. The school prohibits all unwelcome behavior of a sexual nature because such conduct interferes with school performance and creates an intimidating, hostile and/or offensive educational environment.

The range of behaviors includes, but is not limited to:

- Display or circulation of written materials or pictures derogatory to a gender or sexual orientation.
- Writings or drawings placed on school properties.
- Uninvited remarks and gestures.
- Unwanted sexual comments.
- Spreading sexual gossip.
- Pressure for sexual activity.
- Unwanted physical contact such as touching, pinching, patting, rubbing, etc.
- Homophobic behavior, e.g. gay and lesbian harassment.

4. Designation of Civil Rights Administrator

Our designated Civil rights administrator is the Executive Director. Her responsibility will be to respond to matters of civil rights that arise in the School setting. She has been given the title and is prominently identified as available to receive reports and complaints of civil rights violations from students, faculty, or staff. The Executive Director takes responsibility for upholding school civil rights and safety policies. She also serves as a liaison with law enforcement agencies, and assist the Building Administrator in making referrals of possible criminal matters to law enforcement.

5. Identification of Prohibited Conduct

a. Definitions

- **Bias Incident** means any act, including conduct or speech, directed at or which occurs to a person or property because of actual or perceived race, religion, color, ethnicity, disability, gender, or sexual orientation. A bias incident may or may not be a criminal act.
- **Bias Indicators** are objective facts and circumstances, which suggest that an action was motivated in whole or in part by a particular type of bias.
- **Bias Motives** recognized by Massachusetts's law as causing hate crimes include prejudice based on race, religion, color, ethnicity, disability, gender, and sexual orientation.
- **Civil Rights Violations** involve interfering by threats, intimidation, or coercion, with someone's enjoyment of constitutional or statutory rights. Rights protected against interference include non-discrimination in access to advantages and privileges of a public school education. The term "civil rights violation" also covers bias-related and sexual harassment and bias crimes, so the term is applied generically to any civil or criminal law infractions.
- **Discrimination** consists of actions taken against another or others, which treat them unequally because of race, religion, color, national origin, disability, sexual orientation, or gender bias.
- **Harassment** consists of unwelcome verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education.

  Bias-Related Harassment will present bias indicators, most commonly epithets: name-calling derogatory to a particular racial, religious, or sexual orientation group;

Sexual Harassment covers instances of physical or verbal conduct of a sexual nature, not limited to but including sexual advances, which foster a hostile educational environment for the victim.

Hate Crimes include any criminal acts to which recognized types of bias motives are an evident contributing factor. Criminal bias-motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury. Repeated threatening or menacing actions like following someone can amount to the crime of stalking.

- **Hostile Environment** exists when a person has been or is subjected to threats, intimidation, or coercion by another (or others) or is reasonably in fear for his or her safety. Whether a school environment has become hostile must be evaluated based on the totality of the circumstances. Repeated instances of bias-related and sexual harassment create a hostile environment for the victim. A single act of harassment can also create a hostile or intimidating environment if sufficiently severe. A hostile environment does not necessarily entail that a student exhibits quantifiable harm, such as a drop in grades.
- **Stalking** is a felony, consists of intentional conduct involving 1) two or more acts directed at a specific person, 2) which would cause an average person substantial distress, 3) where the perpetrator has made threats causing the targeted person fear of death or injury.

b. Common Bias Indicators

- Bias-related oral comments or epithets
- Bias-related markings, drawings, or graffiti
- Use of bias-related symbols
- No clear economic motive for an assault and battery
- Crime involving disproportionate cruelty or brutality
- Offender history of crimes with similar modus operandi and victims of the same group

c. Examples of Civil Rights Violations and Bias Incidents

- Unwelcome verbal, written, or physical conduct directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs (racial and color harassment)
- Unwelcome verbal, written, or physical conduct, directed at the characteristics of a person's religion, such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs, or graffiti (religious harassment)
- Conduct directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs (national origin harassment)
- Conduct directed at the characteristics of a person's sexual orientation-actual, perceived, or asserted-such as negative name-calling and imitating mannerisms (sexual orientation harassment)
- Conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment (disability harassment)
- Physical conduct putting someone in fear of imminent harm, coupled with name-calling of a bigoted nature (crime of assault)
- Repeated, purposeful following of someone, coupled with evident bias against the victim's actual or perceived group status (civil rights violation or crime of stalking)
- Painting swastikas on walls or other public or private property (crime of vandalism)

- Hitting someone because of his or her actual or perceived group status (crime of battery)

d. Scope of Information

This information applies to bias crimes, civil rights violations, bias incidents, and bias-related harassment occurring on school premises or property, or in the course of school-sponsored activities, including those outside of school if there is a detrimental effect on the School or the educational climate.

6. Procedures for Responding to and Investigating Incidents

a. Whenever a staff person witnesses, or some third party reports, a possible civil rights violation, the Executive Director must be notified. The Executive Director in conjunction with school safety personnel and the Building Administrator should immediately begin an investigation. In an emergency, 911 must be called.

b. If a student believes that he or she has been harassed or the subject of a civil rights violation, he or she should bring such violation to the attention of any PCSS staff person. A student coming forward to report a civil rights violation s/he has experienced should be directed to the Executive Director, after any emergency needs are attended. Consideration should be given to whether any immediate or interim steps are necessary to ensure the safety of and avert retaliation against the complainant. Mrs.Jonuz , in conjunction with school safety personnel and the Building Administrator, should immediately begin an investigation. In an emergency, 911 must be called.

c. The investigation must determine whether a civil rights violation has in fact occurred. An immediate aim of the investigation should be preservation and gathering of evidence from the scene of an incident. Bias-related graffiti should be photographed then removed. The investigator should seek to interview all victims and witnesses at the scene, or as soon thereafter as possible, and then interview others who may have relevant knowledge as well. The investigation may also consist of any other methods and documents deemed relevant and useful.

d. All the circumstances as found should be carefully evaluated for the presence of bias indicators that would characterize the matter as a civil rights violation. The investigation should make a finding as to whether civil rights infraction in violation of this policy has occurred based on the definitions of wrongful conduct supplied at Section 6.

Complaint Procedures in cases of sexual, racial and/or other harassment:

a. Any student subjected to harassment may, if she/he chooses, confront the harasser informally in order to resolve the complaint on a personal level. If the complainant does not want to deal directly with the harasser, or if the matter is not resolved, the complainant should immediately report the conduct to a teacher, counselor, Dean of Students, or the Building Administrator. The staff member becomes the student's advocate.

b. The advocate must always take every report of harassment seriously, investigate every complaint of harassment and respond promptly. If it is determined that harassment has occurred, the advocate will take appropriate action to end the harassment and to ensure that it is not repeated. Confidentiality will be maintained to the extent consistent with PCSS' obligations under law.

c. The Building Administrator or Dean of Students will conduct an investigation within 10 days that may result in further mediation or disciplinary action. The complainant has the option of seeking outside legal counsel for a violation of Title IX. When an investigation has been completed, PCSS personnel will inform the complainant of the results and file a report with the Dean of Academics, the Coordinator for Title IX/Section 504 of Rehabilitation Act/622.

d. No individual will suffer reprisals for reporting incidents of harassment or making complaints in good faith. PCSS does not tolerate retaliation by an employee or student against a person who has made complaints about harassment in good faith.

e. Depending on the circumstances, the consequences for harassment may include anything from a warning to expulsion.

7. Consequences for Civil Rights Violations and Failures to Act as Required

a. Non-disciplinary Corrective Actions

Potential civil rights violations can be addressed with steps that are not punitive in character, without the necessity of disciplinary proceedings. These steps generally lie within the ordinary discretion of principals and school officials. Examples of non- disciplinary actions that may be appropriate in some instances include counseling, assignment to participate in a diversity awareness training program, separating offender and victim, parent conferences, and special work assignments such as a composition on a civil rights-related subject.

b. Disciplinary Proceedings

Violations of the civil rights of a student or school employee which are found to have occurred after a hearing warrant the imposition of sanctions up to and including suspension and expulsion (for students), and suspension or termination (for employees). Disciplinary actions will be taken toward the goals of eliminating the offending conduct, preventing reoccurrence, and reestablishing a school environment conducive for the victim to learn. The school may consider completion of a youth diversion program as a sanction for student violators, standing alone or in conjunction with other disciplinary actions, for violations of civil rights.

c. Failure to Act by Administrators and Teachers

Upon completion of information dissemination, administrators and teachers have a duty to act to stop witnessed sexual or bias harassment and hate crimes, as safely as can be done; and to report occurrences to the Executive Director and sometimes the police. A clear failure to act as this policy would direct should in the first instance entail that the individual undergo further training in hate crimes, diversity issues, and the requirements of school policy. The school administration will develop further sanctions and actions to address repeated instances of a failure to act in accordance with this policy.

8. Commitment to Non-Retaliation

To secure the unimpeded reporting of bias activity called for in this information, PCSS will deal seriously with any and all threats or acts of retaliation for the good faith filing of a complaint. Actual or threatened retaliation for the reporting of a civil rights matter constitutes a separate and additional disciplinary infraction warranting corrective actions. If conduct amounts to stalking, a mandatory referral to law enforcement will be made. Staff will monitor the situations of victims/complainants carefully to ensure that no threats or acts of reprisal are made. Appropriate and immediate non-disciplinary administrative actions to mitigate possible or actual retaliation may also be taken; to the extent administrators have discretion to act.

9. Referral to Law Enforcement

Whenever a school employee has reason to believe that a potential hate crime has been, or is about to be committed, s/he should notify the Executive Director and, especially in an emergency, the local police. The Executive Director has chief responsibility for notifying the police of potential hate crimes in non-emergency situations; the referral is mandatory whenever a probable hate crime is at issue.

10. Documentation Requirements

a. Record keeping

The designated civil rights administrator (Executive Director) will be responsible for keeping records of all civil rights violations and hate crimes reported for the School. These records shall be grouped according to school year and grade. In addition to recording the particulars of the incident itself**,** the system should record the actions taken in response and the results of the investigation and intervention. The civil rights administrator (Executive Director) shall keep this information gathered at a central place such as a school civil rights office.

b. Monitoring and Tracking to Identify Patterns

Records should be maintained so as to permit administrators to detect patterns in civil rights violations, repeat offenders, and problem locations. Responsive action should be tailored based on the pattern information that records reveal.

11. Dissemination of Information and Training

a. This information shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
b. This information shall appear in the faculty and student handbook.
c. The Civil Rights Administrator (Executive Director) will provide instruction in the provisions of this information to teachers, other employees and students.
d. This information shall be reviewed at least annually for compliance with state and federal law.

12. Additional Information: SECTION 504 OF THE REHABILITATION ACT

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, PCSS has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the School system. *Please be aware that the Dean of Academics is our SECTION 504 ADMINISTRATOR/TITLE-IX COORDINATOR.*

PCSS has the responsibility under Section 504 to identify, evaluate, and if the student is determined to be eligible under section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the School district, s/he has the right to a hearing with an impartial officer.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parents or guardian the right to: (1) inspect and review his/her child's educational records; (2) make copies of these records; (3) receive a list of the individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to any report on the grounds it is inaccurate, misleading, or violates the child's rights; and (6) request a hearing on the issue if the School refuses to make the amendment.

Questions should be directed to the designated Civil Rights Administrator (Executive Director).

13. Additional Information: Notice of Non Discrimination

PCSS is committed to compliance with the Americans with Disabilities Act (ADA). The school intends to ensure that individuals with disabilities whether they are employed, apply for a position, or visit facilities within the School are treated fairly and given an equal opportunity to access facilities, programs, activities and employment.

It is unlawful for PCSS to discriminate on the basis of disability against a qualified individual with a disability in regard to:

- Recruitment, advertising, job application, and employment procedures;
- Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff and re-hiring;
- Job assignments, job classifications, organizational structures, position descriptions, lines of progression and seniority lists;
- Leave of absence, sick leave, or any other leave;
- Fringe benefits available by virtue of employment, whether or not administered by the covered entity;
- Selection and financial support for training including apprenticeships, professional meetings, conferences, and other related activities and selection for leaves of absence to pursue training;
- Activities sponsored by a covered entity including social and recreational programs; and
- Any other term, condition, or privilege of employment.

The school will not isolate individuals with disabilities, discriminate on the basis of disabilities through contracts, avoid using qualification standards, criteria, methods of administration, or tests that discriminate against individuals with disabilities, avoid not making reasonable accommodations to an otherwise qualified individual with a disability.

The ADA requires that the School focus on the ability not the disability of the individual. PCSS will consider reasonable accommodations providing the individual can perform essential functions of the position. It is not required, however, to give preferential treatment to individuals with disabilities or lower the expected standards of performance.

PCSS is committed to meeting the intent and spirit of ADA. All employees are urged to help meet this goal. If anyone believes that PCSS has discriminated against him/ her or someone else on the basis of disability, or if anyone has questions or concerns about PCSS' responsibilities in this regard, please contact the Executive Director.

APPENDICES TO POLICY

Responsibilities of School Personnel and Students in Relation to Witnessed or Reported Bias Incidents

1. All Personnel and Students

- Report bias incidents and civil rights violations to school civil rights administrator (Executive Director).
- Be familiar with basic facts about hate and hate crimes so as to be able to identify bias incidents and have an understanding of the dynamics.
- Challenge biased attitudes and behavior whenever encountered in school and outside.
- Report hate crimes to police, and summon help in an emergency.
- Uphold school civil rights and safety policies and remain vigilant and alert to violations.
- Take responsibility so as to make a difference in stopping hate, finding and creating individual and group opportunities for action and involvement.

2. Teachers Only

- Set guidelines for classroom behavior to avoid hurt feelings and promote respect.
- Respond to and challenge insensitive behaviors like name calling and exclusion of children who are different.
- Instruct against hate and prejudice, where this message is apropos to classroom subjects and lessons.
- Look for and help implement proactive programs and strategies to promote tolerance and stop hate conduct.

3. School Staff Specifically

- Challenge and try to stop bias incidents when witnessed or encountered in progress, if a safe opportunity is presented.

4. Civil Rights Designees Specifically

- Be available to receive reports of civil rights violations from students, faculty, and other administrators.
- Respond promptly to a report of a civil rights violation by intervening if possible, ensuring that students are safe and free from harassment, and by starting an investigation and quickly ascertaining the facts.
- Put a stop to ongoing harassment immediately and effectively, and refer victims to support services and resources available in the area.
- Take remedial, corrective, and disciplinary action as the circumstances established by the investigation, school policies, and the Code of Conduct, warrant.
- Take steps to avert retaliation against students who report civil rights violations, and act immediately to ensure student safety and freedom from harassment.
- Communicate and coordinate efforts with police on a regular, ongoing basis, and develop a working partnership with police officers assigned to school s and civil rights issues.
- Undergo specialized training to maintain knowledge of hate crimes and civil rights issues as they affect schools.
- Coordinate school prevention programming and activities, drawing on available resources and tools.

Federal and Massachusetts Laws Bearing on Harassment and Bias Crimes in School Settings

- Title VI, 42 U.S.C. Sec. 2000 et seq. (prohibition of discrimination based on race, color, or national origin)

- Title IX, 20 U.S.C. Sec. 168 et seq. (prohibition of discrimination based on sex or gender)

- Title II of the Americans with Disabilities Act, 42 U.S.C. Sec. 12134 (prohibition of discrimination based on disability)

- M.G.L. c. 71, Sec. 37H (student handbooks required to state disciplinary measures applicable to "violations of other students' civil rights")

- M.G.L. c. 76, Sec. 5 (prohibition of discrimination "on account of race, color, sex, religion, national origin or sexual orientation," in access to "advantages, privileges and courses of study of [local] public school ")

- M.G.L. c. 151C (Fair Education Practices Act, includes prohibition of sexual harassment

- M.G.L. c. 214 Sec. 1B (right of privacy)

- M.G.L. c. 214 Sec. 1c (right of freedom from sexual harassment)

- M.G.L. c. 12, Secs. 11H and 11I (prohibition of threats, intimidation, or coercion interring with someone's legal rights)

- M.G.L. c. 265 Sec. 37 (criminal penalties for the use of force or threats to interfere with someone's legal rights)

- M.G.L. c. 265, Sec. 39 (increasing penalties for assaults, batteries and property damage motivated by bias on grounds of race, religion, ethnicity disability and sexual orientation)

- M.G.L. c. 266, Sec. 127A (criminal penalties for vandalism of a school)

IMPORTANT LAWS THAT IMPACT DISCIPLINE AND DUE PROCESS

Please note that the PCSS administration is structured such that the Executive Director shall serve as Principal, and the Board of Trustees shall serve as Superintendent, for purposes of M.G.L. Ch. 71 §§37H and 37H½.

M.G.L. Ch. 71 §37H. Policies relative to conduct of teachers or students; student handbooks
(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

M.G.L. Ch. 71 §37H½. Felony complaint or conviction of student; suspension; expulsion; right to appeal

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Building Principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Building Principal if said Building Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Building Principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Building Principal of a school in which the student is enrolled may expel said student if such Building Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Building Principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five

calendar days of the hearing. Such decision shall be the final decision of the school district with regard to the expulsion.

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

DISCIPLINE OF SPECIAL NEEDS STUDENTS

SPECIAL EDUCATION STAFF MUST BE DIRECTLY INVOLVED WHEN EXCLUSIONARY DISCIPLINE IS BEING CONSIDERED FOR SPECIAL EDUCATION STUDENTS.

The Code of Conduct applies to all students. There are specific procedures, however for disciplining students with disabilities, including students on IEPs and Section 504 Accommodation Plans.

Under various federal and state laws and regulations, students with disabilities may not be discriminated against in discipline matters on the basis of their disability or impairment. The following procedures will be implemented to comply with state and federal law and regulations regarding students with disabilities.

The Individualized Education Plan (IEP) for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modifications will be described in the IEP.

The Building Administrator will notify the Special Education Case Manager of the suspendable offense of a special needs student, and a record will be kept of the offense.

When it is known that the suspension of a special needs student will accumulate to more than ten days in a school year, a review of the IEP will be held to determine the appropriateness of the student's placement or program. The Special Education Team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition.

If the student's conduct is related to his/her special needs or the plan is inappropriate, the IEP will be amended or steps will be taken to fully implement the current IEP. Any new program will be immediately implemented with parental consent. Any dispute regarding the IEP will be resolved through the special education mediation and hearing process. If a hearing is requested, the student must stay in his/her current program unless a court determines otherwise.

If the student's conduct is not related to his/her special needs or to an inappropriate IEP, a suspension may be imposed and a plan for alternative service will be forwarded to the Department of Education for approval. Parents will be notified of the suspension, the reasons therefore, and the alternative plan. If a hearing is requested, the student must stay in his/her current program unless a court determines otherwise.

If a student carries a weapon to school or to a school function, or if the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, the Building Administrator may order a change of placement for 45 days. The placement will be determined by the Special Education Team.

In cases where a special needs student's conduct presents a danger to other students, staff, or the student himself/herself, the Board of Trustees will immediately seek court approval to suspend or exclude the student from the school premises.

In general, if a child with an IEP or Section 504 Accommodation Plan has violated the school's disciplinary code, the school may suspend or remove the child from his or her current educational placement for a period not to exceed ten (10) consecutive school days in any school year. If the child possesses uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event or carries a weapon to school or a school function, the school district may place the child in an interim alternative educational setting for up to 45

calendar days. If the child has been placed in an interim alternative education setting as a result of a disciplinary action, the child may remain in the interim setting for a period not to exceed 45 days. Thereafter, the child will return to the previously agreed upon educational placement unless either a hearing officer orders another placement or the parent and the school agree to another placement.

Anytime the school wishes to remove your child from his or her current educational placement for more than ten (10) consecutive school days in any school year, or for more than ten cumulative days when a pattern of removal is occurring, this constitutes a “change of placement.” A change of placement invokes certain procedural protections under the IDEA, the federal special education law. These include the following:

(a) Prior to any removal that constitutes a change in placement; the school district must convene a Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address the problematic behavior. If a behavior intervention plan has been previously developed, the Team shall review its implementation and modify it if necessary.

(b) Prior to any removal that constitutes a change in placement; the school district must send the parents a full statement of their procedural rights and inform them that the Team will consider whether or not the behavior that forms the basis for the removal is related to the student’s disability. This consideration is called a “manifestation determination.” Parents always have the right to participate as a member of the Team.

Consideration of whether the behavior is a manifestation of the student’s disability:
The law provides that the Team must consider evaluation information, the student’s IEP and placement, and must determine whether the behavior prompting disciplinary removal was a manifestation of the student’s disability. The Team considers if the student understood the impact and consequences of the behavior, and further considers if the student’s disability impaired the student’s ability to control his or her behavior.

If the Team determines that the behavior was related to the child’s disability, and then the child may not be removed from the current educational placement (except in the case of weapon or drug possession or use) until, the IEP Team develops a new IEP and decides upon a new placement and the parents accept that new IEP and placement.

If the team determines the behavior was not related to the child’s disability, then the school may suspend or otherwise discipline the child according to the school’s code of student conduct, except that for any period of removal exceeding ten days, the school district must provide the child with a Free Appropriate Public Education (FAPE). The school district must determine the educational services necessary for FAPE and the manner and location for providing those services.

In the case of a disagreement with the Team’s determination: If a parent disagrees with the Team’s decision on the “manifestation determination” or with the decision relating to placement of the child in an interim alternative educational setting or any other disciplinary action, the parent has the right to request an expedited due process hearing from the Bureau of Special Education Appeals.

M.G.L. Ch. 71 §37H. … Student handbooks.
Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions: (a) Any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal. (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal. (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b). (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

M.G.L. Ch. 269 §§17-19. …Hazing.
§17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing’’ as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

§18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.
§19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

STUDENT CONTRACT (MANDATORY)

As a student of PCSS, I have read, understand, and agree that I am responsible and will demonstrate such by:

- I will show consideration for the rights and feelings of others, being careful not to hurt them physically or make them feel bad.
- I will speak to others respectfully, not using profanity or uncomplimentary names.
- I will show respect for all people working or helping in the school.
- I will show careful regard for both my property and the property of others.
- I will always ask permission before I borrow other people's things, and I will return them promptly and in good condition when I am finished.
- I will attend school regularly.
- I will be in class on time with all necessary materials.
- I will make good use of class time and complete and turn in assignments on time.
- I understand that I must make up assignments I missed because of an absence.
- I will remain on campus during school time, including the lunch period. I will not leave the school grounds without the permission of the Director.
- I will do my best in my schoolwork, and I will let others do their best.
- I will ask for help if I do not understand.
- I will not bring any prohibited or contraband items to school.
- I will help keep the school building and grounds clean and tidy.
- I will not run in the halls.
- I will follow the dress code and arrive at school in my uniform.
- I will not participate in any behavior banned by the school.
- I will agree to any consequences given to me by Administration, up to and including expulsion.

I, _____, in audience with, _____,
(student name) *(parent/guardian)*

hereby declare on this date, _____, that I have read, understand, and agree
(today's date)

to all terms of the Pioneer Charter School of Science Student Handbook, 2012—2013. We will make every

effort to uphold the terms of this agreement.

_____ _____
Student Signature Parent/Guardian Signature

_____ _____
Administrator Signature Date

PARENTS AS PARTNERS (MANDATORY)

As partners in the educational process at PCSS, we ask parents to:

1. Set appropriate rules, times, and limits so that your child:
   - Gets to bed early on school nights;
   - Arrives at school on time and is picked up on time at the end of the day;
   - Is dressed according to the school dress code; and
   - Completes assignments on time.
2. Actively participate in parent/school activities, such as Parent-Teacher Conferences.

3. Ensure that the student pays for any damage to school books or property due to carelessness or neglect on the part of the student.

4. Telephone the school when the student will be absent or tardy.

5. Notify the school office of any changes of address or important phone numbers.

6. Inform the school of any special situation regarding the student's well-being, safety, and health.

7. Complete and return to school any requested information promptly.

8. Read school notes and newsletters and to show interest in the student's total education.

9. Support and cooperate with the discipline policy of the school.

10. Treat teachers and administrators with respect and courtesy at all times, including during discussion about student problems

As the parent/guardian of the above student, I have reviewed the Student Handbook and will do my best to insure that I comply with all rules and regulations.

Parent's name _____

Parent's signature_____ Date: _____

IMPORTANT:

- **Please be aware that unacceptable behaviors towards teachers and/or administrators will not be tolerated! Teachers and administrators have the right to end a meeting if disrespect is displayed.**
- **Progress report and report cards given during the year will be considered a form of notification in regards to students' progress and grades. It is a parent's responsibility to contact teachers with any concerns about the student's achievements/grades.**

Tab 12

MAINE

A. Maine has had regulations in place for several years

05-071 Chapter 33: REGULATIONS GOVERNING TIMEOUT ROOMS, THERAPEUTIC RESTRAINTS AND AVERSIVES IN PUBLIC SCHOOLS AND APPROVED PRIVATE SCHOOLS

Section 1. In General

1.1 Policy and Purpose

These regulations establish standards for the use of separate, isolated timeout rooms and the use of therapeutic restraint when the behavior of a student presents a risk of injury or harm to the student or others, significant property damage, or seriously disrupts the educational process and other less intrusive interventions have failed. Nothing in these rules would require a school administrative unit (SAU) or approved private school to construct or use a timeout room or implement a program of therapeutic restraint. Schools that are licensed as residential child care facilities or mental health treatment centers and governed by other state standards shall comply with the higher standard. Nothing within these rules limit the protections of individual students under applicable special education standards.

1.2 Local Policy Required

Each School Administrative Unit and each approved private school shall develop local policies and procedures relating to the use of timeout rooms and therapeutic restraint prior to initiating such interventions in their schools. School Administrative Units and approved private schools which have local policies and/or permit the use of timeout rooms and/or therapeutic restraint shall revise existing policies or develop policies consistent with these rules within 90 calendar days of the effective date of these rules. These policies and procedures shall be developed with input, as needed, from representatives of related disciplines such as special education, psychology, school psychology, social work and / or counseling. SAUs and approved private schools shall establish a process to review, at least annually, the use of timeout rooms and therapeutic restraint and to make recommendations as necessary to the governing body for changes in local policy.

1.3 Documentation

Each use of a timeout room and/or therapeutic restraint shall be documented. The documentation shall include at a minimum, the date and time of initiation, the time of termination, the student, the location, the antecedent events prior to the behavioral episode, the behavior that resulted in the use of timeout and/or therapeutic restraint, the type of intervention, and the staff person(s) involved in the use of timeout and/or therapeutic restraint. This documentation shall be written as soon as practical after the incident and provided to the program administrator or designee within 2 school days of the incident. The program administrator or designee shall inform the parents or guardians of the use of timeout or therapeutic restraint as soon thereafter as practical.

Section 2. Definitions

2.1 Timeout

Removal to a timeout room is a therapeutic intervention to bring the behavior of a student presenting a risk of injury or harm to self or others or significant property damage under control. The purpose of the use of timeout rooms is to reduce the frequency and intensity of harmful behaviors, to permit the

student to regain his or her composure and to assist the student to return to the learning environment. Timeout includes requiring a student to leave the classroom, playground, or other educational setting and go to a designated timeout room for a period of time specified in these rules and local policy. For purposes of these rules, timeout is limited to a designated timeout room. The term does not include disciplinary actions imposed by a school administrator or teacher/staff imposed behavior interventions. Examples of disciplinary actions imposed by a school administrator include, but are not limited to, detention and "in school suspension." Examples of teacher/staff imposed behavior interventions include, but are not limited to, requesting a student to sit in a 'quiet chair" within the classroom, directing a student to put his/her head on their desk, sending a student to the principal's office, etc. These exclusions may not be used to circumvent the intent of these rules.

2.2 Timeout Room

A timeout room is a designated space, separate from a student's classroom, which is used to isolate a student from his or her peers and school activities. All timeout rooms will meet the standards specified in these rules.

2.3 Therapeutic restraint

Therapeutic restraint is the use of a therapeutic physical intervention with a student by an appropriately trained staff person to prevent injury or harm to the student or others. Title 20-A, §4009 permits staff to use a reasonable degree of force to intervene and control emergency situations. Nothing in these regulations applies to any conduct by a school official that would otherwise be covered by the legal protections of 20-A MRSA §4009.

Section 3. Time Out Room

3.1 Limitations on the use of timeout room

Timeout rooms shall be used consistent with local policy to reduce dangerous behaviors and only after less intrusive interventions have failed. Timeout rooms may be used for either an emergency intervention or as part of an intervention plan. Local policy will determine when a pattern of the use of timeout rooms requires referral to the appropriate intervention team and/or the development of an individualized intervention plan. Parents or guardians shall be involved in the development of any individualized intervention plans. Timeout rooms shall not be used for punitive purposes, staff convenience or to control minor misbehavior.

3.2 Time limitations on the use of timeout rooms

Use of timeout rooms shall be limited in duration to that time necessary to allow the student to compose him/herself and return to the classroom. The use of timeout shall be consistent with local policy and the student's individualized intervention plan but may not exceed one hour. If a student is still presenting dangerous behaviors after this period the use of timeout may be continued with written authorization of the program administrator or designee.

3.3 Adult supervision

Students in a timeout room shall be directly observed at all times by a staff person.

3.4 Physical Characteristics

Timeout rooms will be a minimum of 60 square feet with adequate light, heat, and ventilation and of normal room height. The door to the timeout room may not be locked, latched or secured in any way

that would prevent the student from exiting the room. An unbreakable observation window shall be located in a wall or door to permit continuous observation of the student and any staff member in the timeout room.

Section 4. Therapeutic restraint

4.1 Permitted uses of therapeutic restraint

Appropriately trained staff may physically intervene with a student to prevent injury or harm to the student or others. Therapeutic restraint may be used for either an emergency intervention or as part of an intervention plan. The intervention shall occur only after less intrusive efforts to control the behavior have been attempted. The intervention shall involve the least amount of physical contact necessary, shall be implemented consistent with the standards of a training program as specified in §4.5 and consistent with local policy. The use of therapeutic restraint shall require the presence of at least two adults at all times. Title 20-A, §4009 permits a single individual to use a reasonable degree of force in emergency situations to control or remove the student.

4.2 Time limits on the use of therapeutic restraint

Use of therapeutic restraint shall be limited in duration consistent with local policy and the student's individualized intervention plan but may not exceed one hour. If a student is still presenting dangerous behaviors after this time period, the use of therapeutic restraint may be continued with written authorization of the program administrator or designee.

4.3 Exclusions

Protective equipment or devices that are part of a treatment plan prescribed by a physician or psychologist for treatment of a chronic condition are not prohibited by these regulations.

4.4 Mechanical or Chemical Restraints Prohibited

The term 'therapeutic restraint' does not include mechanical or chemical restraints used to control or modify a student's behavior. Chemical restraints include but are not limited to medication, noxious sprays or gases. Prescribed medication administered by a health care provider consistent with a student's health care plan are permitted. Mechanical restraints are prohibited.

4.5 Training

Except as provided by Title 20-A, §4009, individuals who implement or supervise the implementation of therapeutic restraint shall have successfully completed an appropriate training program in the identification and de-escalation of potentially harmful behaviors and the safe use of passive physical therapeutic restraints. This training includes, but is not limited to, Non-Abusive Psychological and Physical Intervention (NAPPI), Mandt, Crisis Prevention Institute, Therapeutic Crisis Intervention Training, and other training as determined appropriate by local policy.

Section 5. Aversives

5.1 Use of Aversive Therapy or Treatment Prohibited

A school administrative unit or an approved private school may not use aversive therapy or treatment in order to modify or change a student's behavior. Aversive therapy or treatment includes the application of unusual, noxious or potential hazardous substances, stimuli or procedures to a student. Such

substances, stimuli and procedures include but are not limited to: water spray, hitting, pinching, slapping, noxious fumes, extreme physical exercise, costumes or signs.

STATUTORY AUTHORITY: 20-A MRSA §4502(5)(M)

EFFECTIVE DATE:

July 29, 2001—added as sub-section 17(D) to Chapter 125, "Basic Approval Standards: Public Schools and School Units."

EFFECTIVE DATE:

April 27, 2002—filing 2002-104 accepted March 28, 2002: sub-section 125.17(D) removed from Chapter 125 and established as new Chapter 33, "Regulations Governing Timeout Rooms, Therapeutic Restraints and Aversives in Public Schools and Approved Private Schools"

http://www.maine.gov/sos/cec/rules/05/071/071c033.doc

B. Below is a link to a letter sent by Commissioner Gendron to superintendents, principals, special education directors and teachers that clearly defines Maine laws and provides guidance to education professionals based on a current bill that was recently presented to the Joint Committee on Education and Cultural Affairs, which is underway to further address this issue.

C. Letter #003 Restraints Causing Restriction of the Airway [07/14/2009]

ADMINISTRATIVE LETTER NO: 3

POLICY CODE: JKF

TO: Superintendents, Principals, Directors of Special Education, Teachers

FROM: Susan A. Gendron, Commissioner

DATE: July 14, 2009

RE: Restraints Causing Restriction of the Airway

A bill was presented this session to the Joint Committee on Education and Cultural Affairs to prohibit physical restraint of a disabled student that results in the student lying face down on the floor while pressure is applied to the student's back. LD 1096—An Act To Protect School Children from Dangerous or Abusive Restraint and Seclusion.
http://janus.state.me.us/legis/LawMakerWeb/summary.asp?ID=280032005 The Department not only strongly supports the effort to prohibit this type of restraint, we would broaden the prohibition to include all children and any position which restricts the free movement of the diaphragm or chest so as to interrupt normal breathing and speech. Any body position that restricts the airway or that interferes with the muscular or mechanical means of getting air into and out of the body—the body's "bellows function"—will result in death unless the restriction ends in time.

Some students, such as those who are overweight or who have asthma, may be more prone to airway constraint than other students when placed in particular positions. A combination of conditions, mental and physical, including the use of certain medications, can place individuals at particular risk. www.gao.gov/archive/1999/he99176.pdf , pp. 7 and 8.

The Child Welfare League of America reported in 2002 that 8 to 10 children in the United States die each year due to restraints, and that other children suffer a range of injuries including broken bones and damaged joints. These data were identified with a broader population survey than schools only. Neither the federal government nor the states comprehensively track the use of restraint or seclusion data, or related injuries, so the true extent of the harm from restraint is unclear. www.gao.gov/archive/2000/he00026t.pdf , p. 4.

Unsafe practices must be avoided. The regulations permit therapeutic restraints only "to prevent injury or harm to the student", Ch. 33 §§ 2.3 and 4.1. Local policy may be determined only for therapeutic restraints. Ch. 33 § 1.3. www.maine.gov/sos/cec/rules/05/chaps05.htm

Dangerous restraints of the type addressed in this letter are generally discouraged by the training programs referenced in § 4.5 of Ch. 33 according to the Department's information and are considered non-therapeutic.

Accordingly, pending the results of a review and revision of Ch. 33, the use of any restraint that restricts the free movement of the diaphragm or chest or that restricts the airway so as to interrupt normal breathing or speech of students is prohibited. All school personnel who may restrain or assist with a restraint shall be notified of this prohibition. During the course of every restraint, a student's breathing and speech shall be monitored to protect against airway stress. Action causing unintended airway stress shall cease immediately. Any restraint shall immediately be reported to the school nurse who shall assess the student promptly.

http://www.maine.gov/tools/whatsnew/index.php?topic=edu_letters&id=76197&v=article

05–071 DEPARTMENT OF EDUCATION

Chapter 33: RULE GOVERNING PHYSICAL RESTRAINT AND SECLUSION

SUMMARY: This rule establishes standards and procedures for the use of physical restraint and seclusion. Physical restraint and seclusion may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others. The rule sets forth permitted and prohibited uses of restraint and seclusion, required notification and documentation of incidents of restraint or seclusion, aggregate reporting of incidents to administrators and the department of education, notification of parents, response to multiple incidents of restraint or seclusion of a student, local and state complaint processes and department approval of training programs.

SECTION 1. POLICY AND PURPOSE

This rule establishes standards for the use of physical restraint and seclusion to provide for the safety of all individuals. Physical restraint and seclusion may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

SECTION 2. DEFINITIONS

1. **Aversive procedure** means the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to: infliction of bodily pain, (e.g. hitting, pinching, slapping), water spray, noxious fumes, extreme physical exercise, costumes, or signs.

2. **Behavior Intervention Plan (BIP)** is a comprehensive plan for managing problem behavior by changing or removing contextual factors that trigger or maintain it, and by strengthening replacement skills.

3. **Chemical Restraint** is the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior.

4. **Covered Entity** means an entity that owns, operates or controls a school or educational program that receives public funds from the Maine Department of Education including, but not limited to: public schools, public regional programs, public charter schools, private schools, publicly-supported private schools, special purpose private schools, Career and Technical Education schools, public pre-kindergarten, and Child Development Services (CDS).

5. **De-escalation** is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk for injury or harm.

6. **Dangerous Behavior** is behavior that presents a risk of injury or harm to a student or others.

7. **Emergency** is a sudden, urgent occurrence, usually unexpected but sometimes anticipated, that requires immediate action.

8. **Functional Behavioral Assessment (FBA)** is a school-based process that includes the parent and, as appropriate, the child, to determine why a child engages in challenging behaviors and how the behavior relates to the child's environment. The term includes direct assessments, indirect assessments and data analysis designed to assist the team to identify and define the problem behavior in concrete terms, identify the contextual factors (including affective and cognitive factors) that contribute to the behavior, and formulate a hypothesis regarding the general conditions under which a behavior usually occurs and the probable consequences that maintain the behavior. Formal documentation of the assessment by appropriately qualified individuals becomes part of the child's educational record.

9. **Risk of injury or harm** describes a situation in which a student has the means to cause physical harm or injury to self or others and such injury or harm is likely to occur; such that a reasonable and prudent person would take steps to protect the student and others against the risk of such injury or harm.

10. **Individualized Education Plan (IEP)** is a term used under special education law to reference the written document that states goals, objectives and services for students receiving special education.

11. **Individual Health Plan (IHP)** is a plan of action for a student with special health care needs, actual and potential. It is an adaptation of the nursing care plans commonly used in health care institutions.

12. **Mechanical Restraint** is any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student.

13. **Parent** means a parent, as defined in Title 20-A MRSA, section 1, subsection 20, with legal custody of a minor child, except that the "parent" of a child with disabilities means a parent as defined in the federal Individual with Disabilities Education Act, 20 United States Code, Section 1401 (23).

14. **Physical escort** is temporary touching or holding for the purpose of inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted.

15. **Physical prompt** is a teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.

16. **Physical Restraint** is an intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily. Physical restraint does not include:

    A. Physical escort;

    B. Physical prompt;

    C. Physical contact when the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact;

D. Momentarily deflecting the movement of a student when the student's movement would be destructive, harmful or dangerous to the student or to others;

E. The use of seat belts, safety belts or similar passenger restraint, when used as intended, during the transportation of a child in a motor vehicle; or

F. The use of a medically prescribed harness, when used as intended; or

G. A brief period of physical contact necessary to break up a fight.

17. **Positive alternatives** are a set of instructional and environmental supports to teach students pro-social alternatives to problem behaviors with high rates of positive feedback.

18 **School Day** is a day in which a school or program is in operation as an instructional day and/or a teacher in-service day.

19. **Seclusion** is the involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving. Seclusion is not timeout.

20. **Section 504 Plan** refers to a written plan of modifications and accommodations under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

21. **Serious bodily injury** is any bodily injury that involves—

A. A substantial risk of death;

B. Extreme physical pain;

C. Protracted and obvious disfigurement; or

D. Protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

22. **Student** is a child or adult aged 3 to 20 enrolled in a school or a program owned, operated or controlled by a covered entity as defined in this section

23. **Timeout** is an intervention where a student requests, or complies with an adult request for, a break, and is not covered by this rule. Timeout is not seclusion.

SECTION 3. APPLICATION OF RULE

1. **Actions covered**

This rule applies to actions of a covered entity and its employees, contractors and agents during the conduct of the covered entity's educational program.

2. Contracts with non-covered entities

The Department of Education and any covered entity that places or funds the placement of a student in an educational program owned, operated or controlled by an entity other than a covered entity must include in the contract with that other entity a requirement that the entity and its employees, contractors and agents comply with the rule while the student is engaged in the educational program.

3. Relationship to Statutory Protection

Nothing in this rule may be construed to restrict or limit the protections afforded under 20-A MRSA §4009. The application of those protections to a person does not in any way relieve that person from the requirements and restrictions of this rule.

SECTION 4. LOCAL POLICY; NOTICE TO PARENTS

1. Local Policy Required

All covered entities shall have local policies, consistent with this rule, regarding the use of physical restraint and seclusion. Covered entities must also have a procedure available by which parents may submit a complaint regarding the use of physical restraint or seclusion on their child, based upon which the covered entity shall investigate the circumstances surrounding the incident complained of, make written findings and, where appropriate, determine to take corrective action.

Covered entities shall revise existing policies or develop policies consistent with this rule within 90 calendar days of the effective date of this rule.

2. Annual notification of rule and local policies

Annually, each covered entity shall provide overview and awareness information to all staff, including contracted providers, regarding the content of this rule and any local policies or procedures related to the use of physical restraint and seclusion.

Each covered entity shall provide an annual notice informing parents of students enrolled at the covered entity of this rule and any local policies or procedures related to the use of physical restraint and seclusion, including the local complaint process.

SECTION 5. SECLUSION

1. Permitted uses of seclusion

A. Seclusion may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

B. Seclusion must be implemented by staff certified in a state-approved training program to the extent possible. If, due to the nature of the emergency, untrained staff have intervened

and initiated a seclusion, trained personnel must be summoned to the scene and assume control of the situation as rapidly as possible.

2. Prohibited uses of seclusion

A. Seclusion may not be used for punitive purposes, staff convenience or to control challenging behavior.

B. Seclusion may not be used to prevent property destruction or disruption of the environment in the absence of a risk of injury or harm.

C. Seclusion may not be used as a therapeutic or educational intervention.

D. Seclusion may not take place in a locked room.

3. Monitoring of a student in seclusion

A. At least one adult must be physically present to continuously monitor a student in seclusion The adult, while not present in the room or defined area, must be situated so that the student is visible at all times. Students must be continuously monitored until the student no longer presents a risk of injury or harm to self or others.

B. In the event of an injury to the student or staff, the local policy for emergency response must be initiated.

4. Termination of seclusion

A. The staff involved in the use of seclusion shall continually assess for signs that the student is no longer presenting a risk of injury or harm to self or others, and the seclusion must be discontinued as soon as possible.

B. Time must be recorded consistent with the requirements of the documentation section of this rule and local policy.

C. The covered entity may request assistance from parents at any time during the incident.

D. If attempts to release from seclusion have been unsuccessful and a student is still presenting behaviors that create a risk of injury or harm to self or others, then the covered entity may request assistance from outside sources such as caregivers, case managers, crisis intervention teams, local EMS, or other community resources.

E. If seclusion continues for more than 10 minutes, an administrator or designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every 10 minutes until the seclusion is terminated.

5. Location of seclusion

Seclusion can be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height. If a specific room is designated as a seclusion room, it must be a minimum of 60 square feet with adequate light, heat, ventilation, be of normal room height,

contain an unbreakable observation window in a wall or door and be free of hazardous material and objects with which a student could self-inflict bodily injury.

SECTION 6. PHYSICAL RESTRAINT

1. Permitted uses of physical restraint

A. Physical restraint may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

B. Physical restraint must be implemented by staff certified in a state-approved training program to the extent possible. If, due to the nature of the emergency, untrained staff have intervened and initiated a physical restraint and if the need for physical restraint continues, trained personnel must be summoned to the scene and must assume control of the situation as rapidly as possible.

C. Physical restraint may be used to move a student only if the need for movement outweighs the risks involved in such movement.

D. Protective equipment or devices that are part of a treatment plan as prescribed by a licensed health care provider are not prohibited by this rule.

2. Prohibited forms and uses of physical restraint

A. Physical restraint may not be used for punitive purposes, staff convenience or to control challenging behavior.

B. Physical restraint may not be used to prevent property destruction or disruption of the environment in the absence of a risk of injury or harm.

C. No physical restraint may be used that restricts the free movement of the diaphragm or chest or that restricts the airway so as to interrupt normal breathing or speech (restraint-related positional asphyxia) of a student.

D. No physical restraint may be used that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-down (e.g. tackle), the use of any physical structure (e.g. wall, railing or post), punching and hitting.

E. Physical restraint may not be used as a therapeutic or educational intervention.

F. Aversive procedures and mechanical and chemical restraints may not be used under any circumstances.

G. Prescribed assistive devices are not considered mechanical restraints when used as prescribed. Their use must be supervised by qualified and trained individuals in accordance with professional standards.

H. Prescribed medications are not considered chemical restraints when administered by a health care provider consistent with a student's health care plan are permitted.

3. Monitoring of a student in physical restraint

A. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult is precluded.

B. A student in physical restraint must be continuously monitored until the student no longer presents a risk of injury or harm to self or others.

C. In the event of an injury, local policy must be followed.

4. Termination of physical restraint

A. The staff involved in the use of physical restraint must continually assess for signs that the student in physical restraint is no longer presenting a risk of injury or harm to self or others, and the physical restraint must be discontinued as soon as possible.

B. Time must be recorded consistent with the requirements of the documentation section of this rule and local policy.

C. The covered entity may request assistance from parents at any time during the incident.

D. If attempts to release the student from physical restraint have been unsuccessful and the student is still presenting behaviors that create a risk of injury or harm to self or others, the covered entity may request assistance from outside sources such as caregivers, case managers, crisis intervention teams, local emergency medical services, or other community resources.

E. If physical restraint continues for more than 10 minutes, an administrator or designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every 10 minutes until the physical restraint is terminated.

5. Exclusions

Those restraints used by law enforcement officers or school resource officers employed by a police department in the course of their professional duties are not subject to this rule.

SECTION 7. NOTIFICATION OF INCIDENT

1. Reporting to an Administrator or Designee, others

After each incident of physical restraint or seclusion, a staff member involved shall:

A. Report to the administrator or designee by oral notification as soon as possible after each incident, but in no event later than the end of the school day of its occurrence, and

B. If the student is receiving his or her education in an out-of-district placement through a tuition agreement or other agreement, report the incident to the entity responsible for the student's education within 24 hours or by the end of the next business day.

2. Notification to parents

A. An administrator or designee shall notify the parent that physical restraint or seclusion and any related first aid have occurred as soon as practical but within the school day in which the incident occurred, utilizing all available phone numbers and other appropriate means. If the parent is unavailable, a phone message must be left for the parent to contact the school as soon as possible. If a parent does not have access to a phone, the entity must use whatever contact information is available for emergencies. The parent must be informed that written documentation will be provided to them within 7 calendar days.

B. If a restraint or seclusion has occurred outside the school day, notification of the restraint or seclusion and any related first aid must occur as soon as possible in compliance with the entity's procedures for emergency situations

3. Reporting of Serious Bodily Injury or Death

If serious bodily injury or death of a student occurs during the implementation of restraint or seclusion:

A. Oral notification of the incident must follow local health and safety procedures as outlined by the covered entity's policies and procedures; and

B. The administrator or designee shall notify the Department of Education within 24 hours or the next business day.

SECTION 8. DOCUMENTATION; INCIDENT REPORT

1. Incident Report

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an administrator or designee as soon as practical after the incident, and in all cases within two school days. At a minimum, the incident report must include:

A. Student name;

B. Age, gender, grade;

C. Location of the incident;

D. Date of incident;

E. Date of report;

F. Person completing the report;

G. Beginning and ending time of each physical restraint and seclusion;

H. Total time of incident;

I. Description of prior events and circumstances;

J. Less restrictive interventions tried prior to the use of physical restraint or seclusion. If none used, explain why;

K. The student behavior that justified the use of physical restraint or seclusion;

L. A detailed description of the physical restraint or seclusion used;

M. The staff person(s) involved, their role in the use of physical restraint or seclusion and their certification, if any, in an approved training program;

N. Description of the incident, including the resolution and process of return to program, if appropriate;

O. Whether the Student has an: a. IEP; b. 504 plan; c. behavior plan; d. IHP; or e. other plan;

P. If a student or staff sustained bodily injury, the date and time of nurse or response personnel notification and the treatment administered, if any;

Q. Date, time, and method of parent notification; and

R. Date, time of staff debriefing.

2. Incident Report Provided to Parents, others

A copy of the incident report must be provided, within 7 calendar days of the incident to:

A. The parent; and

B. If the student is receiving his or her education in an out-of-district placement through a tuition agreement or other agreement, the entity responsible for the student's education.

3. Duration of Incident

For purposes of this Section and Section 9, an "incident" consists of all actions between the time a student begins to create a risk of harm and the time the student ceases to pose a risk of harm and returns to his or her regular programming.

SECTION 9. RESPONSE TO THE USE OF PHYSICAL RESTRAINT OR SECLUSION

1. Debriefing

A. Following each incident of physical restraint or seclusion, the covered entity shall ensure that, within two school days, an administrator or designee reviews the incident:

(1) With all staff persons who implemented the use of physical restraint or seclusion to discuss:

(a) Whether the use of restraint or seclusion was implemented in compliance with this rule and local policies, and

(b) How to prevent or reduce the future need for physical restraint and/or seclusion; and

(2) With the student who was restrained or secluded to discuss:

(a) What triggered the student's escalation; and

(b) What the student and staff can do to reduce the future need for restraint or seclusion.

B. When physical restraint or seclusion has resulted in serious bodily injury to a student or staff member requiring emergency medical treatment, the debriefing must take place as soon as possible but no later than the next school day.

C. Following the debriefing, staff must develop and implement a written plan for response and de-escalation for the student, or, if a plan already exists, staff must review and, if appropriate, revise it.

2. Multiple Incidents of Physical Restraint and Seclusion

A. **Special Education/504 Students after Third Incident**. After the third incident of physical restraint or seclusion in a school year of a student who has been found eligible for special education or has a Section 504 plan, the student's IEP or 504 team shall meet within 10 school days of the third incident to discuss the incident and consider the need to conduct an FBA and/or develop a BIP or amend an existing one.

B. **For all other students after Third Incident.** For students not described in Paragraph A, a team shall meet within ten school days of the third incident in a school year to discuss the incidents.

(1) The team shall consist of the parent, an administrator or designee, a teacher for the student, a staff member involved in the incident (if not the teacher or administrator already invited), and other appropriate staff members.

(2) The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is to be made, the need to conduct an FBA, and/or develop a BIP.

C. Nothing in this section is meant to prevent the completion of an FBA or BIP for any student who might benefit from these measures but who has had fewer than three restraints or seclusions.

3. Parent Participation

The covered entity shall make reasonable, documented efforts to encourage parent participation in the meetings required in subsection 2 of this section and to schedule them at times convenient for parents to attend.

A covered entity may not seek written permission from a parent to provide restraint and seclusion to a student.

4. Duration of Incident

For purposes of this Section, the time period described in Section 8 (3) constitutes a single incident.

SECTION 10. CUMULATIVE REPORTING

1. Building-level reporting, analysis

A cumulative report by building must be made to the superintendent or chief administrator on a quarterly and annual basis to include:

A. Aggregate number of uses of physical restraint;

B. Aggregate number of students placed in physical restraint;

C. Aggregate number of uses of seclusion;

D. Aggregate number of students placed in seclusion;

E. Aggregate number of serious bodily injuries to students related to the use of restraint and seclusions; and

F. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.

The superintendent or chief administrator shall review cumulative reports received as set forth in this section and identify those areas that can be addressed to reduce the future use of physical restraint and seclusion. These cumulative reports may be requested by the Department of Education at any time.

2. Reporting Data to the Department of Education

Each covered entity shall submit to the Department of Education an annual report of the incidence of physical restraint and seclusion that must include:

A. Aggregate number of uses of physical restraint;

B. Aggregate number of students placed in physical restraint;

C. Aggregate number of uses of seclusion;

D. Aggregate number of students in placed in seclusion;

E. Aggregate number of serious bodily injuries to students related to physical restraint and seclusion; and

F. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.

SECTION 11. COMPLAINT PROCESS

1. Local Complaint Process

Parent complaints related to restraint and seclusion must be submitted to the covered entity in accordance with local policy and procedure.

2. Department of Education Complaint Process

Any parent who is dissatisfied with the result of the local complaint process may file a complaint with the Department of Education, which complaint is not considered an appeal of that local process. The Department shall review the results of the local complaint process and may initiate its own investigation of the complaint, and shall issue to the complaining parent and the covered entity a written report with specific findings within 60 days of receiving the complaint. If a violation is found, the Department shall develop a corrective action plan by which the entity will achieve compliance.

SECTION 12. STAFF TRAINING; APPROVED PROGRAMS

The Department of Education shall maintain a directory of approved training programs on its website at http://maine.gov/education/. The list of approved training programs may include regional training programs and regional "train the trainer" model programs. These training programs must require participants to demonstrate competency to achieve certification, and must include instruction in at least the following core components:

1. The use of non-physical interventions for responding to potentially dangerous behaviors, including de-escalation and the use of positive alternatives;

2. Identification of dangerous behaviors that may indicate the need for physical restraint or seclusion and methods for evaluating the risk of harm to determine whether such interventions are warranted;

3. Instruction and simulated experience in administering safe physical restraint techniques across a range of increasingly restrictive interventions, including the safe movement of a student, and in recognizing and avoiding positions involving a high risk of restraint-related positional asphyxia (restricting a student's ability to breathe);

4. The effects of physical restraint and seclusion on a student, including monitoring physical and psychological signs of distress and when to obtain medical assistance in compliance with the covered entity's procedures for emergency interventions;

5. The risks and realities of physical restraint and seclusion; and

6. A review of the process of student and staff debriefing.

Each covered entity shall ensure that a sufficient number of administrators or designees, general and special education staff, maintain certification in an approved training program. A list of staff with the required approved training must be made available in each building office, as well as any central office, along with other school-wide emergency procedures and must be updated at least annually.

SECTION 13: DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

The Department shall annually ensure that teachers and administrators throughout the State are provided with consistent and accurate information regarding the requirements of this rule.

STATUTORY AUTHORITY: 20-A MRSA §4502(5)(M); Resolves 2013 ch. 8

EFFECTIVE DATE:
July 29, 2001 - added as sub-section 17(D) to Chapter 125, "Basic Approval Standards: Public Schools and School Units".

EFFECTIVE DATE:
April 27, 2002 - filing 2002-104 accepted March 28, 2002: sub-section 125.17(D) removed from Chapter 125 and established as new Chapter 33, "Regulations Governing Timeout Rooms, Therapeutic Restraints and Aversives in Public Schools and Approved Private Schools"

REPEALED AND REPLACED:
July 1, 2012 - filing 2012-164 (final adoption, major substantive), retitled as "Rule Governing Physical Restraint and Seclusion"

AMENDED:
April 29, 2013 - filing 2013-106 in accordance with Resolves 2013 ch. 8, routine technical

Tab 13

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES

When removing students with disabilities from their regular school programs, whether as a result of a suspension, an expulsion, or any other removal covered by state and federal special education laws, it shall be the policy of M.S.A.D. #31 to comply fully with all applicable state and federal special education laws that govern such removals.

The Superintendent of Schools, in consultation with the Director of Special Education and other school administrators, may develop and promulgate procedure for implementing this policy, and may from time to time amend those procedures as necessary.

References: ME. Spec. Ed. Reg. Ch. 101, section 14 (Nov. 1999, as amended); 34 C.F.R. & 300.121, 519 to .529 (March 1999, as amended)

Legal References Ch 101 & XVII (Me. Dept. Of Educ. Rules) (2007)
34 C.F.R. & 300.101, .536 (2006)
And any Significant Changes in State & Federal Law

Tab 14

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES ADMINISTRATIVE PROCEDURE

These procedures shall govern disciplinary removals of students with disabilities from their regular school program. These procedures shall be interpreted in a manner consistent with state and federal special education laws and regulations.

1. School administrators may suspend students with disabilities for up to 10 cumulative school days in the school year under the same terms and conditions as students without disabilities are suspended, subject to the limitations set forth below.

    A. In the event that a disabled student's IEP specifically lists a school response other than a suspension that must be followed for a particular type of misconduct, the school administrator shall follow the requirements of the IEP in responding to that misbehavior.

    B. When calculating the 10 cumulative school day total, school administrators shall include school days spent in an in-school suspension or removal, unless during that removal the child continued to have access to the general curriculum, to the special education services in his or her IEP, and to participation with nondisabled children to the extent he or she would have in the student's regular program.

2. After a child with a disability has been removed from his or her current placement for 10 cumulative school days in the same school year, during any subsequent days of removal the school administrator shall consult with at least one of the child's teachers and then shall arrange for the child to receive a level of educational services during the removal sufficient to enable the student to continue to participate in the general curriculum although in another setting and to progress toward meeting the goals listed in the student's IEP.

3. Within 10 school days of any decision to "change the placement" of a child with a disability because of a violation of a code of student conduct, school officials shall hold an IEP team meeting to undertake the following:

    A. The Team shall review all relevant information in the student's file, including the IEP, any teacher observations and recent evaluations;

    B. The Team shall then undertake a manifestation determination to decide whether the child's misconduct was a manifestation of his or her disability.

    C. If the Team determines that the misbehavior is a manifestation of the disability, the Team must either i) conduct a functional behavior assessment, unless one had been conducted before the behavior incident, and shall implement a behavior intervention plan for the child, or ii) if a behavior plan has already been developed, review the plan and modify it as necessary to address the behavior. Except as provided in 4 below, the Team must also return the child to the placement from which he or she

was removed, unless the school and parent agree to a change of placement as part of the revision of the behavior plan.

D. If the Team determines that the misbehavior is not a manifestation of the disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to children without disabilities, except that services must be provided to the child during the disciplinary removal consistent with 3(E) below.

E. When a child with a disability has a disciplinary removal that would be a "change of placement," the IEP Team shall order services for the child that will enable the child i) to continue to participate in the general curriculum although in another setting; ii) to progress toward meeting the goals in the IEP; and iii) to receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.

F. For purposes of this section, a "change of placement" occurs if: (i) the removal is for more than 10 consecutive school days; or (ii) the child has been subjected to a series of removals that constitute a pattern and a) because the series of removals totals more than 10 cumulative days in the school year, b) because the child's behavior is substantially similar to the behavior in previous incidents resulting in the series of removals, and c) because of additional factors such as the length of each removal, the total length and the proximity of the removals to each other.

4. In those circumstances where a student brings a weapon to school, to a school function, or on school premises (including transportation), or where a student knowingly possesses, uses, sells or attempts to sell illegal drugs at school, a school function, or on school premises (including transportation), or when the student inflicts serious bodily injury upon another person while at school, a school function or on school premises (including transportation), school officials may place that student in an alternative educational setting for up to 45 school days, shall provide educational services for the student consistent with 3(E) above, and shall schedule an IEP Team meeting to occur within 10 school days of commencing that removal. At that meeting, the Team shall undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the child. Any further removals in response to the incident shall be made consistent with these procedures and state and federal special education rules.

References: ME Spec. Ed. Reg. ch. 101, XVII (2010); 34 C.F.R. § 300.101, .530 to .536 (2006)

Adopted: 11/10/2010

Reviewed:

Revised:

PLEASE NOTE:

The following attachment is a sample from Pioneer Charter School of Science in Everett, Massachusetts, the model school for LAACS. Upon approval of the charter, the founding team will revise, align and finalize the whole document with applicable laws, regulations, policies and practices in Maine. The Board will adopt it after final approval of the Charter School Commission.

Tab 15

PIONEER CHARTER SCHOOL OF SCIENCE II

Multi-Hazard Evacuation Plan

548 Broadway • Everett MA 02149
Phone 617 389 PCSS • Fax 617 294 2635

Contents

1. INTRODUCTION 3
2. EMERGENCY CRISIS RESPONSE TEAM(CRT) 2007-08 3
3. IN-SERVICE TRAINING FOR STUDENTS AND STAFF WITH DRILLS AND EXERCISES 3
4. COORDINATING USE OF PCSSπLL RESOURCES IN AN EMERGENCY 5
5. CONTACTING PARENTS IN AN EMERGENCY 7
6. SCHOOL BUILDING SECURITY 7
7. EMERGENCY GO-HOME POLICY, ... 8
8. MULTI-HAZARD SCHOOL SAFETY TRAINING 8
9. SCHOOL SECURITY AND SAFETY PROTOCOLS 8
10. SITES OF POTENTIAL EMERGENCY 9
11. SPECIFIC PROTOCOLS FOR ENVIRONMENTAL DISASTERS 9
12. MAN-MADE DISASTERS 11
13. NOTIFICATION AND COMMUNICATIONS REGARDING EMERGENCY RESPONSE 16
14. PROCEDURES TO COORDINATE SCHOOL AND REGIONAL RESOURCES DURING EMERGENCY RESPONSES .. 16
15. RECOVERY, DEBRIEF AND INCIDENT EVALUATION 17

APPENDIX A: EMERGENCY EARLY CLOSING FORM 18

APPENDIX B: STAFF FIRST AIDERS 19

APPENDIX C: LOCAL POLICE, FIRE & EMS AGENCIES 20

APPENDIX E: GLOSSARY OF TERMS 22

1. INTRODUCTION

No plan or guideline can answer all questions during an emergency, and pre-incident planning can only offer guidance. Accordingly, this Plan is intended to serve as an operational guideline, not as a standard operating procedure. The major source of success will be the resourcefulness and ingenuity of the parties involved during each emergency.

It is the policy of PCSS-II to provide for a safe and secure learning and teaching environment for its students and staff. To this end, the School's Crisis Response Team (CRT) has developed the following Multi-Hazard Evacuation Plan. As set forth below, the CRT shall review the Plan and, if necessary, recommend any necessary changes to the Plan at the Board's first annual meeting. Thereafter, the Board shall accept community and staff input on the Plan and consider any recommended or necessary changes at the third meeting of each school year.

2. EMERGENCY CRISIS RESPONSE TEAM(CRT) 2013-14

The following individuals are the members to the School's CRT:

Name	Title	Office Phone	Home Phone
Shayne Turkolu	Executive Director		
Mahmut Bekin	Dean of Academics		
Elizabeth Johnson	Assistant Dean		
Suada Kolenovic	School Secretary		
Karen Sawyer	School Nurse		
Adalet Canovic	PE Teacher		

Responsibilities of the CRT
School Administrators;

1. Will annually review the Plan and recommend revisions;
2. Will inform faculty of known facts at initial faculty meeting;
3. Will instruct faculty to meet at the end of the first day following a crisis;
4. Will coordinate with teachers to address classrooms if needed; and
5. Will consider and plan appropriate closure activities with team input.

School Nurse

1. Will have counseling responsibilities with individuals and groups of students;
2. Will coordinate support of psychologists if needed;
3. Will perform such other duties as stated in this Plan.

Office Manager and Teacher Representative

1. Will serve as liaison with family, friends, and staff;
2. Will contact outside agencies to assist if needed, at the direction of the Director or his designee; and
3. Will perform such other duties as are set forth in this Plan.

3. IN-SERVICE TRAINING FOR STUDENTS AND STAFF WITH DRILLS AND EXERCISES

A. *Fire Safety and Emergency Response Training of Students:*

1. **Fire Drills**Y **PCSS**πLL conducts fire and evacuation drills throughout the year, consistent with §§807 and 808 of the Education Law. Consistent with those statutes, PCSS-II will conduct mandated training in fire prevention and safety, as well as conduct the specified number of drills, requiring the cooperation of all students to exit the building quickly, quietly and safely.

   Signal: A series of flashing lights and siren sounds. (A verbal announcement will notify students and staff if and when it is safe to reenter the building.)

   Procedures for Students:
   a. Walk rapidly, without running, in single file to the exits as posted in each room.
   b. Maintain silence so that vocal instructions may be heard.
   c. Move at least 100 yards from the building and remain in line.
   d. All windows should be closed.
   e. All doors should be closed and left unlocked.
   f. The last person leaving the classroom must close the door (reduces spreading of fire).

   Teacher Responsibilities:
   a. Supervise and enforce above procedures. Periodically review procedures with students.
   b. See that windows are closed, doors unlocked and lights are out before leaving their classrooms (if safe to do so);
   c. Particular attention should be paid to maintaining quiet and orderliness during drills.
   d. Ensure that all students in his or her class are accounted for by taking attendance promptly upon exiting the building and reporting any missing child to the Building Administrator after students are safely outside; and
   e. Take attendance cards, or the record of attendance.

2. **Fire Prevention Training** Consistent with Education Law §808, PCSS-II conducts 45 minutes of fire and arson prevention training each quarter to its students. This curriculum includes materials to educate children on the dangers of falsely reporting a criminal incident or impending explosion or fire emergency involving danger to life or property or other impending catastrophe.

3. **Emergency Drills shall** be conducted at least once a year, with such frequency and nature as the Director shall determine. At a minimum, each drill must be:
   a. Inclusive of transportation and communication procedures;
   b. Involve law enforcement and emergency response agencies as appropriate; and
   c. Held with at least one week's notice to parents and/or guardians.

4. **Bus drills** are held once a year so that students may receive special safety instructions concerning potential emergencies. These drills are an effort to provide uniform safety instruction to all students.

B. *PCSS*πLL *provides annual training to staff and faculty members on Fire Safety and Multi-Hazard training.*

PCSS-II shall provide training to its staff and faculty at the outset of each academic year. Such training shall include fire safety training, consistent with Section F406 of the State Fire Code, as well as training in the appropriate responses to chemical or biological emergencies.

C. *The PCSS*πLL*'ă process for hiring of staff complies with State regulations for certified and non-certified*

staff. The process will include:

- Reference checks on all personnel
- CORI background checks in compliance with the Department's regulations
- Training and in-service on school protocols for emergency response procedures

PCSS-II maintains emergency data card on students and staff in its main office. These cards are updated on a regular basis. Parents and staff are reminded to update the cards on relocation to a new residency, job, or change of status for emergency phone numbers. Emergency lists will be updated accordingly.

4. COORDINATING USE OF PCSS-II RESOURCES IN AN EMERGENCY

A. Treatment and Release Areas:

1. The Treatment Area shall be located at the flagship school (PCSS-I). Those in need of immediate medical attention shall be diverted immediately to the EMS staging area for appropriate care and/or transport.

2. The Student Release Area shall be located on the parking side of PCSS-I. EMS personnel will recheck each evacuee before they are released to their parents or homes. Students will only be released to, or at the direction of, parents or guardians after identification of same. A faculty member with a current student roster will meet students in this area. Every student passing through this area will be checked off using this roster so that a complete list of evacuated students can be complied.

B. Duties of the Director

1. The Director, or in his absence, the Dean of Academics, shall represent the School at the Command Post.

2. The Director is responsible for acting as liaison with faculty and staff, law enforcement, emergency personnel and the media. He or she will act as the representative of the School, will facilitate the School's response to the emergency.

3. The Director shall also be responsible for:

(a) Mobilizing School personnel and resources as necessary;

(b) Designating a staff member to organize the District's response as parents or guardians inquire either by phone or in person as to the status of their children;

(c) Providing information to the District spokesperson;

(d) Determining whether to notify outside agencies and which agencies to notify, as well as when and if to notify parents of an emergency;

(e) Maintaining an updated list of radio and television station telephone numbers for use in an emergency.

(f) Reviewing and revising this Plan as necessary, at least once per year, and ensuring that any updates to the Plan are distributed to all CRT members and stakeholders in the Plan, including emergency response agencies.

C. Duties of Faculty and Staff:

In the event of an emergency, the faculty and staff shall have the following duties:

1. Each teacher and non-instructional staff member must immediately notify the Administrator whenever a situation arises that threatens the safety of an individual.

At no time, should a staff person place themselves at risk and attempt to deal with an Emergency such as a fire or dangerous intruder. It is essential that no time is lost in communicating the existence of an Emergency so that the CRT for the building can initiate the correct emergency response and summon outside help. It is imperative that the guidelines contained within this plan be followed in the event of an Emergency.

2. Faculty and staff shall, when instructed by the Administrator, direct the safe and orderly evacuation of students and lead them to designated Safety Zone, avoiding any hazard zones.

3. Special area teachers and non-instructional employees shall report to the designated Safety Zone and help whenever needed to chaperone or supervise students.

4. Upon arrival at the designated Safety Zone or Relocation Center, the faculty will be responsible for assisting in identifying missing students. Thereafter, they shall be responsible for maintaining order, providing support, and escorting students to Safety Zones or Relocation Centers.

5. In the event that faculty, staff or students cannot be evacuated from an area, the faculty and staff shall take measures to protect the students in place until a rescue can be accomplished.

D. Duties of Custodian

The custodial staff shall assign the following duties among themselves prior to an Emergency:

1. Shut down gas, electricity, and/or water if needed depending on damage to building. Otherwise, maintain utilities and building systems under the direction of the Director.

2. Be sure the entire custodial team has assignments spelled out in advance for all Emergencies.

3. Maintain communication and be sure that radio communication is "open" throughout the Emergency situation.

4. Provide support and be alert to needs of staff and students.

5. Cooperate with police, fire and EMS personnel, and provide requested information, advice, assistance, and active support.

6. Recommend a plan and process for resuming normal school operations. Work with Emergency Personnel and the Administrator to return school operations to normal as soon as is possible.

7. Secure the building and check to ensure that everyone is evacuated.

E. Duties of the School Nurse.

The school nurse shall have the following duties in the event of an emergency:

1. Plan a Treatment Area to handle injuries, and work in advance to be sure there is a procedure to provide care for injured students and staff during any emergency. Collaborate with the Director to create this plan and ensure that adult help is available, as part of this plan, should the need arise.

2. Maintain adequate supplies for emergencies.

3. In the event of an evacuation, the School Nurse shall be responsible for bringing medical records of those students with special needs and any medications to be

dispensed to the designated Treatment Area. There the nurse will assist EMS personnel in evaluating and treating injured persons.

4. Review this Plan for the School prior to each school year with the Director or his designee.

5. Provide collaborative support and assistance for Fire and Rescue Personnel.

6. Carry out first aid in the Safety Zone and/or at the Evacuation Site as needed.

7. Maintain a list of emergency medical conditions and needs for all students.

F. Duties of Secretarial and Support Staff.

As directed by the Executive Director, the building secretarial and support staff shall take an active role in performing the following tasks:

1. Assist with communications by maintaining the radio and/or phone contact. Alert appropriate agencies and District personnel.

2. Provide information to staff as directed and ensure that enrollment and medical emergency cards are available to proper school officials or rescue personnel.

3. Assist the school nurse, teachers, or other colleagues as directed.

4. Establish and implement a procedure for checking out students to parents or guardians who come to school to take students home. Also, set up an "office" in the Safety Zone if this area is activated.

5. CONTACTING PARENTS IN AN EMERGENCY

A. Emergency Cards and Student Release Forms

Student Release Forms will be sent out to all parents at the beginning of each school year to obtain the following:

1. Permission to send child home early in the event of emergency;

2. Any conflict of scheduling that may arise for working parents;

3. The name and telephone number of employers at which to contact parents in the event of early dismissal;

4. Alternate plans for the child's welfare if neither parent can be informed of early dismissal; and

5. Special students' needs identified and planned for appropriately.

B. Parental Notification

During an Emergency, parents will be anxious for accurate information regarding school operations and as to the health and safety of their children. The Executive Director shall designate an individual to organize the School's response to parents as they inquire via telephone or in person during emergencies.

6. SCHOOL BUILDING SECURITY

Certain procedures minimize or provide early warning of problems when unwanted persons are in a school building. The following procedures shall be implemented to improve security in the buildings:

A. Basic Procedures.

1. General access to buildings shall be limited to Broadway entrance as central access.

2. All visitors shall be required to sign a guest book at the main office. (Guest books shall be maintained for two years.)

3. Signs shall clearly designate public entrances and sign-in procedures.

   (a) Signage on all entrances clearly designate public entrances and sign-in procedures.

   (b) All visitors, including vendors, are required to wear a visitor badge.

   (c) If a visitor, including a vendor, is observed without a badge then the staff member shall request that said person report to the main office.

   (d) If such a request is ignored, the staff member shall report that an unbadged visitor is in the building.

B. Staff Responsibilities.

1. All staff should be aware of conditions in and around the building and report anything unusual to supervisors. Staff should scan their areas before leaving at night and upon entering in the morning to check for any unusual packages or items. Anything suspicious should be reported immediately to their supervisor.

2. Upon observing a dangerous or armed person, school staff is not to engage that person but report their presence to an administrator immediately.

7. EMERGENCY GO-HOME POLICY,

On the rare occasion that it may be necessary to close PCSS-II prior to the normally scheduled end of the school day, the school requests that the parents and children have a mutually agreed on safe place for the child to stay until the parents return home. At the beginning of each school year parents are asked to complete the Emergency Early Closing Form (Appendix A)

8. MULTI-HAZARD SCHOOL SAFETY TRAINING

A. Training of Staff

1. Specific training shall be provided for school staff assigned specific roles and areas of responsibility in the Multi-Hazard Evacuation Plan. Any person or agency assigned an area of responsibility in this plan should have appropriate training.

2. Training programs enhance overall School emergency preparedness by presenting ideas and response techniques consistent with emergency plans. Everyone who has been assigned a position or area of responsibility in the plan should have appropriate training. This applies to both students and staff.

3. Training can entail short briefings, or presentations related to any aspect of preparedness. The training should convey the importance of everyone's role in implementing an effective school emergency response.

9. SCHOOL SECURITY AND SAFETY PROTOCOLS

Parents, guardians and visitors are always welcome at PCSS-II. The school building is locked at all times. Upon entry and when leaving the building, visitors are asked to sign in and out with the secretary.

Color Coded Protocols

The following color coded general response protocols for responding to an emergency shall be observed:

1. CODE RED: evacuation takes place in the event of fire, or other emergency that requires students and staff to leave the building immediately.
2. CODE GREEN: evacuation takes place in the event of a bomb threat or other emergency that requires students and staff to leave the building in a timely manner.
3. CODE YELLOW: this is a "stay in place" code that is utilized in the event of a lockdown or other emergency in which student movement about the building or grounds would endanger the safety of students and staff.
4. CODE BLUE: is a stay in place code that is utilized medical emergency which requires students to remain in the building and avoid movement so as to allow maximum access to emergency personnel.

10. SITES OF POTENTIAL EMERGENCY

PCSS-II is located in the north-west of the City of Boston. There are no areas in its immediate vicinity that present an imminent threat of a hazardous or emergency event. The School is located on Broadway, which is a busy road. Accordingly, in the event of such an emergency, the School will utilize secondary streets to transport students students to their homes or to designate holding sites.

11. SPECIFIC PROTOCOLS FOR ENVIRONMENTAL DISASTERS

In the case of all disasters listed below, the director will immediately notify the PCSS-II Board of Trustees and the Charter School Office (CSO) In the unlikely event that students have to go home, we will follow our go-home policy.

1. Air Pollution

Preparation: Maintain emergency go-home plans.

Response:

1. To extent possible, follow recommendations of agencies issuing alerts.
2. Follow directions of government agencies having authority as to curtailment, early dismissal, or cancellation of school sessions.

Recovery: Resume school as authorized by government agencies.

2. Drought

Preparation:

1. Be prepared to follow guidelines of jurisdictional government agencies.
2. Update list of emergency water suppliers on annual basis.

Response:

1. Follow local guidelines for drought as developed and presented by local or county agencies.
2. Close schools if ordered to do so.

Recovery: Resume normal schedule once emergency ends or alternative plans can be established.

3. Earthquakes

Preparation:

1. Become familiar with response portion of this guide.
2. Maintain emergency go home plans.

Response:

a. Inside: Move to safest areas possible – away from objects that could fall, move to areas under desks, tables, etc. Stay away from windows, mirrors, heavy objects hung on walls.
b. Outside: Move to open areas away from buildings, power poles, underground utility lines (if known or if ruptured)
c. In vehicles: Stop vehicle in open area if possible, but remain in vehicle.
d. Attempt to maintain contact with local authorities if phone system is operational. Cellular may be of assistance, however this system may be down or overwhelmed. Tune in to the Emergency Broadcast Station (EBS) radio for information and further directions.

Recovery:

1. Dependent on scope of Earthquake, governmental states of emergency, etc., return to normal sessions following repairs.
2. May need to establish a crisis intervention network for students and/or staff.

4. Epidemics

Preparations:

Maintain School Health guidelines.

Response:

1. Establish that a possible problem exists by notifying school nurse.
2. If problem is suspected or identified, school nurse to notify school physician and directors.
3. School physician to notify appropriate public health officials.
4. Follow directions of school physician and public health officials.
5. Directors to notify staff, parents and students when normal school sessions can resume.

5. Flood

Preparation:

1. Become familiar with floodplain areas.
2. Plan for alternate transportation routes.
3. Maintain emergency go home plans.

Response:

1. Directors to monitor NOAA weather Radio, EBS and/or AM/FM radios for flood watch and warning information.
2. Directors to monitor areas around respective buildings for developing water problems.
3. Move affected building's occupants to safe areas as dictated by developing conditions.
4. Early dismissal or school cancellations will be made in the usual fashion.
5. Travel on roadways will be dictated by local conditions.

Recovery:

Resume normal school sessions following notification of safe travel and safe conditions by local officials.

6. Storms – Blizzards, Wind, Hurricanes, Tornadoes

Preparation:

1. Monitor weather conditions and forecasts on ongoing basis.
2. Maintain emergency go home plans.

Response:

1. Follow directions of local authorities.
2. For storm conditions with adequate warning, cancel or dismiss school according to established school procedures.
3. Curtain outdoor activities.
4. Secure outside objects which could be blown away.
5. For sudden storm possibilities, such as tornadoes:

a. Directors to appoint someone to monitor outside weather conditions.
b. Should such an event occur, move building occupants to lowest possible portions of building, avoiding windows and large rooms (auditoriums, gymnasiums, cafeterias, etc.
c. For tornadoes, staff should be instructed to open windows before leaving their areas (this reduces chance of building collapse).

6. Should conditions damage building, or injuries occur, contact local authorities via 9-1-1.

Recovery:

1. If no damage has been sustained by the building, resume normal school sessions.
2. If local authorities make special requests, follow requests. May include ending school sessions so that schools may be used as emergency shelters for persons from other areas. Should such requests be made follow normal early dismissal procedures.
3. Director to contact the PCSS-II Trustees and the Charter School Office.

7. Radiological

Preparation:

1. Unless brought into a building, this is a very remote possibility.
2. Maintain emergency go home plans.

Response:

1. Remove all personnel from suspected radiological source.
2. Director to contact 9-1-1. Follow their directions.
3. Director to contact the PCSS-II Trustees and the Charter School Office.

Recovery:

Resume school sessions once advised to by appropriate authorities.

8. Water Contamination

Preparation:

1. Update list of emergency water suppliers on annual basis.
2. Maintain emergency go home plans.

Response:

1. Director to contact the PCSS-II Trustees and the Charter School Office.
2. Building occupants to be instructed not to consume water until problem can be declared unfounded or corrected.
3. Director to notify County Health Department.
4. Emergency water supplies to be brought to affected building.

Recovery:

1. Complete any repairs or actions as required by County Health Dept.
2. Notify building personnel of return to normal situation.

12. MAN-MADE DISASTERS

1. Bombs and Bomb Threats

Preparation:

1. Train call takers in listening techniques (see Appendix D).
2. Maintain emergency go home plans.

Response:

1. Director to determine validity of call.
2. If threat is believed to be real:
3. Contact local authorities via 911.
4. Evacuate building/ areas as necessary.

5. Follow directions of local authorities.

Recovery:

Once danger has passed, resume normal school sessions.

2. Collapse

Preparation:

1. Maintain familiarity of response section of this guide.
2. Maintain emergency go home plans.

Response:

1. Curtail or cease building/component (bleachers, wing, etc.) use immediately.
2. Assess need for immediate action – evacuation.
3. Director to establish action plan.
4. Director contact PCSS-II Trustees and Charter School Office.
5. Should collapse occur
    a. Evacuate building/area to extent possible/necessary.
    b. Notify local emergency services via 9-1-1.
    c. Follow directions of local emergency services.

Recovery:

1. Director will continue to monitor evacuations and notifications.
2. Establish short term and long term action plan as dictated by event.

3. Explosions

Preparation:

1. Maintain familiarity of response section of this guide.
2. Maintain emergency go home plans.

Response:

1. Sound building fire alarm and evacuate all personnel.
2. Contact local authorities via 9-1-1.
3. Effect emergency operations as possible – fire extinguishment, first aid, etc.
4. Director to provide appropriate liaison to the emergency services command post.
5. Contact PCSS-II Trustees and Charter School Office
6. Director will coordinate operations, including contacting transportation for emergency sheltering or early dismissal, sending personnel from other buildings to the affected area to assist, preparing press releases.

Recovery:

1. EOC will continue to monitor evacuations and notifications.
2. Establish short term and long term action plan as dictated by event.
3. Cooperate with jurisdictional authorities in any necessary investigations.

4. Fire

Preparation:

1. Establish plan in conjunction with local fire department.
2. Maintain fire alarm system and PA system within each building.
3. Maintain fire extinguishers within each building.
4. Cooperate with fire inspectors – town fire dept., insurance.
5. Staff training to include: fire prevention, fire extinguishers, and fire alarm procedures.
6. Maintain emergency go home plans.

Response:

1. Immediate

a. Person discovering fire or fire situation to notify building via fire alarm, internal phone or directly to any authority.
b. Building procedures (evacuation, extinguishment) set in motion.
c. Main office to contact local Fire Department via 9-1-1. In event that the main office is unable to do so, building back up phone plan should be maintained, i.e., different phone within building, cell phone, neighbor.
d. Advise fire department of situation, turn over operations to FD.

2. Subsequent
   e. Building Director to notify PCSS-II Trustees and Charter School Office.
   f. If necessary, Director to establish EOC to begin early dismissal, prepare press release should one be needed and assist in whatever ways are necessary.

Recovery:

1. Resume building operations when advised to by FD.
2. Curtail use of building if needed.
3. Cease school operations if necessary. Should this be necessary, follow district early dismissal policy.

6. Gas Leak or Odors

Preparation:

1. Maintain maps of gas lines into and within buildings.
2. Maintain backup plan for evacuation that does utilize fire alarm system.
3. Maintain emergency to home plans.

Response:

1. Building Director to contact emergency services via 9-1-1.
2. If deemed necessary to evacuate, do so WITHOUT using fire alarm system (fire alarm systems can ignite gas vapors).
3. Building Director to notify PCSS-II Trustees and Charter School Office.
4. If problem appears to be lengthy to resolve, Director to establish EOC to contact transportation supervisor for buses to shelter or for early dismissal, prepare press releases, and aid in whatever ways necessary.

Recovery:

Once building has been declared safe by Fire Department and/or gas supplier, resume regular school sessions.

7. Hazardous Materials

Preparation:

1. Follow all appropriate hazardous materials regulations of insurance company, OSHA, NIOSH, CFR.
2. Maintain emergency go home plans.

Response:

1. Upon discovery of spill, leak or release of a suspected hazardous material, including petroleum products, notify emergency authorities via 911.
2. Keep all persons away from suspected hazmat material.
3. Building Director to notify PCSS-II Trustees and Charter School Office.
4. Establish action plan in conjunction with emergency authorities.
5. Should problem be substantial, Director will organize early dismissal, prepare press release should one be needed and assist in whatever ways necessary.

Recovery:

Once building has been declared safe by Fire Department and/or appropriate authorities, resume regular school sessions.

8. Hostages

Preparation:

Maintain familiarity of response section of this guide.

Response:

1. Identify that a possible hostage situation exists.
2. Secure assistance of others in the immediate area.
3. Notify Directors.
4. Directors to contact emergency authorities via 9-1-1.
5. Building Director to notify PCSS-II Trustees and Charter School Office.
6. Directors to establish EOC to assist by contacting needed parent(s) of victims, spouse of victims, preparation of press releases, and in whatever ways possible.
7. If practical, move those in the immediate vicinity of the possible hostage situation away from the danger area.
8. Maintain surveillance while waiting for police to arrive.
9. Make reports to police and follow their directions.

Recovery:

Once situation has been declared safe by police, resume regular school sessions.

9. Intruders

Preparation:

Maintain familiarity of response section of this guide.

Response:

1. If an intruder is suspected, contact Director.
2. Directors to establish that there is indeed an intruder. "When in doubt, check them out."
3. Person observing intruder should obtain assistance of other adults nearby.
4. If comfortable with encountering possible intruder, staff members should request that the person(s) report to the main office. The possible intruder should be escorted by staff.
5. If NOT comfortable with encountering possible intruder, maintain surveillance and wait for assistance from Director.
6. Director should determine whether police presence is needed. However, if intruder is violent or threatening prior to arrival of Director, police should be called by any available staff member.
7. Prior to arrival of police, isolate as many persons as possible from the intruder.
8. If necessary for emergency notification of staff, a prearranged coded announcement is to be made. "Would Mrs. Dangerfield please report the main office?" Repeat the announcement. This announcement alerts the staff to the presence of the intruder without alarming students or the intruder(s). Staff should then keep students confined to their classrooms at this point.
9. Do nothing to anger or threaten the intruder.
10. Once police arrive, make report to police, and follow their instructions.

Recovery:

Return to normal school sessions upon removal of intruder(s).

10. Kidnapping

Preparation:

Maintain familiarity of response section of this guide.

Response:

1. Notification to Directors upon possible kidnapping or potential kidnapping.
2. Police to be called by Directors via 9-1-1 call.
3. Level of involvement by staff is one of personal judgment.
4. Note as much information as possible (i.e. descriptions of persons, clothing, vehicles, license numbers, etc.)

5. Report information to police.
6. Building Director to notify PCSS-II Trustees and Charter School Office
7. In conjunction with police, notify parent(s) or spouse(s).
8. Directors to prepare press releases.

Recovery:

Return to normal school sessions upon removal of intruder(s).

11. Power Failures

Preparation:

1. Maintain building emergency lights.
2. Maintain emergency go home plans.

Response:

1. Director to contact local utility to report failure and to determine, to extent possible, duration of the problem.
2. Director will take necessary action needed to mitigate damage to building or its contents.
3. Director will contact Police Department to determine if problem is local or city-wide.
4. Short term problem: maintain school in session, If vital services can be maintained. These services to include – phones, heat, water and others as deemed necessary by the building administrators.
5. Long term with passable roads: Emergency early dismissal.
6. Long term with impassable roads
7. Notify staff and students, instructing all to remain calm.
8. Make contact with local emergency authorities to advise them of situation.
9. Assess all persons as to any special needs (i.e. medications, dietary, etc.). Attempt to address these needs. Local authorities may be able to assist in this area.
10. Attempt to keep track of those who leave building.
11. Dismiss students as soon as conditions allow.

Recovery:

1. Re-establish building operations.
2. Resume school schedule.

12. Weapons

Preparation:

1. District should instruct school population of zero tolerance for weapons on school property.
2. Maintain familiarity of response section of this guide.

Response:

1. A very difficult situation to say the least. Circumstances and persons involved will force split second decisions that will vary from person to person and incident to incident. Generalizations can however be made.
2. NON-THREATENING WEAPONS: (observed in bags, coats, vehicles, or by rumor, etc.)
   a. Notify school directors as soon as possible.
   b. Directors will contact police via 9-1-1.
   c. Inform other adults in the area.
   d. Attempt to maintain surveillance of person with possible weapon.
   e. Turn over information to police upon the arrival.
   f. Turn over information to police upon their arrival.
   g. Building Director to notify PCSS-II Trustees and Charter School Office.
3. THREATENING WEAPONS IN NON CLASSROOM AREAS (areas such as halls, cafeterias, parking lots, etc.)
   h. Notify Building administrator ASAP.

i. Building Administrator to contact police via 9-1-1.
j. Inform other adults in the area.
k. Attempt to maintain calm among those in the area.
l. Attempt to remove as many persons from the danger area as possible.
m. Make no threatening moves toward person(s) with weapon(s).
n. If unable to leave area of weapon, follow directions or armed person(s).
o. Follow directions of police upon their arrival.
p. If announcement is needed, broadcast coded announcement. Repeat 3 times. The area portion of the announcement alerts staff as to where the problem might be. Staff is to then avoid this area, and to keep students in their areas.
q. Building Director to notify PCSS-II Trustees and Charter School Office.
r. Director will monitor situation and establish district action plan as conditions warrant.

13. NOTIFICATION AND COMMUNICATIONS REGARDING EMERGENCY RESPONSE

A. *Notification of Parents and Educational Facilities*

When required by circumstances, and upon the directive of the Director, or in his absence, the Dean of Academics, the School's main office staff will provide telephonic notice to parents of an emergency. Notification will be implemented by office staff dividing the contact information among the staff according to grade. The Team will notify the Massachusetts Department of Education of an emergency when circumstances warrant doing so. Such notifications will be made telephonically, using office telephones whenever possible. In the event that office telephones are not available, the staff will utilize School cellular telephones, which Team members have available.

B. *Notification of Emergency Personnel and/or Agencies*

Upon the direction of the Director or, in his absence, the Dean of Academics, the Team shall notify the appropriate public agencies for assistance, including the Everett City Fire Department, Rural-Metro Medical Services, the Everett City Police Department and the Middlesex County Sheriff's Department. Such contact will be implemented using Middlesex County 911 Emergency Communication System. In the event that office telephones are not available, the staff will utilize cellular telephones, which Team members have available.

14. PROCEDURES TO COORDINATE SCHOOL AND REGIONAL RESOURCES DURING EMERGENCY RESPONSES

The School is located within the Everett City. In the event of any emergency that may require the immediate evacuation of the School, PCSS-II Crisis Respond Team will notify Local Public school, any needed use of facilities to temporarily house students who are evacuated from the School because of an emergency and any necessary collateral support, such as psychological or grief counselors, medical personnel and/or facilities personnel. The Team member making the contact will provide an overview of the emergency, the immediate support required or which can be offered, and determine the School's ability to provide support in those regards. In the event of the need for an immediate or early School closure, the CRT will coordinate with the Transportation company to transport PCSS-II students.

The PCSS-II Multi-Hazard Emergency Plan coordinates the school's resources with local and regional emergency response providers.

The emergency response format includes: a school chain of command and a chain of command utilizing local and regional response teams.

The PCSS-II Director or appointed designee will contact local agencies, as needed, in response for assistance.

The Director/designee in an emergency will contact the highest-ranking local government official for obtaining advice and assistance.

PCSS-II has identified resources for an emergency. These resources are listed in Appendix C and Appendix D

15. RECOVERY, DEBRIEF AND INCIDENT EVALUATION

PCSS-II shall conduct drills and other exercises to test and evaluate the effectiveness of the school emergency response plans. The drills shall be coordinated with and include the participation of local emergency response providers. The results of such drills and exercises shall be reported to the PCSS-II Board of Trustees as needed.

The results of such drills and exercises will provide an evaluation of emergency systems and provide recommendations for improvement of emergency response as necessary.

APPENDIX A: EMERGENCY EARLY CLOSING FORM

Dear Parents:

In the event of an emergency early dismissal, it is vitally important that each student knows what to do and where to go. Therefore, we ask that you make arrangements for such an event and review the go-home procedures you have made with your child. Please complete the form below and bring it in to school. We appreciate your cooperation.

Child's name: _____ Grade: _____

For children who walk to school: My child will be picked up by _____

(parent or other designated adult)

For children who ride a school bus to school: My child will ride the regular school bus to:

_____

(home address or that of neighbor on same bus route)

_____

Parent's Signature

APPENDIX B: STAFF FIRST AIDERS

School Nurse	First Aid/CPR
TBA	First Aid/CPR
TBA	First Aid/CPR
TBA	First Aid/CPR
TBA	First Aid/CPR

APPENDIX C: LOCAL POLICE, FIRE & EMS AGENCIES

All emergency numbers are 9-1-1.

Non-Emergency numbers of each agency are:

Department:	Phone Numbers
State Police	508 820 2300
Fire and Rescue Department	617 387 7443
Animal Control (inspector)	617 394 2225
Everett Police	617 387 1212
Public Safety (Boston)	671 727 3200
Public Utilities	617 305 3500
Public Works	617 394 2285
Board of Health	617 394 2255
Charter Office (Department ofEducation)	781 338 3000

APPENDIX D: Bomb Threat Call Identification

Date:_____ Time: _____

Call Taker: _____ Phone: _____

Exact words of caller:

_____

_____

Try to get answers to: (Don't expect much cooperation)

When is the bomb going to explode? _____

Where is the bomb? _____

What kind of bomb is it? _____

What does it look like? _____

Why did you place the bomb? _____

Voice Description

Male: ____ Female: ____ Age: Young ____ Middle ____ Old: ____

Tone: (seriousness): _____

Accent: _____

Background Noise: _____

Familiar? _____ If yes, who did it sound like?_____

Remarks: _____

APPENDIX E: GLOSSARY OF TERMS

ALS	**Advanced Life Support.** High level of emergency medical care provided in the field, up to maintenance of basic body function. Does not include drug administration, Bureau of Alcohol, Tobacco and Firearms (ATTF), federal agency having jurisdiction of incidents involving explosive devices.
BLEVE	**Boiling Liquid Expanding Vapor Explosion;** eruption of a closed vessel under heat that creates an explosive fire or fire ball upon rupture.
BLS	**Basic Life Support**. Most basic level of emergency medical care provided in the field; administered by EMTs.
BRANCH	An organizational term designating a particular function or segment of incident operations (i.e. finance or logistics).
CAD	**Computer Aided Dispatch**; designed to enhance the speed and accuracy of dispatching equipment to emergencies.
CHEMTREC	**Chemical Transportation Emergency Center**. An advisory group that aids in the identification of hazardous materials and in dealing with emergencies involving hazardous materials.
CIVIL DISTURBANCE	A demonstration of public unrest that may involve acts of violence or destruction.
COMMAND POST	The physical location of an Incident Commander and his/her command staff.
COMMAND STAFF	Those persons aiding the Incident Commander in making decisions at an incident. May include, among others, the Information Officer, Safety Officer, and Liaison Officer and so on. Report directly to the Incident Commander.
COMPANY	Any piece of equipment having a full complement of personnel.
EBS	**Emergency Broadcast System**. Public emergency radio and television broadcasts alerting the public to impending dangers and giving advice and direction before, during and after a public emergency.
EMS	**Emergency Medical Service**. Includes first aiders, first responders, EMTs, technicians, and all others assigned to provide immediate care and treatment of injured parties.
EMT	A level of first aid provided authorized to treat up to the administration of medications. Main staff members of Basic Life Support (BLS) Ambulances.
EOC	**Emergency Operations Center**. A facility that serves as a multi-agency command point for coordination of activities during disasters. May be located away from the disaster site.
EPA	**Environmental Protection Agency**. A federal agency with jurisdiction over environmental disasters.
FEMA	**Federal Emergency Management Administration**. Federal agency providing assistance during periods of major disaster.
HAZ MAT	**Hazardous materials**. Any substance that poses an extraordinary risk to health, safety, property or the environment.
IC	**Incident Commander**. The individual responsible for the management of all incident operations.
IAP	**Incident Action Plan**. The operational plan for the incident. The plan establishing the general control objectives, setting incident strategy and establishing rescue, suppression and control actions.
RACES	**Radio Amateur Civil Emergency Service**. Amateur radio operators providing backup radio capabilities during disasters.
REHAB	**Rehabilitation**. Area where personnel are sent for refreshment and/or medical surveillance following a assignment during a disaster.
SECTOR	A geographic area or functional area of a disaster under the control of a single person, a sector commander, EMS
STAGING	The location where non-assigned incident personnel and equipment are located in a state of readiness for deployment.
STATE OF EMERGENCY	An order of a local government official granting greater authority to incident commanders and allowing outside resources to be utilized. This state authorizes activation of various state or federal emergency response plans.
TRIAGE	Area where large numbers of casualties are sent for evaluation into three groups. Those who will not survive regardless of treatment, those who have a chance of survival if treated, those who will survive without treatment. Those in the second group are given the first priority.
WARNING	A team used by the National Weather Service meaning that a certain type of severe weather has actually been detected.
WATCH	A term used by the National Weather Service meaning that the conditions are right for the formation of a certain type of severe weather pattern.

Tab 16

PLEASE NOTE:

The following attachment is a sample from Pioneer Charter School of Science in Everett, Massachusetts, the model school for LAACS. Upon approval of the charter, the founding team will revise, align and finalize the whole document with applicable laws, regulations, policies and practices in Maine. The Board will adopt it after final approval of the Charter School Commission.

PIONEER CHARTER SCHOOL OF SCIENCE
Bullying Prevention and Intervention Plan

In conjunction with guidance provided by The Department of Elementary and Secondary Education, PCSS has developed the following Bullying Prevention and Intervention Plan as is required under M.G.L. Ch. 71 §37O. A sample incident reporting form is attached as Appendix A.

Please note that in this Plan we use the word "target" instead of "victim" and "aggressor" instead of "perpetrator."

TABLE OF CONTENTS

I. LEADERSHIP.....2

II. TRAINING AND PROFESSIONAL DEVELOPMENT.....3

III. ACCESS TO RESOURCES AND SERVICES.....4

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES.....5

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION.....6

VI. COLLABORATION WITH FAMILIES.....10

VII. PROHIBITION AGAINST BULLYING AND RETALIATION.....10

VIII. DEFINITIONS.....11

IX. RELATIONSHIP TO OTHER LAWS.....11

I. LEADERSHIP

A. Public involvement in developing the Plan. As required by M.G.L. Ch. 71 §37O, the following Bullying Prevention and Intervention Plan will be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians via notice and a public comment period prior to its adoption by the Board of Trustees.Schools and districts may choose to involve representatives from each of these constituencies in other aspects of Plan development, including needs assessments, working groups, task forces, and public meetings. The Plan should identify the ways that each of the various constituencies will be involved.

B. Assessing needs and resources. The Plan constitutes PCSS's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, PCSS will gather input from families and staff to assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This "mapping" process will enable PCSS to identify resource gaps and the most significant areas of need. Based on these findings, PCSS will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

C. Planning and oversight. Plans should identify which PCSS leaders are responsible for the following tasks under the Plan: 1) receiving reports on bullying; 2) collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; 4) planning for the ongoing professional development that is required by the law; 5) planning supports that respond to the needs of targets and aggressors; 6) choosing and implementing the curricula that the school or district will use; 7) developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them; 8) amending student and staff handbooks and codes of conduct; 9) leading the parent or family engagement efforts and drafting parent information materials; and 10) reviewing and updating the Plan each year, or more frequently

D. Priority Statements.

PCSS expects that all members of the school community will treat each other in a civil manner and with respect for differences.

PCSS is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

PCSS understands that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. PCSS will take steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying,

harassment, or teasing.

At PCSS, we will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

This Plan is intended to constitute a comprehensive approach to addressing bullying and cyberbullying, and PCSS is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have developed this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

Pursuant to M.G.L. Ch. 71 §37O, PCSS will provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. Professional development will be provided on an annual basis, although additional professional development will be provided as needed. Following an all-staff survey, PCSS's Plan will state with specificity the content and frequency of staff training and ongoing professional development as determined by the school's or district's needs, and will list other topics to be included in these staff programs. The areas of training shall meet all the requirements of the law, and additional professional development beyond these requirements will be based on needs and concerns identified by school and district staff via survey.

The law lists the following six topics, which must be included in professional development. Additional topics may be identified by PCSS leadership as we consider the unique needs of our community.

A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include:
   - Staff duties under the Plan
   - An overview of the steps that the Dean of Students will follow upon receipt of a report of bullying or retaliation
   - An overview of the bullying prevention curricula to be offered at all grades throughout the school or district.

   NOTE: Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. Ch. 71 §37O, the content of school-wide professional development will be informed by research and will include information on:

(i) Age-appropriate strategies to prevent bullying;
(ii) Age-appropriate strategies for immediate, effective interventions to stop bullying incidents;
(iii) Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
(iv) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
(v) Information on the incidence and nature of cyberbullying; and
(vi) Internet safety issues as related to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development may include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

C. Written notice to staff. PCSS will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

III. ACCESS TO RESOURCES AND SERVICES

A. Identifying resources. PCSS will conduct an internal review to identify its capacity to provide counseling and other services for targets, aggressors, and their families. This will include a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Once this mapping of resources is complete, PCSS will develop recommendations and action steps to fill any identified resource and service gaps. This may include adopting new curricula, reorganizing staff, establishing safety planning teams, and/or identifying other agencies that can provide services. Upon completion of the review, the Plan will be amended to outline the local processes for identifying existing and needed resources.

C. Counseling and other services. PCSS intends to ensure the availability of culturally and linguistically appropriate resources within the school building. If additional resources need to be developed, PCSS will take steps to identify linkages with community based organizations. In addition, PCSS will identify staff and service providers who assist schools in developing safety

plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors.

D. Students with disabilities. As required by M.G.L. Ch. 71B §3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

E. Referral to outside services. PCSS will establish a referral protocol for referring students and families to outside services. PCSS will evaluate its current referral protocols to assess their relevance to the Plan, and will revise the protocols as needed.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based, and will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Some resources are currently available on the Department's website at http://www.doe.mass.edu/ssce/bullying/. Plans should include specific information about local priorities and approaches that will be used, and how schools and districts will integrate the Plan into the school's and/or district's curricula.

A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

PCSS will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. PCSS will review the Plan with students during the student orientation in the beginning of the year and ~~if~~ as needed during school assemblies.

B. General teaching approaches that support bullying prevention efforts. The following approaches will be utilized to establish a safe and supportive school environment. These underscore the importance of PCSS's bullying intervention and prevention initiatives:

- PCSS will set clear expectations for students and establish school and classroom routines;

- PCSS will create safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- PCSS will use appropriate and positive responses and reinforcement;
- PCSS will use positive behavioral supports;
- PCSS will encourage adults to develop positive relationships with students;
- All members of the PCSS community will be expected to model, teach, and reward pro-social, healthy, and respectful behaviors;
- PCSS will use positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- PCSS will require students to use the Internet safely and follow PCSS's Acceptable Use Policy; and
- PCSS will support students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation; general matters.

a. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written.
b. Oral reports made by or to a staff member shall be recorded in writing by said staff member.
c. A school or district staff member is required to report immediately to the Dean of Students any instance of bullying or retaliation the staff member becomes aware of or witnesses.
d. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. For this purpose, PCSS will make the following reporting resources available to the school community: an Incident Reporting Form and an email address. Use of an Incident Reporting Form is not required as a condition of making a report.
e. PCSS will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the Dean of Students; and 3) post it on the school's website.
f. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.
g. At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Dean of Students will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the Dean of Students when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Dean of Students does not limit the authority of the staff member to respond to behavioral or

disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

PCSS expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Dean of Students immediately. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Dean of Students.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Dean of Students will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Dean of Students will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Dean of Students will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others.

a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Dean of Students will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Dean of Students contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 C.M.R. §49.00.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school; the Dean of Students first informed of the incident will promptly notify by telephone the Dean of Students of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 C.M.R. §49.00.

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Dean of Students has a reasonable basis to

believe that criminal charges may be pursued against the aggressor, the Dean of Students will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 C.M.R. §49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Dean of Students shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the Dean of Students will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the Dean of Students deems appropriate.

C. Investigation. The Dean of Students will investigate promptly all reports of bullying or retaliation and, in doing so; will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Dean of Students will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Dean of Students (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Dean of Students, other staff members as determined by the Dean of Students, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Dean of Students will maintain confidentiality during the investigative process. The Dean of Students will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the Dean of Students will consult with legal counsel about the investigation.

D. Determinations. The Dean of Students will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Dean of Students will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Dean of Students will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Dean of Students may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Dean of Students will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Dean of Students cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying. *Use this section of the Plan to enumerate the school's or district's chosen strategies for building students' skills, and other individualized interventions that the school or district may take in response to remediate or prevent further bullying and retaliation. The following is sample language that may be included in school or district Plans:*

1. Teaching Appropriate Behavior Through Skills-Building.

Upon the Dean of Students determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. Ch. 71 §37O(d)(v). Skill-building approaches that the Dean of Students may consider include:

- Offering individualized skill-building sessions based on the PCSS's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

2. Taking Disciplinary Action

If the Dean of Students decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Dean of Students, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

Discipline procedures for students with disabilities are governed by federal mandates, which are detailed in the student discipline portion of the handbook.

Relative to perpetrators of bullying, retaliation and/or false reports, the Dean may implement discipline deemed appropriate under all of the circumstances, ranging from a simple warning up to and possibly including expulsion from school. Please refer to the PCSS student handbook for detailed information about due process procedures for students subject to disciplinary action.

3. Promoting Safety for the Target and Others.

The Dean of Students will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Dean of Students may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Dean of Students will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are

needed. If so, the Dean of Students will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

A. Parent education and resources. PCSS will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula used by PCSS. The programs will be offered in collaboration with all of PCSS's parent organizations.

B. Notification requirements. Each year PCSS will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. PCSS will send parents written notice each year about the student-related sections of the Plan and PCSS's Internet safety and acceptable use policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. PCSS will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

(i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. Ch. 71 §37O, nothing in this Plan requires PCSS to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. Ch. 71 §37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

i. causes physical or emotional harm to the target or damage to the target's property;
ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
iii. creates a hostile environment at school for the target;
iv. infringes on the rights of the target at school; or
v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. *See* M.G.L. Ch. 71 §37O for the full legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. Ch. 71 §37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and PCSS's policies, no person shall be discriminated against in admission to PCSS or in obtaining the advantages, privilege and courses of study of PCSS on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in PCSS's Bullying Prevention and Intervention Plan prevents PCSS from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in PCSS's Bullying Prevention and Intervention Plan is designed or intended to limit PCSS's authority to take disciplinary action or other action under M.G.L. Ch. 71 §§37H or 37H½, other applicable laws, and/or school policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Tab 17

American Civil Liberties Union
Model Anti-Harassment and Discrimination Policies for Schools

Model Anti-Harassment Policy

Date _____

The _____ School District is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with respect. Teachers and other staff members are expected to teach and to demonstrate by example that all members of the community are entitled to respect.

Harassment of a student by another student or by a teacher or other staff member is a violation of school policy. This includes (but is not limited to) harassment based on race, national origin, marital status, sex, sexual orientation, gender identity, religion, or disability. Punishable harassment is conduct, including verbal conduct, (1) that creates (or will certainly create) a hostile environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being; or (2) that is threatening or seriously intimidating.

Sexual harassment is a form of harassment that also violates school policy. Punishable sexual harassment is an unwelcome sexual advance or sexual conduct, including verbal conduct, (1) that is tied to a student's educational benefits, opportunities, or performance, or to a student's physical or psychological well-being; (2) that creates (or will certainly create) a hostile environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being; or (3) that is threatening or seriously intimidating.

To prevent harassment in the first instance, staff members should teach — teach why harassment is wrong and teach that tolerance and respect are essential to a free society. In response to an act of harassment, staff members should intervene immediately to stop the harassment and, if appropriate, should punish the harassment promptly, consistently, and proportionately to the seriousness of the act. But the response should not end there; rather, staff members should deter future harassment with continuing lessons of tolerance and respect.

Note: Schools should develop and publicize rules that explain how harassment can be reported and how reports of harassment will be handled. In some cases, schools are required to do so by federal law. These rules should require staff to report harassment to a designated school official; should prohibit retaliation against anyone who reports harassment; and, to the extent possible, should protect the confidentiality of anyone who is involved in a report of harassment.

Model Discrimination Policy

Date _____

The _____ School District is committed to equal opportunity for all students and all staff.

It is District policy that no one shall be treated differently, separately, or have any action directly affecting him or her taken on the basis of race, religion, national origin, marital status, sex, sexual orientation, gender identity, or disability where a person is otherwise qualified or could be with reasonable accommodation.

The immediate remedy for any act of discrimination shall be to end it, treat the individual equally, and, as much as practically possible, to eradicate any effects of discrimination. Discipline should be imposed where appropriate.

American Civil Liberties Unions. (2001, October 23). *Model anti-harassment and discrimination policies for schools.* Retrieved on December 1, 2004, from http://www.aclu.org/LesbianGayRights/LesbianGayRights.cfm?ID=9214&=106

Tab 18

PLEASE NOTE:

The following attachment is a sample from Pioneer Charter School of Science in Everett, Massachusetts, the model school for LAACS. Upon approval of the charter, the founding team will revise, align and finalize the whole document with applicable laws, regulations, policies and practices in Maine. The Board will adopt it after final approval of the Charter School Commission.

PIONEER CHARTER SCHOOL OF SCIENCE
Student Weekly Schedule

Student:
Term: **1st Quarter**
Grade Section: **7M**

	1st Period 8:00 AM-8:44 AM	**2nd Period** 8:47 AM-9:31 AM	**3rd Period** 9:34 AM-10:18 AM	**Advisory-1** 10:22 AM-10:37 AM	**4th Period** 10:39 AM-11:23 AM	**5th Period** 11:26 AM-12:10 PM	**6th Period** 12:13 PM-12:57 PM	**7th Period** 1:00 PM-1:44 PM	**8th Period** 1:47 PM-2:31 PM	**Advisory-2** 2:35 PM-2:49 PM	**9th Period** 2:51 PM-3:35 AM	**After School** 3:39 PM-4:25 PM	**Detention** 4:25 PM-5:25 PM
Monday	Science 7M-Q1 [207] Lease, Erin	ELA-7 7M-Q1 [204] Concannon, Allison	Math Skills 7M-Q1 [C3] Pala, Ayse	Advisory 202 7M-Q1 [202] Lease, Erin	Math-7 7M-Q1 [203] Eng, Ling Ling		Social Studies-7 7M-Q1 [202] McIntosh, Meghan	Comp-7 7M-Q1 [201] Kilic, Ozlem	Math-7 7M-Q1 [203] Eng, Ling Ling	Advisory 202 7M-Q1 [202] Lease, Erin	ELA-7 7M-Q1 [204] Concannon, Allison		
Tuesday	Science 7M-Q1 [207] Lease, Erin	Science 7M-Q1 [207] Lease, Erin	Math Skills 7M-Q1 [C3] Pala, Ayse	Advisory 202 7M-Q1 [202] Lease, Erin	Math-7 7M-Q1 [203] Eng, Ling Ling		Social Studies-7 7M-Q1 [202] McIntosh, Meghan	Comp-7 7M-Q1 [201] Kilic, Ozlem	Math-7 7M-Q1 [203] Eng, Ling Ling	Advisory 202 7M-Q1 [202] Lease, Erin	ELA-7 7M-Q1 [204] Concannon, Allison		
Wednesday	Science 7M-Q1 [207] Lease, Erin	ELA-7 7M-Q1 [204] Concannon, Allison	Math Skills 7M-Q1 [C3] Pala, Ayse	Advisory 202 7M-Q1 [202] Lease, Erin	Math-7 7M-Q1 [203] Eng, Ling Ling		Social Studies-7 7M-Q1 [202] McIntosh, Meghan	Comp-7 7M-Q1 [201] Kilic, Ozlem	Math-7 7M-Q1 [203] Eng, Ling Ling	Advisory 202 7M-Q1 [202] Lease, Erin	ELA-7 7M-Q1 [204] Concannon, Allison		
Thursday	Science 7M-Q1 [207] Lease, Erin	ELA-7 7M-Q1 [204] Concannon, Allison	Math Skills 7M-Q1 [C3] Pala, Ayse	Advisory 202 7M-Q1 [202] Lease, Erin	Math-7 7M-Q1 [203] Eng, Ling Ling		Social Studies-7 7M-Q1 [202] McIntosh, Meghan	Comp-7 7M-Q1 [201] Kilic, Ozlem	Math-7 7M-Q1 [203] Eng, Ling Ling	Advisory 202 7M-Q1 [202] Lease, Erin	ELA-7 7M-Q1 [204] Concannon, Allison	Chorus Club-Q1 [002] Francis, James	
Friday	Science 7M-Q1 [207] Lease, Erin	ELA-7 7M-Q1 [204] Concannon, Allison	Math Skills 7M-Q1 [C3] Pala, Ayse	Advisory 202 7M-Q1 [202] Lease, Erin	Math-7 7M-Q1 [203] Eng, Ling Ling		Social Studies-7 7M-Q1 [202] McIntosh, Meghan	Comp-7 7M-Q1 [201] Kilic, Ozlem	Math-7 7M-Q1 [203] Eng, Ling Ling	Advisory 202 7M-Q1 [202] Lease, Erin	ELA-7 7M-Q1 [204] Concannon, Allison	Chorus Club-Q1 [002] Francis, James	

Total Hours = 52

PIONEER CHARTER SCHOOL OF SCIENCE
Student Weekly Schedule

Student:
Term: **1st Quarter**
Grade Section: **8H**

	1st Period 8:00 AM-8:44 AM	**2nd Period** 8:47 AM-9:31 AM	**3rd Period** 9:34 AM-10:18 AM	**Advisory-1** 10:22 AM-10:37 AM	**4th Period** 10:39 AM-11:23 AM	**5th Period** 11:26 AM-12:10 PM	**6th Period** 12:13 PM-12:57 PM	**7th Period** 1:00 PM-1:44 PM	**8th Period** 1:47 PM-2:31 PM	**Advisory-2** 2:35 PM-2:49 PM	**9th Period** 2:51 PM-3:35 AM	**After School** 3:39 PM-4:25 PM	**Detention** 4:25 PM-5:25 PM
Monday	ELA-8 8H-Q1 [206] Exe, Ariel	PE/HE-8 8H-Q1 [Gym] Signoroni, Phil	ELA-8 8H-Q1 [206] Exe, Ariel	Advisory 206 8H-Q1 [206] Exe, Ariel	Social Studies-8 8H-Q1 [202] Dwyer, Andrea		Music 8H-Q1 [002] Francis, James	Math-8 8H-Q1 [208] Cassidy, Rudy	Math-8 8H-Q1 [208] Cassidy, Rudy	Advisory 206 8H-Q1 [206] Exe, Ariel	Science 8H-Q1 [207] Kilic, Fatih		
Tuesday	ELA-8 8H-Q1 [206] Exe, Ariel	PE/HE-8 8H-Q1 [Gym] Signoroni, Phil	Science 8H-Q1 [206] Kilic, Fatih	Advisory 206 8H-Q1 [206] Exe, Ariel	Social Studies-8 8H-Q1 [202] Dwyer, Andrea		Music 8H-Q1 [002] Francis, James	Math-8 8H-Q1 [208] Cassidy, Rudy	Math-8 8H-Q1 [208] Cassidy, Rudy	Advisory 206 8H-Q1 [206] Exe, Ariel	Science 8H-Q1 [207] Kilic, Fatih		
Wednesday	ELA-8 8H-Q1 [206] Exe, Ariel	PE/HE-8 8H-Q1 [Gym] Signoroni, Phil	ELA-8 8H-Q1 [206] Exe, Ariel	Advisory 206 8H-Q1 [206] Exe, Ariel	Social Studies-8 8H-Q1 [202] Dwyer, Andrea		Music 8H-Q1 [002] Francis, James	Math-8 8H-Q1 [208] Cassidy, Rudy	Math-8 8H-Q1 [208] Cassidy, Rudy	Advisory 206 8H-Q1 [206] Exe, Ariel	Science 8H-Q1 [207] Kilic, Fatih		
Thursday	ELA-8 8H-Q1 [206] Exe, Ariel	PE/HE-8 8H-Q1 [Gym] Signoroni, Phil	ELA-8 8H-Q1 [206] Exe, Ariel	Advisory 206 8H-Q1 [206] Exe, Ariel	Social Studies-8 8H-Q1 [202] Dwyer, Andrea		Music 8H-Q1 [002] Francis, James	Math-8 8H-Q1 [208] Cassidy, Rudy	Math-8 8H-Q1 [208] Cassidy, Rudy	Advisory 206 8H-Q1 [206] Exe, Ariel	Science 8H-Q1 [207] Kilic, Fatih		
Friday	ELA-8 8H-Q1 [206] Exe, Ariel	PE/HE-8 8H-Q1 [Gym] Signoroni, Phil	ELA-8 8H-Q1 [206] Exe, Ariel	Advisory 206 8H-Q1 [206] Exe, Ariel	Social Studies-8 8H-Q1 [202] Dwyer, Andrea		Character Education 8H-Q1 [002] Murphy, Heather	Math-8 8H-Q1 [208] Cassidy, Rudy	Math-8 8H-Q1 [208] Cassidy, Rudy	Advisory 206 8H-Q1 [206] Exe, Ariel	Science 8H-Q1 [207] Kilic, Fatih		

Total Hours = 50

PIONEER CHARTER SCHOOL OF SCIENCE
Student Weekly Schedule

Student:
Term: **1st Quarter**
Grade Section: **9H**

	1st Period 8:00 AM-8:44 AM	**2nd Period** 8:47 AM-9:31 AM	**3rd Period** 9:34 AM-10:18 AM	**Advisory-1** 10:22 AM-10:37 AM	**4th Period** 10:39 AM-11:23 AM	**5th Period** 11:26 AM-12:10 PM	**6th Period** 12:13 PM-12:57 PM	**7th Period** 1:00 PM-1:44 PM	**8th Period** 1:47 PM-2:31 PM	**Advisory-2** 2:35 PM-2:49 PM	**9th Period** 2:51 PM-3:35 AM	**After School** 3:39 PM-4:25 PM	**Detention** 4:25 PM-5:25 PM
Monday	HIS102 World History-9H-Q1 [202] Dwyer, Andrea	SCI101 Biology-9H-Q1 [102] Greco, Emilee	ELA101 Eng 1-9H-Q1 [104] Fierro, Kara	Advisory 103 9H-Q1 [103] Dwyer, Andrea	ELA501 Composition-9H-Q1 [104] Fierro, Kara	MAT102 Geometry-9H-Q1 [103] Ghili, Samira		MAT251-Alg 2 Hon Q1 [205] Pala, Ayse	FL504-Turkish1-Q1 [C1] Kara, Dilek	Advisory 103 9H-Q1 [103] Dwyer, Andrea	SCI506 Physical Science-9H-Q1 [102] Greco, Emilee		
Tuesday	HIS102 World History-9H-Q1 [202] Dwyer, Andrea	SCI101 Biology-9H-Q1 [102] Greco, Emilee	ELA101 Eng 1-9H-Q1 [104] Fierro, Kara	Advisory 103 9H-Q1 [103] Dwyer, Andrea	ELA501 Composition-9H-Q1 [104] Fierro, Kara	MAT102 Geometry-9H-Q1 [103] Ghili, Samira		MAT251-Alg 2 Hon Q1 [205] Pala, Ayse	FL504-Turkish1-Q1 [C1] Kara, Dilek	Advisory 103 9H-Q1 [103] Dwyer, Andrea	SCI506 Physical Science-9H-Q1 [102] Greco, Emilee		
Wednesday	HIS102 World History-9H-Q1 [202] Dwyer, Andrea	SCI101 Biology-9H-Q1 [102] Greco, Emilee	ELA101 Eng 1-9H-Q1 [104] Fierro, Kara	Advisory 103 9H-Q1 [103] Dwyer, Andrea	ELA501 Composition-9H-Q1 [104] Fierro, Kara	MAT102 Geometry-9H-Q1 [103] Ghili, Samira		MAT251-Alg 2 Hon Q1 [205] Pala, Ayse	FL504-Turkish1-Q1 [C1] Kara, Dilek	Advisory 103 9H-Q1 [103] Dwyer, Andrea	SCI506 Physical Science-9H-Q1 [102] Greco, Emilee		
Thursday	HIS102 World History-9H-Q1 [202] Dwyer, Andrea	SCI101 Biology-9H-Q1 [102] Greco, Emilee	ELA101 Eng 1-9H-Q1 [104] Fierro, Kara	Advisory 103 9H-Q1 [103] Dwyer, Andrea	ELA501 Composition-9H-Q1 [104] Fierro, Kara	MAT102 Geometry-9H-Q1 [103] Ghili, Samira		MAT251-Alg 2 Hon Q1 [205] Pala, Ayse	FL504-Turkish1-Q1 [C1] Kara, Dilek	Advisory 103 9H-Q1 [103] Dwyer, Andrea	SCI506 Physical Science-9H-Q1 [102] Greco, Emilee	Creative Writing Club-Q1 [206] Exe, Ariel	
Friday	HIS102 World History-9H-Q1 [202] Dwyer, Andrea	SCI101 Biology-9H-Q1 [102] Greco, Emilee	ELA101 Eng 1-9H-Q1 [104] Fierro, Kara	Advisory 103 9H-Q1 [103] Dwyer, Andrea	ELA501 Composition-9H-Q1 [104] Fierro, Kara	MAT102 Geometry-9H-Q1 [103] Ghili, Samira		MAT251-Alg 2 Hon Q1 [205] Pala, Ayse	FL504-Turkish1-Q1 [C1] Kara, Dilek	Advisory 103 9H-Q1 [103] Dwyer, Andrea	SCI506 Physical Science-9H-Q1 [102] Greco, Emilee	Creative Writing Club-Q1 [206] Exe, Ariel	

Total Hours = 52

PIONEER CHARTER SCHOOL OF SCIENCE
Student Weekly Schedule

Student:
Term: **1st Quarter**
Grade Section: **10H**

	1st Period 8:00 AM-8:44 AM	**2nd Period** 8:47 AM-9:31 AM	**3rd Period** 9:34 AM-10:18 AM	**Advisory-1** 10:22 AM-10:37 AM	**4th Period** 10:39 AM-11:23 AM	**5th Period** 11:26 AM-12:10 PM	**6th Period** 12:13 PM-12:57 PM	**7th Period** 1:00 PM-1:44 PM	**8th Period** 1:47 PM-2:31 PM	**Advisory-2** 2:35 PM-2:49 PM	**9th Period** 2:51 PM-3:35 AM	**After School** 3:39 PM-4:25 PM	**Detention** 4:25 PM-5:25 PM
Monday	ELA201 Eng 2-10H-Q1 [C3] O'Neill, Katie	SCI201 Chemistry-10H-Q1 [C1] Chowdhury, Somdatta	PE201 Health-10H-Q1 [Gym] Signoroni, Phil	Advisory C3 10H-Q1 [C3] O'Neill, Katie	HIS201 US History-10H-Q1 [C4] Rawnsley, Kevin	FL508-French 2-Q1 [202] Semenard, Hanso		MAT351-Precalc H-Q1 [108] Gilford, Nicole	MAT902-AP Stat-Q1 [108] Gilford, Nicole	Advisory C3 10H-Q1 [C3] O'Neill, Katie	ELA502-Writing-10H-Q1 [C3] O'Neill, Katie	Boys Soccer-Q1 Signoroni, Phil	
Tuesday	ELA201 Eng 2-10H-Q1 [C3] O'Neill, Katie	SCI201 Chemistry-10H-Q1 [C1] Chowdhury, Somdatta	PE201 Health-10H-Q1 [Gym] Signoroni, Phil	Advisory C3 10H-Q1 [C3] O'Neill, Katie	HIS201 US History-10H-Q1 [C4] Rawnsley, Kevin	FL508-French 2-Q1 [202] Semenard, Hanso		MAT351-Precalc H-Q1 [108] Gilford, Nicole	MAT902-AP Stat-Q1 [108] Gilford, Nicole	Advisory C3 10H-Q1 [C3] O'Neill, Katie	ELA502-Writing-10H-Q1 [C3] O'Neill, Katie	Boys Soccer-Q1 Signoroni, Phil	
Wednesday	ELA201 Eng 2-10H-Q1 [C3] O'Neill, Katie	SCI201 Chemistry-10H-Q1 [C1] Chowdhury, Somdatta	PE201 Health-10H-Q1 [Gym] Signoroni, Phil	Advisory C3 10H-Q1 [C3] O'Neill, Katie	HIS201 US History-10H-Q1 [C4] Rawnsley, Kevin	FL508-French 2-Q1 [202] Semenard, Hanso		MAT351-Precalc H-Q1 [108] Gilford, Nicole	MAT902-AP Stat-Q1 [108] Gilford, Nicole	Advisory C3 10H-Q1 [C3] O'Neill, Katie	ELA502-Writing-10H-Q1 [C3] O'Neill, Katie	Boys Soccer-Q1 Signoroni, Phil	
Thursday	ELA201 Eng 2-10H-Q1 [C3] O'Neill, Katie	SCI201 Chemistry-10H-Q1 [C1] Chowdhury, Somdatta	PE201 Health-10H-Q1 [Gym] Signoroni, Phil	Advisory C3 10H-Q1 [C3] O'Neill, Katie	HIS201 US History-10H-Q1 [C4] Rawnsley, Kevin	FL508-French 2-Q1 [202] Semenard, Hanso		MAT351-Precalc H-Q1 [108] Gilford, Nicole	MAT902-AP Stat-Q1 [108] Gilford, Nicole	Advisory C3 10H-Q1 [C3] O'Neill, Katie	ELA502-Writing-10H-Q1 [C3] O'Neill, Katie	Boys Soccer-Q1 Signoroni, Phil	
Friday	ELA201 Eng 2-10H-Q1 [C3] O'Neill, Katie	SCI201 Chemistry-10H-Q1 [C1] Chowdhury, Somdatta	PE201 Health-10H-Q1 [Gym] Signoroni, Phil	Advisory C3 10H-Q1 [C3] O'Neill, Katie	HIS201 US History-10H-Q1 [C4] Rawnsley, Kevin	FL508-French 2-Q1 [202] Semenard, Hanso		MAT351-Precalc H-Q1 [108] Gilford, Nicole	MAT902-AP Stat-Q1 [108] Gilford, Nicole	Advisory C3 10H-Q1 [C3] O'Neill, Katie	ELA502-Writing-10H-Q1 [C3] O'Neill, Katie	Boys Soccer-Q1 Signoroni, Phil	

Total Hours = 55

PIONEER CHARTER SCHOOL OF SCIENCE
Student Weekly Schedule

Student:
Term: **1st Quarter**
Grade Section: **11H**

	1st Period 8:00 AM-8:44 AM	**2nd Period** 8:47 AM-9:31 AM	**3rd Period** 9:34 AM-10:18 AM	**Advisory-1** 10:22 AM-10:37 AM	**4th Period** 10:39 AM-11:23 AM	**5th Period** 11:26 AM-12:10 PM	**6th Period** 12:13 PM-12:57 PM	**7th Period** 1:00 PM-1:44 PM	**8th Period** 1:47 PM-2:31 PM	**Advisory-2** 2:35 PM-2:49 PM	**9th Period** 2:51 PM-3:35 AM	**After School** 3:39 PM-4:25 PM	**Detention** 4:25 PM-5:25 PM
Monday	SCI301 Physics-11H-Q1 [106] Hancock, Michael	ELA901 AP Lang-11H-Q1 [104] Fonteyne, Nicole	MAT301 Precalc A-Q1 [108] Gilford, Nicole	Advisory 106 11H-Q1 [106] Hancock, Michael	ELA507-SAT Eng-11H-Q1 [107] Farrington, Kevin	ART502-Guitar-Q1 [002] Francis, James		FL503-Spanish3-Q1 [105] Laplante, Ruth	PE501-Fitness-Q1 [Gym] Signoroni, Phil	Advisory 106 11H-Q1 [106] Hancock, Michael	HIS301 US History-11H-Q1 [C4] Rawnsley, Kevin		
Tuesday	SCI301 Physics-11H-Q1 [106] Hancock, Michael	ELA901 AP Lang-11H-Q1 [104] Fonteyne, Nicole	MAT301 Precalc A-Q1 [108] Gilford, Nicole	Advisory 106 11H-Q1 [106] Hancock, Michael	ELA507-SAT Eng-11H-Q1 [107] Farrington, Kevin	ART502-Guitar-Q1 [002] Francis, James		FL503-Spanish3-Q1 [105] Laplante, Ruth	PE501-Fitness-Q1 [Gym] Signoroni, Phil	Advisory 106 11H-Q1 [106] Hancock, Michael	HIS301 US History-11H-Q1 [C4] Rawnsley, Kevin		
Wednesday	SCI301 Physics-11H-Q1 [106] Hancock, Michael	ELA901 AP Lang-11H-Q1 [104] Fonteyne, Nicole	MAT301 Precalc A-Q1 [108] Gilford, Nicole	Advisory 106 11H-Q1 [106] Hancock, Michael	ELA507-SAT Eng-11H-Q1 [107] Farrington, Kevin	ART502-Guitar-Q1 [002] Francis, James		FL503-Spanish3-Q1 [105] Laplante, Ruth	PE501-Fitness-Q1 [Gym] Signoroni, Phil	Advisory 106 11H-Q1 [106] Hancock, Michael	HIS301 US History-11H-Q1 [C4] Rawnsley, Kevin		
Thursday	SCI301 Physics-11H-Q1 [106] Hancock, Michael	ELA901 AP Lang-11H-Q1 [104] Fonteyne, Nicole	MAT301 Precalc A-Q1 [108] Gilford, Nicole	Advisory 106 11H-Q1 [106] Hancock, Michael	ELA507-SAT Eng-11H-Q1 [107] Farrington, Kevin	ART502-Guitar-Q1 [002] Francis, James		FL503-Spanish3-Q1 [105] Laplante, Ruth	PE501-Fitness-Q1 [Gym] Signoroni, Phil	Advisory 106 11H-Q1 [106] Hancock, Michael	HIS301 US History-11H-Q1 [C4] Rawnsley, Kevin	Student Government Club-Q1 [105] Rawnsley, Kevin	
Friday	SCI301 Physics-11H-Q1 [106] Hancock, Michael	ELA901 AP Lang-11H-Q1 [104] Fonteyne, Nicole	MAT301 Precalc A-Q1 [108] Gilford, Nicole	Advisory 106 11H-Q1 [106] Hancock, Michael	ELA507-SAT Eng-11H-Q1 [107] Farrington, Kevin	ART502-Guitar-Q1 [002] Francis, James		FL503-Spanish3-Q1 [105] Laplante, Ruth	PE501-Fitness-Q1 [Gym] Signoroni, Phil	Advisory 106 11H-Q1 [106] Hancock, Michael	HIS301 US History-11H-Q1 [C4] Rawnsley, Kevin	Student Government Club-Q1 [105] Rawnsley, Kevin	

Total Hours = 52

PIONEER CHARTER SCHOOL OF SCIENCE
Student Weekly Schedule

Student: **1st Quarter**
Term: **12H**
Grade Section:

	1st Period 8:00 AM-8:44 AM	**2nd Period** 8:47 AM-9:31 AM	**3rd Period** 9:34 AM-10:18 AM	**Advisory-1** 10:22 AM-10:37 AM	**4th Period** 10:39 AM-11:23 AM	**5th Period** 11:26 AM-12:10 PM	**6th Period** 12:13 PM-12:57 PM	**7th Period** 1:00 PM-1:44 PM	**8th Period** 1:47 PM-2:31 PM	**Advisory-2** 2:35 PM-2:49 PM	**9th Period** 2:51 PM-3:35 AM	**After School** 3:39 PM-4:25 PM	**De** 4:2 PM PM
Monday	ELA401 Eng 4-12H-Q1 [107] Fonteyne, Nicole	HIS401 Civics-12H-Q1 [105] McIntosh, Meghan	M505-Teacher Assistant-Q1 Cogal, Mehmet	Advisory 107 12H-Q1 [107] Farrington, Kevin	SCI401-Eng Tech-12H-Q1 [106] Hancock, Michael	SCI501-Astronomy-Q1 [106] Lease, Erin		SCI905-AP Physics-Q1 [106] Hancock, Michael	ART503-Keyboarding-Q1 [002] Francis, James	Advisory 107 12H-Q1 [107] Farrington, Kevin	MAT502-Finance-12H-Q1 [105] Laplante, Ruth	Volleyball-Q1 McIntosh, Meghan	
Tuesday	ELA401 Eng 4-12H-Q1 [107] Fonteyne, Nicole	HIS401 Civics-12H-Q1 [105] McIntosh, Meghan	M505-Teacher Assistant-Q1 Cogal, Mehmet	Advisory 107 12H-Q1 [107] Farrington, Kevin	SCI401-Eng Tech-12H-Q1 [106] Hancock, Michael	SCI501-Astronomy-Q1 [106] Lease, Erin		SCI905-AP Physics-Q1 [106] Hancock, Michael	ART503-Keyboarding-Q1 [002] Francis, James	Advisory 107 12H-Q1 [107] Farrington, Kevin	M502-College Track-12H-Q1 [201] Murphy, Heather	Volleyball-Q1 McIntosh, Meghan	
Wednesday	ELA401 Eng 4-12H-Q1 [107] Fonteyne, Nicole	HIS401 Civics-12H-Q1 [105] McIntosh, Meghan	M505-Teacher Assistant-Q1 Cogal, Mehmet	Advisory 107 12H-Q1 [107] Farrington, Kevin	SCI401-Eng Tech-12H-Q1 [106] Hancock, Michael	SCI501-Astronomy-Q1 [106] Lease, Erin		SCI905-AP Physics-Q1 [106] Hancock, Michael	ART503-Keyboarding-Q1 [002] Francis, James	Advisory 107 12H-Q1 [107] Farrington, Kevin	MAT502-Finance-12H-Q1 [105] Laplante, Ruth		
Thursday	ELA401 Eng 4-12H-Q1 [107] Fonteyne, Nicole	HIS401 Civics-12H-Q1 [105] McIntosh, Meghan	M505-Teacher Assistant-Q1 Cogal, Mehmet	Advisory 107 12H-Q1 [107] Farrington, Kevin	SCI401-Eng Tech-12H-Q1 [106] Hancock, Michael	SCI501-Astronomy-Q1 [106] Lease, Erin		SCI905-AP Physics-Q1 [106] Hancock, Michael	ART503-Keyboarding-Q1 [002] Francis, James	Advisory 107 12H-Q1 [107] Farrington, Kevin	MAT502-Finance-12H-Q1 [105] Laplante, Ruth	Volleyball-Q1 McIntosh, Meghan	
Friday	ELA401 Eng 4-12H-Q1 [107] Fonteyne, Nicole	HIS401 Civics-12H-Q1 [105] McIntosh, Meghan	M505-Teacher Assistant-Q1 Cogal, Mehmet	Advisory 107 12H-Q1 [107] Farrington, Kevin	SCI401-Eng Tech-12H-Q1 [106] Hancock, Michael	SCI501-Astronomy-Q1 [106] Lease, Erin		SCI905-AP Physics-Q1 [106] Hancock, Michael	ART503-Keyboarding-Q1 [002] Francis, James	Advisory 107 12H-Q1 [107] Farrington, Kevin	MAT502-Finance-12H-Q1 [105] Laplante, Ruth	Volleyball-Q1 McIntosh, Meghan	

Total Hours = 54

Tab 19

Lewiston-Auburn Academy Charter School 2014-2015 Academic Calendar*

Jul-14							
Su	Mo	Tu	We	Th	Fr	Sa	4-Independence Day
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

Aug-14							
Su	Mo	Tu	We	Th	Fr	Sa	12-15 Teacher Institute for new tchrs
					1	2	18-22 Teacher Institute all staff
3	4	5	6	7	8	9	27 First Day of School
10	11	12	13	14	15	16	(Parent-Student Orientation)
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

Sep-14							
Su	Mo	Tu	We	Th	Fr	Sa	1 Labor Day (No School)
	1	2	3	4	5	6	5 Back to School Night
7	8	9	10	11	12	13	12 Picture Day
14	15	16	17	18	19	20	19 Prof. Dev. (Early Release)
21	22	23	24	25	26	27	26 Progress Reports-1
28	29	30					

Oct-14							
Su	Mo	Tu	We	Th	Fr	Sa	7-8 Final 1(ELA,Sci,Math,SS)
			1	2	3	4	7-8 Early Release
5	6	7	8	9	10	11	9-10 Final 1 Makeups
12	13	14	15	16	17	18	13 Columbus Day (No School)
19	20	21	22	23	24	25	16 PSAT(All Grades)
26	27	28	29	30	31		31 End of Quarter 1

Nov-14							
Su	Mo	Tu	We	Th	Fr	Sa	3 Prof.Dev. (Early Release)
						1	7 Parent Teacher Conf.
2	3	4	5	6	7	8	11 Veterans' Day (n0 school)
9	10	11	12	13	14	15	26 Early Release
16	17	18	19	20	21	22	27-28 Thanksgiving Break
23	24	25	26	27	28	29	
30							

Dec-14							5 Prof.Dev. (Early Release)
Su	Mo	Tu	We	Th	Fr	Sa	9 Mock MeCAS ELA-Comp(Gr7)
	1	2	3	4	5	6	10-11 Mock MeCAS ELA-Math(Gr7,8)
7	8	9	10	11	12	13	13 Mock MeCAS STE(8,9)
14	15	16	17	18	19	20	16 Progress Reports-2
21	22	23	24	25	26	27	19-Early Release
28	29	30	31				22-31 December Break

Jan-15							1 New Year's Day
Su	Mo	Tu	We	Th	Fr	Sa	5 School Reopens
				1	2	3	13-14 Final 2(ELA,Sci,Math,SS)
4	5	6	7	8	9	10	15-16 Final 2 Makeups
11	12	13	14	15	16	17	19 MLK Jr. Day (No School)
18	19	20	21	22	23	24	28 End of Quarter 2
25	26	27	28	29	30	31	30 Prof.Dev. (Early Release)

Feb-15							
Su	Mo	Tu	We	Th	Fr	Sa	3 Mock MeCAS ELA Comp(Gr 7)
1	2	3	4	5	6	7	4-6 Mock MeCAS ELA Reading(Gr7,8)
8	9	10	11	12	13	14	6 Parent Teacher Conf.
15	16	17	18	19	20	21	17-21 February Break
22	23	24	25	26	27	28	27 Prof.Dev. (Early Release)

Mar-15							
Su	Mo	Tu	We	Th	Fr	Sa	
1	2	3	4	5	6	7	6 Progress Reports-3
8	9	10	11	12	13	14	**23 MHSA Test window starts**
15	16	17	18	19	20	21	27 Prof.Dev. (Early Release)
22	23	24	25	26	27	28	30-31 Spring Break
29	30	31					

Apr-15							
Su	Mo	Tu	We	Th	Fr	Sa	1-3 Spring Break Continued
			1	2	3	4	13-14 Final 3(ELA,Sci,Math,SS)
5	6	7	8	9	10	11	15-16 Final 3 Makeups
12	13	14	15	16	17	18	17 End of Quarter 3
19	20	21	22	23	24	25	
26	27	28	29	30			

May-15							
Su	Mo	Tu	We	Th	Fr	Sa	2 Prof.Dev. (Early Release)
					1	2	9 Parent Teacher Conf.
3	4	5	6	7	8	9	**14-14 MeCAS window (Gr 7,8)**
10	11	12	13	14	15	16	19 Progress Reports-4
17	18	19	20	21	22	23	25 Memorial Day (No School)
24	25	26	27	28	29	30	29 Prof.Dev. (Early Release)
31							

Jun-15							
Su	Mo	Tu	We	Th	Fr	Sa	12-Turn in Community Service Hrs
	1	2	3	4	5	6	9-Early Release Sched. Starts
7	8	9	10	11	12	13	15-16 Final 4(ELA,Sci,Math,SS)
14	15	16	17	18	19	20	17-18 Final 4 Makeups
21	22	23	24	25	26	27	25-Last day of school
28	29	30					

Tab 20

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Projected Enrollment Table

Grades	Ages	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K						
1						
2						
3						
4						
5						
6						
7	13-14	60	60	60	60	60
8	14-15	60	60	60	60	60
9	15-16	60	60	60	60	60
10	16-17		60	60	60	60
11	17-18			60	60	60
12	18-19				60	60

Maine Charter School Commission
Projected Enrollment Table
Tab 20.

Tab 21

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission | **Staffing Template**

Budget Category	Position Name	% FTE	Salary	Notes
Instructional Services	Teacher	11	36,000	396,000
	Teacher			-
	Teacher			-
Special Educatiion	Special Ed Teacher	2	40,000	80,000
	Special Ed Teacher			-
	Special Ed Teacher			-
Supplemental Programs	Coach			-
	Art Teacher	0.5	36,000	18,000
	Music Teacher	0.5	36,000	18,000
	ELL Teacher	1	40,000	45,000
	Tutor			-
Library Programs	Librarian			-
Student Support	Nurse	0.5	10,000	10,000
	Guidance Counselor	1	40,000	40,000
Facilities	Custodian	1	25,000	25,000
	Maintenance Worker			-
Transportation/Food Service	Bus Driver			-
	Cafeteria Worker	1	20,000	20,000
	Cafeteria Worker			-
Administration & Support	Head of School	1	75,000	75,000
	Curriculum Director	1	50,000	50,000
	Finance Director	1	50,000	50,000
	Receptionist			-
	Admin. Assistant	1	25,000	25,000
	Dean of Students	1	50,000	50,000
SUBTOTAL				902,000
TOTAL including 25% benefits				1,127,500

YEAR 1

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission | **Staffing Template**

Budget Category	Position Name	% FTE	Salary	Notes
Instructional Services	Teacher	15	36,000	540,000
	Teacher			-
	Teacher			-
Special Educatiion	Special Ed Teacher	2	40,000	80,000
	Special Ed Teacher			-
	Special Ed Teacher			-
Supplemental Programs	Coach			-
	Art Teacher	0.5	36,000	18,000
	Music Teacher	0.5	36,000	18,000
	ELL Teacher	1.5	40,000	45,000
	Tutor			-
Library Programs	Librarian			-
Student Support	Nurse	0.5	10,000	10,000
	Guidance Counselor	1	40,000	40,000
Facilities	Custodian	1	25,000	25,000
	Maintenance Worker			-
Transportation/Food Service	Bus Driver			-
	Cafeteria Worker	1	20,000	20,000
	Cafeteria Worker			-
Administration & Support	Head of School	1	75,000	75,000
	Curriculum Director	1	50,000	50,000
	Finance Director	1	50,000	50,000
	Receptionist			-
	Admin. Assistant	1	25,000	25,000
	Dean of Students	1	50,000	50,000
SUBTOTAL				1,046,000
TOTAL including 25% benefits				1,307,500

YEAR 2

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission			**Staffing Template**	
Budget Category	Position Name	% FTE	Salary	Notes
Instructional Services	Teacher	21	36,000	756,000
	Teacher			-
	Teacher			-
Special Educatiion	Special Ed Teacher	2	40,000	80,000
	Special Ed Teacher			-
	Special Ed Teacher			-
Supplemental Programs	Coach			-
	Art Teacher	0.5	36,000	18,000
	Music Teacher	0.5	36,000	18,000
	ELL Teacher	2	40,000	45,000
	Tutor			-
Library Programs	Librarian			-
Student Support	Nurse	0.5	10,000	10,000
	Guidance Counselor	1	40,000	40,000
Facilities	Custodian	1	25,000	25,000
	Maintenance Worker			-
Transportation/Food Service	Bus Driver			-
	Cafeteria Worker	1	20,000	20,000
	Cafeteria Worker			-
Administration & Support	Head of School	1	75,000	75,000
	Curriculum Director	1	50,000	50,000
	Finance Director	1	50,000	50,000
	Receptionist			-
	Admin. Assistant	1	25,000	25,000
	Dean of Students	1	50,000	50,000
SUBTOTAL				1,262,000
TOTAL including 25% benefits				1,577,500
YEAR 3				

PLEASE NOTE:

The following attachment is a sample from Pioneer Charter School of Science in Everett, Massachusetts, the model school for LAACS. Upon approval of the charter, the founding team will revise, align and finalize the whole document with applicable laws, regulations, policies and practices in Maine. The Board will adopt it after final approval of the Charter School Commission.

Tab 22

PIONEER CHARTER SCHOOL OF SCIENCE

Staff Handbook 2013-14

51-59 Summer Street • Everett MA 02149
548 Broadway • Everett MA 02149
Phone: (617) 389 PCSS / (617) 294 2635• Fax: (617) 389 7278

Welcome to the Pioneer Charter School of Science (PCSS). You have chosen to join our community; where we believe that all students have the capacity to develop positive relationships, to learn, to strive toward their full potential and to lead satisfying lives inside and outside of school. We at PCSS are dedicated to providing a safe, caring and nurturing environment for our students as well as our staff. Regardless of your job title, you will play an important role in continuing this mission.

Our Schools provide an environment where our students may develop the academic skills, intellectual habits, and character traits necessary to maximize their potential in high school, college, and the world beyond.

During your employment here, the executive director's door is always open. You are encouraged to ask questions, gather information, and give input. Your ideas and suggestions are welcomed and will continue to nurture the culture of our school. We are delighted that you have chosen to work side-by-side with a wonderful group of dedicated professionals, all committed to making PCSS the best schools that they can be.

Once again, welcome to PCSS and we are glad to have you as part of our team!

Sincerely,
PCSS Board of Trustees

Contents

1. Statement of Intent 8
1.1 School Mission, Core Values and Expectations 8
PCSS MISSION: 8
1.2 GENERAL EXPECTATIONS OF ALL EMPLOYEES 8
1.3 Purpose of Manual 8
2. Definitions 9
2.1 Salaried Employees: 9
2.2 Hourly Employees: 9
2.3 Academic Year Employees: 9
2.4 Calendar Year Employees: 9
2.5 Full-time Employees: 9
2.6 Part-time Employees: 9
2.7 Relief Employees: 9
2.8 Temporary Employees: 9
2.9 Contracted Service Providers: 9
3. Employment Procedures 10
3.1 Equal Employment Opportunity: 10
3.2 Statement of Non-Discrimination: 10
3.3 Qualifications: 10
3.4 Selection: 11
3.5 Non-U.S. Citizens: 11
3.6 Job Descriptions: 11
3.7 CORI Checks: 11
4. Initial Training Period 12
5. Orientation 12
6. Employee Performance 12
6.1 Process: 12
6.2 Review Criteria: 12
6.3 Additional Reviews: 12
6.4 Probationary Periods: 13

6.5 Additional Provisions: 13
7. Confidentiality 13
8. Personnel Records 14
9. Employment Verification and References 14
10. Employee Complaints 15
10.1 Employee Complaints – General (not Discrimination): 15
10.2 Discrimination Complaints: 15
11. Paid Leave 16
11.1 Sick Leave 16
11.2. Extended Sick Leave Benefits 17
11.3. Bereavement 18
11.4. Jury Duty 18
11.5. Annual Military Training Leave 18
11.6. Personal Leave 18
11.7. Holidays 19
11.7.1 Intent 19
11.8. Breaks 19
11.9. Maternity Leave 19
12. Leave without Pay 20
12.1. Family and Medical Leave 20
12.2. Parental Leave 21
12.3. Authorized Unpaid Absences 22
12.4. Leave of Absence 22
13. Insurance Programs 22
13.1 Workers Compensation 22
13.2 Health, Dental, Life, STD and LTD Insurance 23
13.3 Massachusetts Teachers Retirement Plan 23
13.4 403 (b) Employee Tax Deferred Contributory Plan 23
13.5 Other Insurance and benefits 23
14. Professional Development and Educational Benefits 25
14.1 Attendance at Professional Meetings 25
14.2 Professional Development Reimbursement Policy for Full Time Faculty and Staff 25
15. Miscellaneous Policies 25

15.1 Reimbursement of Employee Expenses 25
15.2 Work Hours and Approval of Hours Worked 25
15.3 Paychecks 26
15.4 Attendance 26
15.5 Attendance at Staff Training and Special Meetings 27
15.6 Smoking 27
15.7 Overtime 27
15.8 School Cancellation Policy 28
15.9 Illegal Articles; Weapons 28
15.10 Use of Vehicles 29
15.11 Automobile Insurance 29
15.12 Internet Use 29
15.13 Anti-Violence Policy 30
15.14 Solicitation and Distribution 31
15.15 Intellectual Property Rights 31
15.16 Code of Ethics 31
15.17 Conflicts of Interest 31
15.18 Garnishments, Attachments and Judgments 32
15.19 Teacher Coverage 32
15.20 Pay Advances and Loans 32
15.21 Professional Attire 33
16. Termination of Employment 34
16. 1 Voluntary Termination (Resignation) 34
16. 2 Involuntary Termination 34
16. 3 Reduction in Force; Reorganization 34
16. 4 Return of Property 34
16. 5 Appeals from Terminations 34
17. Standards of Employee Conduct 34
17. 1 Code of Conduct 34
17. 2 Disciplinary Procedure 35
17. 3 Disciplinary Steps 35
17. 4 Activities Subject to Discipline 36
18. Alcohol and Drug Use 39

18.1 Introduction 39
18.2 Use of Alcohol or Drugs 39
18.3 The School's Response to Use of Alcohol or Drugs 39
19. Harassment 40
20. Child Abuse and Neglect Policy 41
20.01 Student Supervision and Welfare 42
20.02 Transportation by Private Vehicle 43
Employee Acknowledgement 44

1. Statement of Intent

1.1 School Mission, Core Values and Expectations

PCSS MISSION:

The mission of Pioneer Charter School of Science (PCSS) network is to prepare educationally under-resourced students for today's competitive world. PCSS will help them develop the academic and social skills necessary to become successful professionals and exemplary members of their community. This goal will be achieved by providing the students with a rigorous academic curriculum with emphasis on math and science, balanced by a strong foundation in the humanities, a character education program, career-oriented college preparation, and strong student–teacher–parent collaboration.

1.2 GENERAL EXPECTATIONS OF ALL EMPLOYEES

All employees agree to help our Schools successfully implement our Mission, Core Values, and Goals. This includes actively helping to create a welcoming environment, participating in teaching, providing help to students, being a positive role model for our students, and providing career and college guidance to all our students.

1.3 Purpose of Manual

The information contained in the personnel policy manual is a general description of policies, practices, and benefits of the School as of the time of publication. The contents are presented for information purposes only. The School reserves the right to modify, revoke, suspend, terminate or change any or all of these policies, in whole or in part, at any time, with or without notice and to determine the applicability of any policy in particular situations as they occur. While supervisors make every effort to advise employees of updates or modification of policies since publication, it is also the responsibility of every employee to inquire of supervisors periodically whether any changes have occurred. The Chief Executive Officer with the advice and consent of the Board of Trustees (BoT) may grant additional benefits and changes to the personnel policies set forth in this Handbook.

1.4 Employment at Will

This Staff Handbook is not intended to be an employment contract nor to create any type of contractual obligations. Both the School and its employees remain free to terminate the employment relationship at any time, for any reason, with or without notice.

1.5 Operations of the School

The operation of the School, including the supervision of employees and their work, including work schedules, is the right of the School. The School also has the right to the establishment of reasonable rules to ensure orderly and effective work. The determination of what, when, and where duties will be performed, the right to lay off employees due to lack of work, reorganization, or other reasons, the determination of an employee's competency, the hiring, transfer, promotion, demotion, discharge and discipline of employees are the right of School's alone.

2. Definitions

2.1 Salaried Employees:

Individuals receiving a salary and are Exempt from the provisions of the Fair Labor Standards Act (FLSA) with regard to the payment of overtime.

2.2 Hourly Employees:

Individuals receiving a fixed rate of payment for each hour of service rendered, are Non-Exempt from the provisions of the FLSA and are eligible for overtime wages.

2.3 Academic Year Employees:

Academic year employees are individuals working less than 225 days annually. Individuals may work the Base Academic Year or the base plus 20 days. The additional 10 or 20 days are accompanied by additional responsibilities and requirements. The Base Academic Year for the upcoming school year will determined by the BoT in the spring before that school year.

2.4 Calendar Year Employees:

Calendar year employees are individuals who work 225 days or more annually. The work days are set by the calendar.

2.5 Full-time Employees:

Academic or Calendar Year Individuals who regularly work the School's full-time schedule. Full-time employees are eligible for all benefits.

2.6 Part-time Employees:

Individuals who regularly work fewer than 30 hours per week. Part-time employees are not eligible for full employee benefits. They might be eligible for some benefits on a pro-rated basis.

2.7 Relief Employees:

Individuals who work irregular schedules as needed and who are paid on an hourly or daily basis. Relief employees are not eligible for benefits.

2.8 Temporary Employees:

Individuals hired for limited periods of time and who are on the School payroll. Temporary employees are not eligible for benefits.

2.9 Contracted Service Providers:

Consultants or independent contractors who are not employees of the School and are not eligible for any benefits.

3. Employment Procedures

3.1 Equal Employment Opportunity:

It is the policy of the PCSS to offer equal employment opportunities for employment and advancement to all applicants and employees regardless of race, age, color, gender, religion, national origin, handicap and/or veteran status.

We, therefore, reaffirm that it is the established policy of the Company to:

- Recruit, hire, train and promote persons to all jobs without regard to race, color, religion, gender, age, national origin, handicap and/or veteran status.
- Base all employment decisions so as to further the principle of equal opportunity.
- Ensure that all employment decisions, such as compensation, benefits, layoffs, School sponsored training, social and/or recreational programs will be administered without regard to race, color, religion, gender, age, national origin, handicap and/or veteran status.

We are counting on everyone, individually and collectively, to give this policy positive, enlightened and constructive support.

3.2 Statement of Non-Discrimination:

Selection for employment is made regardless of race, color, religious creed, national origin, sex, sexual orientation (which shall not include persons whose sexual orientation involves minor children as the sex object), age, ancestry, disability, or marital status.

3.3 Qualifications:

All applicants for employment will submit a resume stating their education, training, and job experience, including jobs performed on a voluntary basis. Attention and consideration is given to a candidate's previous education, experience, personal qualities relevant to the position, and references. Falsification of qualifications by employees may result in termination.

3.3.1 MTEL and Licensure Requirements

All teachers are required to become "highly qualified" as defined by the Massachusetts Department of Education within one calendar year from the employee's start date.

Middle and Secondary Teachers:

NCLB allows additional options for middle and secondary teachers to meet the HQT requirement. A middle or secondary teacher may demonstrate subject matter competency by meeting one of the following options:

- Passing the appropriate MTEL subject matter test(s) or;
- Possession of an academic major in the appropriate subject(s) or;
- Possession of a graduate degree in the appropriate subject(s) or;
- Successful completion of coursework equivalent to an undergraduate academic major in the appropriate subject(s) or;

- National Board Certification.
- Available only to English as a Second Language/English Language Learner and Special Education teachers: Massachusetts High Objective Uniform State Standard of Evaluation (MAHOUSSE).

3.4 Selection:

The School's Executive Director is responsible for review of applications, interviewing and recommendation for hiring. The hiring decision is the sole responsibility of the Executive Director subject to the budgetary guidelines set by the BoT. Employment shall be confirmed in a letter of appointment from the Executive Director stating the title of the position, starting salary, date of employment and other conditions of employment. Although salaries may be stated in annualized terms, this is for convenience and does not indicate the School's intent to offer employment for a fixed period. The prospective employee will confirm in writing his/her acceptance of the position and the conditions of employment.

3.4.1 Renewal of employment for the next Academic Year

In the beginning of June annually, each employee will meet with the Executive Director or other appropriate School management staff member to discuss their employment for the next Academic Year. Depending upon a wide variety of factors, employees may or may not be offered employment for the upcoming Academic year.

In the event that the person is offered renewal of employment for the next year, the details will be discussed at this meeting.

3.5 Non-U.S. Citizens:

All new employees, including U.S. citizens, must certify under the penalty of perjury that they are citizens or are aliens with proper visa and work authorizations to work in the United States as documented by an I-9 Form.

3.6 Job Descriptions:

Descriptions exist for each full-time position in the School and are available upon request in the Business Office. Job descriptions may be modified and revised at any time.

3.7 CORI Checks:

All applicants of the School undergo a CORI check prior to formal employment. Employment is conditional on the results, which are reviewed by the School's CORI officer as designated by the Executive Director.

All applicants to the School are required to undergo checks, tests, inoculations, and examinations as required by regulations. The School's policy may change without notice, based on expert recommendation and prudent business and school practices.

4. Initial Training Period

The first six months of employment are considered an initial training period at the conclusion of which the employee will be evaluated by his/her supervisor. A satisfactory evaluation will end the initial training period. At any point during the initial training period, the employee may be terminated or demoted without notice and with no recourse to the provisions of Section 10.0. The initial training period may be extended for up to six additional months.

5. Orientation

All employees will receive an orientation upon employment. Orientation will cover the philosophy, history, and the concept of service delivery at the School. A review of the School's administrative policies and procedures, and benefits and a review of payroll policies and procedures will be provided. Orientation will also include an overview of the School's organizational structure as well as safety and emergency policies and procedures and Civil Rights policies and procedures. Additionally, each employee will be oriented to her responsibilities and specific program by the program supervisor or designee, which shall include the Staff Handbook.

6. Employee Performance

6.1 Process:

The School will give each new employee a performance review during their first year of employment, and returning employees will receive a performance review consisting of one or more conferences between the employee and his supervisor, and a written evaluation every year**.** The Executive Director will complete a performance analysis and review form for each direct employee. The evaluation form will be completed and signed by the supervisor, discussed with the employee, and provided to the employee for her signature. The employee's signature is required within three working days but shall not be construed to imply agreement with the evaluation. The completed evaluation form, together with the employee's response, if any, shall be placed in the employee's personnel file and a copy shall be provided to the employee.

6.2 Review Criteria:

Performance reviews may include but need not be limited to the following areas:
· Professionalism and professional growth
· Work ethic and commitment to mission
· Cooperation and collaboration
· Work performance and technical competence

6.3 Additional Reviews:

Additional reviews may be done whenever there is a major change in an employee's responsibility, upon resignation, or at the supervisor's discretion.

6.4 Probationary Periods:

6.4.1 An employee who has been employed beyond the initial training period and whose performance is subsequently deemed unsatisfactory may be placed on probation for up to three months. In addition, any conduct requiring immediate and sustained improvement will be identified. The employee will receive written notice of such probation by her supervisor. Notice may include the areas of concern, criteria for improvement, performance objectives to be met and who will evaluate such objectives. At the discretion of the supervisor, the probationary period may end earlier than initially planned. At the end of the probationary period, the employee will be re-evaluated on the basis of the criteria in the notification. If, based on this re-evaluation, the employee's performance is still deemed unsatisfactory termination may result. If immediate and sustained improvement of a particular problem has been required but not achieved, discharge may result before completion of the probationary period.

6.4.2 In cases where performance improves but remains less than satisfactory, the probationary period may, at the discretion of Administration, be extended for a period not to exceed three (3) months using the process described above.

6.4.3 Nothing in this section shall obligate the School to use a probationary period prior to terminating an employee, nor shall the School be precluded from terminating an employee during such period.

6.5 Additional Provisions:

6.5.1 If an employee's evaluation reflects inadequate performance, the employee may be held at present salary, demoted, or terminated.

6.5.2 No employee will be eligible for any salary increase during a probationary period. However after the probationary period, if the employee's performance is deemed satisfactory, the employee would then be eligible for that increase with the effective start date of the increase being the day after the end of the probationary period.

7. Confidentiality

All staff is responsible for assuring confidentiality in the services given by the School and for abiding by statutes and regulations protecting the confidential communications of students.

Any information about the School or its students is considered to be Confidential and is not to be disclosed to anyone, for any reason, by any employee of the School unless it is specifically authorized and fundamental to the fulfillment of your responsibilities.

Examples of Confidential information include, but are not limited to:

- **Student information** to include, but not limited to, names, addresses, telephone numbers, medical and/or academic information.
- **Financial information** to include, but not limited to, administrative procedures, Financial Reports and any/all other financial data of the School.
- **Employee information** to include, but not limited to, employee names, addresses, telephone numbers, Staff Handbooks, wage rates and benefits.

In simple terms, do not discuss the business of the School with anyone outside of the School unless the discussion is essential to the performance of your job.

In addition, the School is also a frequent target of random solicitations and requests for information of a general nature about its business operations. Please do not to respond to such solicitations and requests unless you are familiar with the caller, the information sought is for a specific purpose related to the School's business and the subject matter of the request is within your area of responsibility. Otherwise, such solicitations or requests should be referred to your supervisor.

Disclosure of any and all Confidential or Company Proprietary information may result in disciplinary action, up to and including termination of employment.

8. Personnel Records

A personnel folder will be maintained for each employee. The file will contain the resume or application for employment, letters of reference, formal evaluation statements and other documents related to employee status. Only the employee, his/her supervisor, or a member of Administration will have access to an employee's personnel file.

An Employee has a right to obtain a copy of his/her Personnel folder upon written request.

9. Employment Verification and References

9.1. The School does not give any references, written or verbal, without a written release from the employee. If the employee expects a request to be made over the phone, he/she must notify the administrative office of the expected call and sign a written release authorizing the release of information.

9.2. An employee may request an official reference on the School letterhead from their supervisor; however the reference shall be approved and signed by the Executive Director. All other requests for references will be considered personal references and may not be written on school letterhead.

9.3. An employee who leaves employment not in good standing will not receive a favorable reference.

9.4. The Business Office, upon a verbal approval by the employee, will provide employment verification only.

10. Employee Complaints

10.1 Employee Complaints – General (not Discrimination):

An employee's complaint that established benefits, policies, and procedures are not being properly or fairly applied in his/her situation or that the employee is being unfairly treated is of concern to the School. An employee who feels that he/she has a legitimate complaint and who seeks redress for it shall use the procedures below. This procedure is not available for termination or performance evaluations.

10.1.1 A complaint should state the name and address of the person filing the complaint describe the basis for the complaint, and the date it is alleged to have occurred.

10.1.2 A complaint should be filed with the employee's supervisor within five working days after the action, which serves as the basis of the complaint.

10.1.3 The employee's supervisor will investigate the complaint to determine its validity and shall seek to respond in writing within five working days.

10.1.4 If the supervisor does not satisfactorily resolve the complaint, it should be submitted along with the supervisor's response and any pertinent documents to the Executive Director within five working days of the initial response.

10.1.5 The Executive Director shall seek to issue a written decision within thirty (30) days after its receipt and may take such action as she thinks appropriate, including if necessary, developing a plan to remedy the problems cited in the complaint. The Executive Director may, at his/her discretion, refer the compliant to the Chief Executive Officer, who may, at his/her discretion refer the complaint to the BoT for final resolution.

10.1.6 An employee may request the assistance of another employee at any step in presenting a complaint. Employees shall not, however, have the right to non-employees, including legal counsel, present at any step of this complaint procedure.

10.2 Discrimination Complaints:

It is the goal of the School is to promote a workplace that is free of any and all forms of discrimination. This policy represents the School's commitment to maintain a working environment that value diversity and celebrates our differences.

The School provides a procedure and an individual (Civil Rights Officer) for prompt and equitable resolution of complaints alleging discrimination based on an employee's race, color, religious creed, national origin, sex, sexual orientation (which shall not include persons whose sexual orientation involves minor children as the sex object), age, ancestry, disability, or marital status.

A copy of the laws and regulations prohibiting discrimination may be examined in the office of the Executive Director. The Executive Director is responsible for implementation of this procedure.

The complaint process for Discrimination issues is as follows:

10.2.1 A written complaint addressed to the Executive Director should state the name and address of the person filing it, describe the basis for the complaint, and the date it occurred. The Executive Director may assist persons with the preparation and filing of complaints.

10.2.2 A complaint should be filed with Executive Director within thirty (30) days after the action, which serves as the basis for the complaint.

10.2.3 The Executive Director or his/her designee will investigate the complaint to determine its validity. The complaining party or her representative shall, as part of the complaint, submit whatever evidence is available to support the complaint.

10.2.4 The Executive Director shall seek to issue a written decision assessing the validity of the complaint within thirty (30) days after its receipt and may take such action, as she thinks appropriate, including if necessary, developing a plan to remedy the problem complained of.

10.2.5 The Executive Director shall maintain a file of each complaint made under this section.

10.2.6 An employee must use this complaint procedure before seeking relief using other judicial or administrative means.

11. Paid Leave

All employees are required to work every day that school is in session as well as before and after the School year as detailed in their employment letter to meet their employment letter's required working days. All paid time accruals, such as sick or personal leave, will occur on the fifteenth of the month. Anyone on the payroll as of that date will receive the full benefit time; anyone not on the payroll as of the fifteenth of the month will not accrue benefit time for that month. Full time employees accrue paid leave as detailed below, while part-time, benefit eligible employees accrue on a prorated basis.

11.1 Sick Leave

11.1.1 Sick Time Intent

Sick Leave is given to insure the employee against loss of income when unable to report to work because of legitimate illness. Supervisors have the responsibility to insure that sick leave is used only for legitimate purposes and they have the authority to disallow such leave pay when the employee cannot provide appropriate proof of illness. A supervisor may request a letter from an employee's physician substantiating an employee's use of sick time.

The employee will be responsible for notifying her supervisor promptly when she is sick and unable to report to work. Failure to do so may result in termination of employment.

The provisions of the Worker's Compensation Act will apply to any absence due to injury or sickness sustained or aggravated in the course of employment, provided that sick leave may be used for the first five days of such absence. Excessive use of sick days may be the basis of disciplinary review by the supervisor.

11.1.2 Sick Time Accrual

Full-time employees will accrue up to 7 days of sick leave per year. Part-time, benefit eligible, employees accrue on a prorated basis. Sick leave has no cash value upon termination of employment.

11.1.2.1 Sick Time Redemption

Any unused Sick and/or Personal Days (See Section 11.6.2.2 below) remaining on hand for an employee at the end of an Academic Year will be compensated at a rate of $50.00 per day. To receive payment for these days, you must fill out a form in the Office prior to the end of the School Year.

11.1.2.2 No extension of paid Sick Time

In the event that an employee is absent due to illness in excess of the 7 Sick Days allowed, such time will be without pay.

11.2. Extended Sick Leave Benefits

11.2.1 Intent

If an employee has an illness or injury that requires them to be out for more than the amount accrued to date, exhausting all sick, vacation and personal days, then an employee may apply for extended sick leave benefits. Extended sick leave benefits are defined as paid sick leave for benefit eligible employees covering the period after the 5th consecutive day of absence from work due to illness or injury to the 90th calendar day of continuous absence.

11.2.2 Eligibility

Extended Sick Leave will only be granted with approval of the Chief Executive Officer based on the recommendation from the Executive Director. The leave must be for a documented illness or injury that results in loss of more than 5 consecutive work-days. Extended Sick Leave will only be granted upon presentation of a licensed physician letter that must include the nature of the illness or injury along with a date when the employee might return to work.

The School reserves the right to have such a letter at the initial time of the illness or injury within five days and upon request thereafter.

The School reserves the right to have an independent second opinion from another physician to be provided at the School's expense. The employee must comply within five days from the request of that second opinion.

If the Extended Sick Leave is not granted pursuant to the second medical opinion, then the employee must either return to work or seek unpaid leave consistent with school policy and the Family Medical Leave Act rules and regulations if applicable. (If unpaid leave is used, then employee is responsible for maintaining their benefit through the School at their own cost.)

11.3. Bereavement

In the event of a death in the immediate family of a full time employee or the employee's significant other, absence from work with pay may be granted for a period not to exceed three (3)-scheduled workdays. "Immediate Family" means the employee's or their significant other's parents, parents-in-law, grandparents, grandchildren, children, spouse/partner, brothers and sisters.

11.4. Jury Duty

The School recognizes that its regular employees may be called upon for jury duty. We understand the importance of this civic responsibility and will grant time off accordingly without the loss of benefits for the first three days of service. The difference between your regular salary and payment from the court will be paid by the School for any days served after the first three. The staff member who has served must provide documentation of service to the School.

11.5. Annual Military Training Leave

Employees, other than temporary employees, are entitled to take up to 17 days of unpaid leave in a calendar year for training with the United States Armed Forces (including National or State Guard). A regular full-time employee, absent from work in order to fulfill an annual military training obligation as a member of the United States Armed Forces (including National or State Guard), will continue to receive her usual salary for up to two weeks in each calendar year less the amount paid while on duty.

11.5.1 An employee called for military training must present official orders to her supervisor in order to be granted an official absence.

11.5.2 Upon return to work, a regular full-time employee must present to the supervisor evidence of pay received so that adjustments to compensation can be computed. In no case should military pay plus the School pay exceed the employee’s usual salary for the two-week period.

11.5.3 If a regular full-time employee's annual military training period extends beyond two weeks in a calendar year, the additional time will be taken as vacation time or leave without pay.

11.6. Personal Leave

11.6.1. Intent

The intent of personal time is to provide employees with a paid leave for personal and family purposes

11.6.2. Eligibility

All full-time employees receive 3 days of personal time per year. Part time, benefit eligible employees accrue on a prorated basis. Personal leave has no cash value upon termination of employment.

11.6.2.2 Personal Time Redemption

Any unused Sick and/or Personal Days (See Section 11.1.2.2 above) remaining on hand for an employee at the end of an Academic Year will be compensated at a rate of $50.00 per day. To receive payment for these days, you must fill out a form in the Office prior to the end of the School Year.

11.6.3. In all cases, personal leave must be approved **in advance** by the employee's supervisor, on the appropriate form provided by the School.

11.6.4. Personal leave may not be granted to lengthen a school break as it creates staffing problems.

11.7. Holidays

11.7.1 Intent

The intent of holiday time is to provide employees with an opportunity to observe holidays.

11.7.2 Eligibility

All full-time employees are eligible for paid holidays per the School calendar which is determined to meet the required school calendar and the employee minimum working days. Part-time, benefit eligible employees are paid on prorated basis.

11.7.3 Holiday Schedule

Holidays change annually according to the School calendar, which will be established annually by each June. Although the School calendar follows the DOE's legal holiday schedule, there may be differences due to accommodate 200 days as an academic year.

11.8. Breaks

11.8.1 Intent

The intent of breaks is to provide our students with an opportunity to reconnect with their neighbors during their school breaks and to provide a break for our employees.

11.8.2 Eligibility

All full-time employees are eligible for breaks per the School calendar. This calendar is set to meet the educational requirements as well as the employee's minimum working days per their employment letter. Part-time, benefit eligible employees are eligible on prorated basis.

11.8.3 Break Schedule

All employee schedules include a week break in April and February, as well as the Christmas through New Year break. For Academic Year employees, their work requirements during the summer when school is not in session will be set by the Executive Director.

The Chief Executive Officer (or the Board Executive Committee in the absence of a Chief Executive Officer) may make exceptions to the break schedule, allowing personnel to work during a vacation period and then later taking a like amount of compensatory time.

Some examples of potential exceptions are:

- Enrichment Program employees
- Personnel working at the request of the Executive Director for the benefit of the School. For example, management of maintenance work during a break
- Other reasons determined on a case by case basis with the purpose being to facilitate school operation

Requests for breaks different than the schedule, require prior approval by the Executive Director and the Chief Executive Officer. Approval does not constitute a policy or policy change.

If for any reason the School is unexpectedly closed and notice is given before the start of the work day, the day may be made up by extending the school year end date for Academic Year employees such that the School meets its requirements and DESE Time on Learning requirements. If this happens, then Calendar Year employees will also lose compensation time day(s) if they exist, and if they do not exist, then they would lose day(s) from a summer break week.

Break time must be used according the approved schedule, cannot be carried over, and has no cash-out value.

11.9. Maternity Leave

Employees with the school one year or more receive 4 weeks of fully paid maternity leave after the birth of a child or adoption of a child less than 6 months old which is in addition to the earned sick and personal leave. Employees will be eligible for unpaid maternity leave up to 6 months. Paternity leave is paid 5 days.

12. Leave without Pay

12.1. Family and Medical Leave

The Family & Medical Leave Act (FMLA) is a law designed to provide job protected leaves to eligible employees for the birth or adoption of a child, to care for a family member with a serious health condition or for the employee’s own serious health condition. The maximum amount of leave, which may be taken, is 12 weeks in any 12-month rolling time period. FMLA leave may be taken consecutively or intermittently when medically necessary.

12.1.1. Certification

An employee shall provide certification from a health care provider to substantiate any leave due to the serious health condition of the employee or the employee's immediate family member. Failure to provide such certification will result in a denial of the leave request until the employee provides the requested certification.

12.1.2. Notice

In order to plan for the provision of quality uninterrupted services to students, the employee seeking leave must notify the Executive Director at least thirty (30) days prior to any anticipated leave. If the need for leave is not foreseeable, the employee must give the Executive Director notice as soon as practicable. Failure to provide such advance notice without a reasonable excuse may result in a denial of the leave request until 30 days after the notice is provided to the Executive Director.

12.1.3. Group Health Plan Coverage

The School will continue its contributions to group health plan insurance for an employee who is out on family or medical leave. The employee must continue to pay his or her share of such premium during the leave period. Employees must submit payment of the employee's share of the insurance premium by the 25th of the preceding month (in advance). If the employee does not return from leave, the employee may be responsible for the cost of all health insurance premiums paid on her behalf.

12.1.4. Use of Accrued Vacation, and Sick Time

An employee on family or medical leave must use any available, personal or vacation time while on such leave. An employee on family or medical leave for the employee's own serious health condition must use any accrued sick time while on such leave.

12.1.5. Reinstatement

At the end of a family or medical leave an employee shall be restored to her former position, if available, or to a similar position elsewhere in the School, with the same pay, benefits and working conditions as of the date of the employee's leave, as economic conditions warrant. The employee's right to be restored is limited to what the employee's job would have been if she had not taken leave. The employee must provide at least two weeks notice of her intention to return to work. Prior to restoration, an employee who takes a medical leave due to his or her own serious health condition must obtain and present certification from a health care provider that the employee is able to resume work. Failure to provide such certification will result in a denial of restoration until the employee provides the requested certification.

12.2. Parental Leave

A full-time employee who has completed his or her initial training period may take up to eight (8) weeks of unpaid leave for parental leave. At the end of a family or medical leave an employee shall be restored to her former position, if available, or to a similar position elsewhere in the School, with the same pay, benefits and working conditions as of the date of the employee's leave, as economic conditions warrant.

12.2.1 Employees must continue to pay their portion of any benefit premiums by the 25th of the preceding month (in advance). Employees do not accrue and are not eligible for any other benefits. Upon return from parental leave an employee shall be reinstated to her former position, if available, or a similar position elsewhere in the School, with the same status and pay as of the date of her leave, as economic conditions warrant.

12.2.2 An employee on parental leave may use any accrued vacation or personal time for the time the employee is on such leave. The employee must provide at least two weeks notice of her intent to return.

12.2.3 Any parental leave taken by an employee eligible for leave under the FMLA will be counted against entitlement under the FMLA policy.

12.3. Authorized Unpaid Absences

12.3.1 An authorized unpaid absence is an approved absence that is not paid, is not charged to any paid absence account, and is not in excess of ten working days duration, of which a maximum of 5 days may be when school is in session.

12.3.2 The Executive Director may grant, at his discretion, an authorized unpaid absence that is not more than ten working days. (See Leave of Absence for information about a longer duration leave without pay.)

12.3.3 Failure to obtain approval will result in such an absence becoming unauthorized. An unauthorized absence in excess of three workdays may be considered as a voluntary resignation on the part of the employee.

12.3.4 An employee on an authorized unpaid absence remains on the active payroll and therefore continues to accrue employee benefits in a normal manner.

12.4. Leave of Absence

12.4.1 A leave of absence is a prolonged authorized absence without pay. The Executive Director may grant, at his discretion, a leave of absence of not more than three months and, may determine the conditions of reinstatement at its conclusion.

12.4.2 For leave longer than three months but not to exceed twelve months, the BoT may grant leave with a reasonable attempt to provide upon return to work a position if available and if the organization's economic position permits.

12.4.3 An employee on a leave of absence is removed from the active payroll and the following rules apply:

12.4.3.1 The employee on leave may continue to participate in the School's insurance benefits plan provided arrangements are made for payment by the employee of the total monthly premiums.

13. Insurance Programs

13.1 Workers Compensation

Any employee sustaining an injury in the course of employment shall immediately notify her supervisor and or school nurse. Information pertaining to any such incident must be submitted to the Business Office within 48 hours in order to process claims. Failure to comply with this procedure may result in the loss of benefits to the injured party.

13.2 Health, Dental, Life, STD and LTD Insurance

13.2.1 The School offers eligible employees a medical insurance program starting from 1st day of the following calendar month. Selections of the School's offered plan are at the discretion of the employee, who may change plans, type of coverage during open enrollment period, which occurs in July for Health. The capability to change plans may be limited to certain time periods by the carrier. Plans offered by the School may change as conditions warrant. Employees waiving health insurance coverage because coverage is provided through a spouse must sign and file a waiver of coverage with the Business Office.

13.2.2 Employees regularly working a minimum of twenty four (24) hours a week are entitled to prorated participation in the School's Health Insurance Program. Employees who work less than 24 but at least 20 hours per week are eligible for Health Insurance at their own cost. The School contributes at following rate to the Health Insurance Program:

Hours worked per week	School contribution to benefits
20-30	50%
31-39	60%
40 (full time)	75%

13.2.3 The School's share of insurance premiums may change as conditions warrant and the School will endeavor to give employees written notice of changes.

13.2.4 The new employee who starts employment will be eligible for Health insurance beginning of the next calendar month.

13.2.5 An employee terminating from the School, except for gross misconduct, has certain rights, known as "COBRA" rights, to continue under the School's group health insurance plan for the period of time prescribed by law or until a new job is started or the employee obtains other insurance, whichever occurs first. An employee electing to continue coverage is responsible for paying in advance the monthly premium and may be required to pay a 2% administrative cost. Non-payment of the premium will result in immediate termination of coverage with no reinstitution of coverage possible. Federal law provides covered spouses and their dependent children with additional rights to maintain such coverage.

13.3 Massachusetts Teachers Retirement Plan

. Teaching faculty and school administrators working a minimum of 50% are covered by the Massachusetts Teachers Retirement System. Participation in this plan is mandatory. MTRS Pension Contribution rate is determined by entry date into the MTRS system.

13.4 403 (b) Employee Tax Deferred Contributory Plan

The School ***may*** offer an employee tax deferred contributory 403(b) plan. All employees are eligible to contribute up to the offered plan limit. See the Business Office for more information.

13.5 Other Insurance and benefits

The School maintains programs of general liability and professional liability. Details on these programs are available from the Business Office.

14. Professional Development and Educational Benefits

14.1 Attendance at Professional Meetings

The School recognizes that attendance at professional meetings is desirable and constitutes sound practice with value accruing to both the individual staff member and the School. To the extent that it can be arranged within budget limitations, conferences or institutes and attendant necessary expenses will be paid for by the school with pre-approval of Chief Executive Officer with a recommendation from the Executive Director for faculty requests and by the Chief Executive Officer for other personnel. Selection of faculty members for participation in conferences and seminars shall be made by supervisors and the Executive Director on the basis of seniority, previous attendance and content of the specific program as it relates to the employee's job responsibilities. For other employees, selection shall be made by supervisors and the Chief Executive Officer.

14.2 Professional Development Reimbursement Policy for Full Time Faculty and Staff

1. School will allocate certain amount of funds every fiscal year with the aim of covering costs for college courses, conferences, seminars, professional memberships, or other professional development opportunities.
2. Faculty members will request funds to cover costs for professional development activities (not to exceed $300/employee) and/or for college courses (not to exceed $2000/employee) until November 1st.
3. PCSS will cover 100% of the amount up to $2000 per fiscal year per faculty member.
4. Funds will be distributed among the faculty members who applied for funds until November 1st. After November 1st, if there are still funds available, it will be distributed on a first come first serve basis.

Courses eligible for reimbursement must be pre-approved by the Executive Director for faculty and must be directly related to the employee's work. For other employees, pre-approval is required by the Chief Executive Officer. The Business Office cannot reimburse for courses unless there is an approval form on file PRIOR to the enrollment in the course. Courses may only be reimbursable if funds are budgeted and available. Courses must relate to your work at the School. A tuition reimbursement request must be completed and forwarded to the Business Office. If the course is approved, submission of a copy of a satisfactory grade B (3.0) or higher is required for reimbursement.

15. Miscellaneous Policies

15.1 Reimbursement of Employee Expenses

All employees must have prior approval from their supervisor and the Chief Financial Officer to be reimbursed for any purchases. Employees who pay for items purchased for the School may be reimbursed for purchases but not including Massachusetts sales tax (unless approved by the Chief Financial Officer) because the School is a tax-exempt organization. A Reimbursement Form must be approved by the Chief Financial Officer to receive reimbursement.

15.2 Work Hours and Approval of Hours Worked

The teaching staff (i.e., Teachers and Teacher's Aides) is expected to work the hours of 7:30 am – 4:30 pm on Monday through Friday.

The secretarial staff should be available to answer the phones and the needs of the school between the hours of 7:30am – 4:30pm each day of the week. The Director and each secretary will develop the individual schedules of the secretaries.

The janitor and the Director will develop the janitor's schedule.

Supervisors are responsible for time scheduling of hourly employees. In turn, each hourly employee is required to track and record his actual hours worked each day. Time Sheets must be submitted to the payroll office by 12:00 Noon on 4 business days prior to 15th and the last day of the month. Failure to do so may cause delays in payment.

15.3 Paychecks

All employees are paid on a ***semi-monthly***. Paychecks will be issued to each employee except where the employee has signed an authorization to turn over a paycheck to someone other than the employee. In the event that a payroll is to be paid over a school vacation period, checks may be mailed unless other arrangements have been made in advance. Direct deposit of paychecks is available to all employees by submitting their bank routing number and account number (Voided Check) to Payroll one-week prior to payday.

15.4 Attendance

The School expects each employee to be at work on the days and during the hours specified, unless the employee is authorized to be elsewhere.

15.4.1 If, for any reason, an employee is unable to come to work at his/her specified time, he/she is expected to call his/her immediate supervisor as early as possible before the start of the employee's shift.

15.4.2 If, for any reason, an employee is unable to come to work, he/she is expected to call his/her immediate supervisor as early as possible that day. The employee must continue to call in each subsequent day of absence unless previous arrangements have been made with the supervisor.

15.4.3 If an employee is called away from work for personal emergencies or illness, he/she shall endeavor to obtain permission from his/her supervisor before leaving. While the School will try to be understanding of the employee's personal needs, the School may view that the situation is not an emergency. This determination will be communicated to the employee and subject to disciplinary action if repeated.

15.4.4 Poor attendance or tardiness will have a negative impact on performance rating, salary increases, and continued employment.

15.4.5 Staff should note that there are wide weather variances in our surrounding communities. In the event of bad weather, The School expects its staff to make a "good faith" effort to get to school if it is not formally called off. However, reality dictates that we may need to make

some accommodations for bad weather that prevents some of our faculty or staff from getting to school.

15.4.6 As in any emergency, individual judgment must prevail over policies or procedures. Thus, every individual must make their own decisions about attempting to get to school. However, it is essential that every member of the faculty and staff make a "good faith" effort to get to school and work their full day, even if it means arriving late. In the event that some of our teachers and staff cannot get to school, staff members who are able to get to school will need to provide coverage.

15.4.7 With regard to accounting for this work day by faculty and staff, anyone who does not get to school, the employee will have to take the day as paid (as allowed and eligible) or an unpaid day off work. If the employee arrives late, Executive Director will have to assess whether or not his employee will have to take a half-day or full day off work (compensatory, personal or as an unpaid time off). As a general rule, if a full-time employee arrives by 11am, the employee will at least be credited with working 1/2 day.

15.4.8 If the weather turns bad during the day and students are released early, then every effort will be made to release faculty and staff as well. Once again, there will be no penalty assessed for approved early release.

15.4.9 The above measures will not address every occurrence, and therefore, this policy should not be considered final or all encompassing. However, supervisors should try to abide by the intent of the policy, which is to insure adequate coverage for the students of the School without endangering the health or safety of any employees.

15.4.10 Part-time staff that have a fixed schedule and are normally scheduled to work on a school closing day will be paid for their normal scheduled hours. Part-time staff members who do not have a fixed work schedule, will not be paid for a school-closing day. Since their work schedule is flexible, they are expected to work other hours or days during the week.

15.5 Attendance at Staff Training and Special Meetings

The staff at PCSS is required to attend all training sessions, unless excused by the Director. The Director will schedule each employee for training based upon his or her position and experience at PCSS. In addition, attendance at special meetings arranged by the Director is required, unless excused by the Director. An example of a special meeting is one that is held in August prior to the start of school. The Director will provide advance notice of all training and special meetings.

A day of training or a special meeting missed will count the same as a missed day of school.

A training day or special meeting absence will be deducted from the available sick and personal days each year and will affect the calculation for the attendance bonus program.

15.6 Smoking

Smoking is not permitted anytime, anywhere within 500 yards of school buildings and grounds.

15.7 Overtime

Those teaching, secretarial/clerical staff and other non-exempt staff who are eligible for overtime pay with advanced authorization from their supervisors and will be compensated at one and one-half times their usual hourly rate for hours worked over forty hours in one week. The appropriate supervisor should approve overtime in advance.

15.8 School Cancellation Policy

The School will follow the sending districts' decision with regard to school closings related to weather or other emergencies.

15.8.1 As in any emergency, individual judgment must prevail over policies or procedures. Thus, every individual must make their own decisions about attempting to get to school unless the School day is officially cancelled.

15.8.2 With regard to accounting for this cancelled day by faculty and staff, anyone who does not get to school, may have to make-up the day later in the year by either extending the School year or by the loss of a compensation day or day during a break. Whether the day will need to be made-up will be determined by the need to meet the School's minimum school days/hours per the School's policy and DESE requirements. If the day(s) are not needed to be made-up, then they are considered to be paid days off that count towards meeting the individuals' working day requirements. This assessment will be made by the Executive Director and the BoT. If a person works during the cancelled day, and it is a day not required to be made-up, the person will earn compensatory time for the time worked.

15.8.3 If the weather turns bad during the day and students are released early, then every effort should be made to release faculty and staff as well. Once again, there should be no penalty assessed for early release.

15.8.4 The above measures will not address every occurrence, and therefore, this policy should not be considered final or all encompassing. However, supervisors should try to abide by the intent of the policy, which is to insure adequate coverage for the students of the School without endangering the health or safety of any employees.

15.8.5 Part-time staff that have a fixed schedule and are normally scheduled to work on a school closing day will be paid for their pro-rated normal scheduled hours.

Part-time staff that do not have a fixed work schedule, will not be paid for a school-closing day should it not be made-up later in the year. Since their work schedule is flexible, they can work their hours another day. Again should the day be made-up later in the year.

15.9 Illegal Articles; Weapons

No employee shall bring onto any of the School premises any article, the possession of which is specifically prohibited by Federal, State, or local statutes or ordinances. No employees are to be permitted to bring weapons of any kind onto the School premises at anytime. Violation of this policy may result in immediate termination of employment.

15.10 Use of Vehicles

Vehicles owned by the School are to be used for school business only and may not be used for personal business. Employees driving school owned vehicles must have an appropriate valid driver's license and obey all driving rules and regulations.

15.11 Automobile Insurance

Employees authorized by their supervisors to use personally owned vehicles registered in Massachusetts to drive students at the School are required to meet state standards for automobile insurance. Such employees will be covered under the school's non-owned and hired automobile policy. In the event of any accident, an employee's own insurance will be looked to first with the School's policy assuming secondary responsibility to the extent of the limits of its policy. The School will pay for the employee's deductible in an amount not to exceed the deductible in the School's policy. The School's policy limits are available from the business office.

15.12 Internet Use

The Internet is a powerful communications tool and a valuable source of information. However, an employee's improper use of Internet services can waste time and resources and potentially create legal liability and embarrassment for both the School and the employee.

An Internet service includes, but is not limited to: e-mail, web browsing and newsgroups. This policy applies to any Internet service that is:

- Accessed on or from PCSS's premises; and/or
- Accessed using office computer equipment or via School-paid access methods.

Internet services are provided by the School for School use only.

Employees should not expect privacy with respect to any of their activities using School - provided Internet access or services. The School reserves the right to review any files, messages, or communications sent, received or stored on the School's computer systems and may also limit the use of the Internet service in part or whole.

Employees violating this policy are subject to discipline, up to and including termination of employment. Employees using the computer system for defamatory, illegal, or fraudulent purposes are also subject to civil liability and criminal prosecution. All computer resources including content are the property of the School and employees will be held personally responsible for their activities.

Employees are strictly prohibited from using Internet services in connection with any of the following activities:

- Engaging in illegal, fraudulent or malicious conduct;
- Working on behalf of organizations;
- Sending or receiving offensive, obscene or defamatory material;
- Annoying or harassing other individuals;
- Sending uninvited e-mail of a non-work-related nature;
- Monitoring or intercepting the files or electronic communications of employees or third parties;
- Obtaining unauthorized access to any computer system;
- Using another individual's account or identity without explicit authorization;
- Attempting to test, circumvent, or defeat security or auditing systems of PCSS or any other organization without prior authorization; or
- Distributing chain letters, jokes, solicitations, offers to buy or sell goods, or other non-business material of a trivial or frivolous nature.

15.13 Anti-Violence Policy

Violence or threats of violence will not be tolerated. If you feel such conduct has occurred, please report it immediately to the Director.

The matter will be investigated, and where investigation confirms the allegation, appropriate action will be taken. Any employee engaging in what the School deems to be violent or threatening behavior will be subject to disciplinary action, up to and including discharge.

As part of this policy, PCSS will not tolerate the possession of weapons or any other device designed to inflict serious bodily harm by any employee of PCSS while on school property, on a school vehicle or at a school sponsored event.

Any employee found in possession of such a device on School property, in a School vehicle, or at a School-sponsored event, will be disciplined (up to and including possible termination) and will be reported to the appropriate law enforcement agency if appropriate.

An employee who is authorized by the School and by the law to serve as a security officer or to carry a weapon under controlled circumstances is exempt from this policy.

The following are examples of prohibited conduct under this policy:

- Injuring another person physically
- Engaging in behavior that creates reasonable fear of injury to another person
- Possessing, brandishing, or using a weapon on School premises or engaged in School business
- Damaging property intentionally
- Threatening to injure an individual or damage property
- Committing injurious acts motivated by or related to domestic violence or sexual harassment

Every employee has an obligation to report potential workplace violence to the Director. This would include if you hear or observe anyone exhibiting one or more of the following behaviors:

- Discussing weapons or bringing weapons into the workplace
- Displaying overt signs of hostility or anger
- Making threatening remarks
- Sudden or significant deterioration of performance
- Displaying irrational or inappropriate behavior

It is extremely important that you report any knowledge of actual or potential acts of violence to the Director so that all can be assured of a working and learning environment free of fear and violence.

15.14 Solicitation and Distribution

There will be no soliciting of employees by other employees or any person anywhere on PCSS property unless prior approval is obtained in writing from the Director. This includes selling and delivery of merchandise (e.g., Girl Scout cookies, Tupperware, or tickets to fundraising events) and/or the distribution of literature, petitions, etc.

15.15 Intellectual Property Rights

Any materials created by staff members for use by PCSS, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

15.16 Code of Ethics

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, PCSS expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties, to:

- Recognize basic dignities of all individuals with whom they interact in the performance of duties;
- Represent accurately their qualifications;
- Exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;
- Understand and apply the knowledge and skills appropriate to assigned responsibilities;
- Keep in confidence legally confidential information as they may secure;
- Ensure that their actions or those of another on their behalf are not made with specific intent or advancing private economic interests;
- Refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. (This will in no way limit constitutionally or legally protected rights as a citizen.);
- Avoid accepting anything of value offered by another for the purpose of influencing judgment.

15.17 Conflicts of Interest

Employees have an obligation to avoid actual or potential conflicts of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee, or for a relative, as a result of PCSS's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

If an employee has any influence on transactions involving purchases, contracts, or leases, it is imperative that he or she disclose to PCSS Board, as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which PCSS does business but also when an employee or relative receives any gift or special consideration as a result of any transaction or business dealings involving PCSS.

The materials, products, designs, plans, ideas, and data of PCSS are the property of the School and should never be given to an outside firm or individual except through normal channels and with appropriate authorization. Any improper transfer of material or disclosure of information, even though it is not apparent that an employee has personally gained by such action, constitutes unacceptable conduct. Any employee who participates in such a practice will be subject to disciplinary action, up to and including immediate employment termination and/or possible legal action.

15.18 Garnishments, Attachments and Judgments

PCSS is not in the business of assisting creditors with the collection of employees' personal debts. However, under certain legal procedures known as garnishments, levies, judgments, etc., the School is compelled by law to take action.

If your wages legally are attached by a creditor, PCSS is required by law to withhold a specified amount from your earnings each payday until the debt is settled. If you have any creditor problems or anticipate legal action resulting from indebtedness, it is a good idea to talk it over with your supervisor without delay. Involvement by the School in the collection of more than one of your personal financial debts during a 12 month period, excluding child support, could lead to disciplinary action, up to and including discharge.

15.19 Teacher Coverage

Any teacher whom volunteers his or her free periods to stand in for an absent colleague upon request from administration will be compensated as follows. Upon completion of the substitution, the faculty member will fill out the proper forms to insure reimbursement. This must be done in a timely manner as to have the compensation applied correctly on the subsequent pay period. You may find your compensation attached as Additional Earnings at a taxable rate of ten ($10.00) dollars per period covered. This is for a teacher who has a full load of 30periods/week.

15.20 Pay Advances and Loans

Due to government regulations and the method of reporting social security, state, and federal taxes, PCSS cannot give pay advances or loans to employees.

15.21 Professional Attire

The BoT believes that all staff members set an example in dress and grooming for their students to follow. A professional staff member who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors act in a positive manner toward the maintenance of discipline. The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process.

It is expected that all staff members shall:

- Dress in a manner consistent with the responsibilities of their profession.
- Dress in a manner that communicates to students a pride in personal appearance.
- Be groomed in such a way that hairstyle or dress does not disrupt the educational process or cause a health or safety hazard.
- Good professional judgment is expected at all times.

It is within these principles that PCSS will enforce the following dress code items, specifically but not limited to:

- No Shorts, Wind Pants/Shorts, Capri pants or Warm-Ups may be worn on any school-day (i.e., a day for which a person is being paid) except for:
    - P. E. class (but not worn in the regular classroom)
    - Campus Designated Days (designation is done by the administration); and
    - Field-based, Class Activity Days.

- No Jeans of any color may be worn on any school-day (i.e., a day for which a person is being paid) except for:
    - Workdays and
    - Campus Designated Days (designation is done by the administration); and
    - Field-based Activities (but not worn in the regular classroom).

<u>Additional Guides</u>

- On days where there is not scheduled student/parent contact, staff is permitted to dress in a more casual manner.
- Clothing that exposes cleavage, private parts, the midriff or undergarment is prohibited.
- No flip-flop/thong-style beach shoes.
- All tattoos shall be covered and hidden from view.
- Jewelry used in conjunction with body piercing (such as nose rings, eyebrow or tongue studs) is prohibited.

Any employee appearing for work, whose dress is identified by administration as inappropriate, for any reason, will be asked to leave and return acceptably attired.

16. Termination of Employment

16. 1 Voluntary Termination (Resignation)

Voluntary termination or resignation is a termination initiated by the employee.

16.1.1 The School expects that employees who resign from employment will plan their leaving to be as non-disruptive to students as possible. This means that whenever possible resignations should coincide with the beginning and end of the School year.

16.1.2 When such notice is given, the School may accept the resignation effective immediately, or as of another date prior to the end of the notice period.

16. 2 Involuntary Termination

The School may terminate an employee without prior notice (although notice may be given) in its sole discretion in a manner consistent with these policies.

16. 3 Reduction in Force; Reorganization

During difficult economic circumstances such as the loss of significant revenues from the Commonwealth, large operating losses, or some other unforeseen event, or due to needs to reorganize operations of the School, it may be necessary for the School to lay off staff or otherwise involuntarily terminate staff. The School will do its best to inform employees of such likelihood in advance.

16. 4 Return of Property

Prior to the last day of employment, the employee must return all files, computer files, electronic data, materials, equipment, keys, and other items owned by the School.

16. 5 Appeals from Terminations

An employee terminated or notified of termination may appeal to the Executive Director, as appropriate, in writing within five working days of termination or notice of termination, whichever occurs first. The Executive Director may, at his discretion, meet with the employee and shall respond to the employee's appeal within a reasonable time. The provisions of this section are the sole method of appeal for termination under these policies.

17. Standards of Employee Conduct

17. 1 Code of Conduct

Every employee of the School is considered to be a valued member of the School community regardless of title or function. As such, we treat every member of our community with respect and dignity, and it is our goal to act as role models for the students. All employees are responsible and accountable for our words and actions in the same way that we do for our students. However, there may be instances when we, as employees and adults within the school community,

do not conduct ourselves in an appropriate manner, and in these instances, there must be consequences for such events. Because we are a community, and because we value each other, our school considers such events as a serious matter that must be addressed quickly, directly and with great care, taking into account the rights of the individuals affected and the needs of the School and its students.

17. 2 Disciplinary Procedure

With our commitment to be respectful and fair, the School normally employs a sequential approach to discipline. We are committed to employing a sequential discipline, however there may be times when our disciplinary system must be abbreviated because the event is so serious that failure to respond at the highest level of discipline (i.e., up to and including discharge from employment) would threaten the integrity of our disciplinary system and the viability of our school. Whenever such extreme measures are needed and taken, it will be incumbent upon those who administer discipline to be sensitive to the rights and the needs of the individual(s) affected, and every effort should be made to help the School community understand and learn from experience.

17.2.1 At the School, our goal is to "praise in public" and "discipline in private". Therefore, our disciplinary system will be conducted in such a way that when discipline occurs, only those members of the community who need to know will be involved in the process. This means that in most instances, the disciplinary actions being considered and implemented will not be shared outside of the affected parties. However, in some instances, our entire school community, including students, may be informed of an action, but only if there is a need for the entire school community to know about such discipline.

17.2.2 This discipline policy is designed to allow individuals the time and opportunity to correct or adjust their behavior when appropriate, however, in some instances, these steps may be collapsed and verbal or written warnings may not be possible or appropriate. In these instances, an effort will be made to administer "level three" discipline with care, concern and sensitivity for the individual and the community at large. The Executive Director will confer with the Chief Executive Officer before authorizing such "level three" discipline.

17. 3 Disciplinary Steps

There are three steps in our progressive discipline system at the School

17.3.1 Step 1 involves the sharing of facts involved between the individual who has been judged as behaving inappropriately and her immediate supervisor. This "discovery" phase requires that the individual and the supervisor meet and share their respective sides of the event to determine the actual facts surrounding the event. If the indeed, been an event that warrants discipline, then a verbal warning may be given to the individual that any further actions or deeds which demonstrate a disregard for community expectations or the rules under which we all function may result in a written warning or a more serious action up to and including discharge from employment. The verbal warning shall be documented in the employee's personnel file.

17.3.2 Should there be an event requiring further discipline after a verbal warning, the supervisor must place a written warning in the employee's file, signed by both parties, and a copy must be sent to the Executive Director. Within the written warning there must be a statement of the facts surrounding the events (i.e., those which precipitated the initial verbal warning and those which precipitated a written warning) and a corrective action plan to ensure that the employee

understands the nature of their actions. The employee must also understand the consequences of their failure to meet the terms and conditions of their continued employment at the School as established by their supervisor.

17.3.3 The third and final phase of the discipline process at the School is serious and can include probation, suspension or discharge depending on the nature and severity of the event. These actions may be used without prior steps when appropriate, such as when the action endangers the physical, social or emotional safety of any individual within our community or violates any public law threatening the integrity of the School or the ability of others to do their jobs.

17. 4 Activities Subject to Discipline

This general listing provides an example of subjects for discipline but is not meant to be inclusive of all behaviors or activities.

17.4.1 Falsifying documents or records of the School including but not limited to employment application, time reports, health questionnaires, financial documents and student records. This shall include creating a false record or causing another to create a false record.

17.4.2 Misuse, unauthorized possession, destruction or theft of school owned or leased equipment or material, vendor installed equipment, student or employee property, or any other property or equipment located on school premises.

17.4.3 Physical violence involving supervisors, or fellow employees on school premises and physical violence involving student on or off school premises. It should be stressed that staff intervention during violence is mandatory. Staff must use the minimum force necessary to restrain people in their charge. When students or parents physically confront staff members, they are expected to defend themselves. However, such self-defense should be exercised with the least possible force required to contain the situation.

17.4.4 Continued or prolonged absences from work without authorization; leaving work during work hours without authorization.

17.4.5 Insubordination, or refusal to carry out reasonable instructions from responsible authority, or willful neglect of appropriately assigned duties.

17.4.6 Intentional misconduct in willful disregard of the School's interests.

17.4.7 Use of vile or abusive language, or acting in a grossly disrespectful or inappropriate manner toward a supervisor, co-worker, parents or student.

17.4.8 Outrageous conduct at work of any nature, such as racist, discriminatory or sexist behavior.

17.4.9 Violation of the School's policies on drug or alcohol use.

17.4.10 Violation of the School's policies on discrimination or sexual harassment.

17.4.11 Possessions of a dangerous weapon while on school premises.

17.4.12 Transporting students in a vehicle without valid Massachusetts driver's license or in an unregistered motor vehicle or under the influence of drugs or alcohol.

17.4.13 Allowing a student to operate an employee's motor vehicle.

17.4.14 Illegal gambling or possession of gambling equipment on school premises.

17.4.15 Gambling of any kind with students.

17.4.16 Creating or contributing to unsafe or unsanitary conditions by act or omission.

17.4.17 Negligent or deliberate destruction or misuse of, or unauthorized possession, copying, or readings school records or disclosure of information contained in such records to unauthorized persons.

17.4.18 Violation of the School's policy on confidential communications.

17.4.19 Theft, fraud, or misappropriation of property.

17.4.20 Chronic absenteeism, tardiness, or misuse of sick time.

17.4.21 Continued violation of work rules, such as: ignoring dress requirements, overstaying break periods, or absence without call.

17.4.22 Willful disregard of safety rules, or failure to use prescribed safety equipment to the extent of endangering oneself or others.

17.4.23 Soliciting tips or gratuities (money or gifts), offering a gift to influence any matter which the School has an interest.

17.4.24 Inadequate job performance.

17.4.25 Violation of any other rule, regulation or practice of the School.

17.4.26 Inattention to reasonable professional standards in the provision of services to students and their families.

17.4.27 Serious misconduct during non-working hours that comes to the attention of the School where such misconduct impacts upon the employee's job or reflects unfavorably upon the School. If any misconduct results in a formal charge in court, the school reserves the right to suspend the employee without pay until the charge is resolved and to decide on what, if any, action to be taken regarding the employee after the charge is resolved.

17.4.28 Inefficiency which is not corrected despite being warned and being given and opportunity to do so.

17.4.29 Threatening, intimidating or coercing another employee or volunteer by word or deed.

17.4.30 Conviction of, or pleading guilty to, a felony.

18. Alcohol and Drug Use

18.1 Introduction

The following rules represent the School's policy concerning alcohol and drug use. They will be enforced uniformly with respect to all staff. The purposes of this policy are:

18.1.1 To establish and maintain a safe, healthy working environment for staff students.

18.1.2 To ensure the reputation of the School and its staff within the community at large;

18.1.3 To minimize the potential for accidental injuries to persons or property;

18.1.4 To minimize the effects of alcohol and drugs on absenteeism and tardiness, and to improve productivity, and

18.1.5 To refer staff to rehabilitation assistance in appropriate circumstances.

18.2 Use of Alcohol or Drugs

18.2.1 All staff are prohibited from being under the influence of alcohol or drugs or abusing prescription drugs while on the premises or while performing the School's business whether on or off the premises.

18.2.2 Supplying alcoholic beverages or drugs to students is prohibited.

18.2.3 Use, sale, possession, transfer, purchase of, or offer to procure illegal drugs by staff on the School's premises or while performing school business is prohibited.

18.2.4 The use of alcohol by staff on school premises or while performing School business, except in connection with event approved by the School's BoT, is prohibited, provided however, that in any such authorized events staff is expected to use alcohol is a responsible manner.

18.2.5 No prescription drug may be brought or used on School premises or while performing school business by any person other than the one for whom it is prescribed.

18.3 The School's Response to Use of Alcohol or Drugs

At the discretion of administration, the violation of any of these alcohol or drug use policies may, depending on the substance involved, the nature of the situation, and the staff member's prior work history, result in a staff member's (a) probation or suspension, (b) termination, or (c) referral to and requirement for successful completion of counseling or treatment as a condition of continued employment. Any staff member that is found transporting student under the influence of alcohol or drug will result in immediate termination.

19. Harassment

It is the School policy to provide a work environment that is free of harassment of any type, including sexual harassment or harassment based on any protected class status. Sexual harassment or protected class harassment, in addition to being a violation of Title VII of the Civil Rights Act of 1964, is also a violation of Chapter 151B of the General Laws of the Commonwealth of Massachusetts. Sexual harassment shall be defined as any unwelcome behavior of sexual nature, including the following:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical contact of a sexual nature being made a condition of employment for existing or potential employees.
2. Submissions to or rejections of such conduct being made the basis for employment decisions affecting the employee.
3. Creating a hostile or offensive work environment through such conduct.

Sexual harassment refers to behavior that is unwelcome, personally offensive, or that fails to respect the rights of other employees at any and all levels of the School. Any of the following may, under certain circumstances, constitute sexual harassment:

1. Uninvited touching of another person
2. Lewd, suggestive, or offensive gestures or language
3. The display of sexually graphic photographs, drawings or illustrations in such a place or in such a manner as to cause co-workers to experience discomforts.

An employee who finds particular conduct to be unwelcome is encouraged to tell the offending person that the conduct is unwelcome and ask him or her to cease. Alternately, the employee may prefer to ask a supervisor to convey the message that certain conduct is unwelcome. Hopefully, such communication will be respected and the matter resolved to everyone's satisfaction. However, any employee who believes that he or she has been the subject of harassment, including sexual harassment, which cannot and should not be resolved in such a manner, should report the situation immediately to a supervisor, the Head of the School, or the Executive Director. Reports may be made to anyone with whom the employee feels most comfortable, and all reports will be investigated promptly by the Head of the School or the Executive Director, whichever is appropriate. Confidentiality will be ensured whenever possible. It is unlawful for anyone to retaliate against an employee for filing a complaint of harassment or for cooperating in an investigation of a complaint of harassment.

Harassment, including sexual harassment, will not be tolerated at the School and will be grounds for disciplinary action, up to and including immediate discharge.

Any claim of sexual harassment made pursuant to federal law may be filed at:

Massachusetts Commission Against Discrimination
One Ashburton Place
6th Floor
Boston MA 02108

20. Child Abuse and Neglect Policy

Educators play an important role in child protection: School teachers and school authorities are among those professionals mandated by Massachusetts law to report any suspicion of child abuse and/or neglect. Their personal commitment to the well being of children adds weight to their role in child protection.

State Law requires school teachers and school authorities to "immediately report or cause reports to be made" when abuse and/or neglect is suspected. Although this is the individual educator's responsibility, the words "or cause reports to be made" allow one specific individual in the school to be delegated this responsibility.

The following guidelines should be followed for Child Abuse and Neglect Reporting

Two basic forms of child maltreatment are recognized: The abuse of a child and the neglect of a child. "Abuse" is an act of commission, and is generally characterized in three categories:

Physical Abuse - Non-accidental injury of a child.

Sexual Abuse - Any act of a sexual nature upon or with a child. The act may be for the sexual gratification of the perpetrator or a third party.

Emotional Abuse - Chronic acts which interfere with the psychological and/or social development of a child.

"Neglect" is a failure to act on behalf of a child. It is an act of omission and is characterized in two categories:

Physical Neglect - Failure to meet the requirements basic to a child's physical development, such as supervision, housing, clothing, medical attention, nutrition, and support.

Emotional Neglect - Failure to provide the support and/or affection necessary to the child's psychological and social development.

Any school employee who has reason to believe that a child is being, or has been, abused and/or neglected shall immediately make an oral report of that suspicion to the School Director and to the Massachusetts Department of Public Health Services by calling Child Abuse and Neglect Hotline 1-800-792-5200.

The oral report should include:

- Name and address of the child.
- Name of person(s) with whom the child resides.
- Name and address(es) of parent(s), if different from above.
- Names and ages of other children in the home.

- The reason for suspecting abuse and/or neglect, including the nature and extent of the child's condition, injuries, and other previous injuries of which he or she is aware.

- Any information which may be considered relevant, including names of other professionals who may be able to contribute additional information.

- If the situation is believed to be an emergency requiring immediate intervention.

- Although it is preferred that the employee provides as much of this information as possible, it is recognized that the person may not always have access to all of this knowledge. The person should not hesitate to report for this reason. Any uncertainty regarding whether to report should be resolved in favor of the child's protection.

Immediately after making the report, the person should notify the School Director that a report has been made. The latter will verify that proper procedures have been followed, and if not, immediately make a report of the incident to Massachusetts Department of Public Health Services by calling Child Abuse and Neglect Hotline 1-800-792-5200.

The report shall be prepared by the School Director or the person designated by director and include all information given at the time of the oral report.

Since it is the responsibility of the Children's Protective Services worker to investigate suspected abuse and/or neglect, the faculty or staff shall not pressure the child to divulge information regarding specific circumstances or the identity of the perpetrator.

According to the law reports of suspected child abuse and/or neglect are confidential. Any person, who permits, encourages or disseminates information contained in the report, except in authorized situations, is guilty of a misdemeanor of the fourth degree.

The Massachusetts Department of Public Health shall submit a written response to the school verifying the receipt of each report made by the school.

20.01 Student Supervision and Welfare

School employees are frequently confronted with situations that, if handled incorrectly, could result in liability to the School and personal liability to the employee. The following guidelines should be followed by employees of PCSS:

Employees shall supervise, control and protect students in a manner commensurate with their assigned duties and responsibilities.

Employees shall not volunteer to assume responsibilities for duties they cannot reasonably perform.

Teachers shall provide proper safety instructions to students.

Employees shall not send students on any personal errands.

Employees shall not associate with students, particularly those of the opposite gender, at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances for minors such as tobacco, alcohol, or drugs. Any sexual conduct with a student by an employee of PCSS or any person of authority in the School is strictly prohibited and subjects the offender to criminal liability and discipline up to and including termination of employment. This provision does not preclude an employee of PCSS from meeting with students in private for legitimate or proper reasons.

If a student comes to a staff member to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, the staff member may help the student make contact with certified or licensed individuals in the community who specialize in the assessment, diagnosis, and treatment of the student's problem. Under no circumstances should a staff member attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior.

An employee of PCSS shall not transport students in a private vehicle without the approval of the Director.

A student shall not be required to perform work or services that may be detrimental to his or her health.

Any employee of PCSS shall report to the Director immediately, any sign of suspected child abuse or neglect.

Most information concerning a child in school, other than directory information, is confidential under Federal and State laws. Any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline or civil liability. This includes, but is not limited to, information concerning assessment, grades, behavior, family background and alleged child abuse.

20.02 Transportation by Private Vehicle

The Board authorizes the transportation of students by private vehicle when such transportation is approved in advance by the Director. The request for transporting students in a private vehicle must be in writing to the Director.

The parent(s) of the student(s) will be given, upon request, the name of the driver and the description of the vehicle.

Any person who does not hold adequate automobile liability and personal injury insurance shall not be permitted to transport students

Any private vehicle used for the transportation of students must be owned by the approved driver or the spouse of the approved driver and must conform to the registration requirements of the State.

Employee Acknowledgement

"EMPLOYEE ACKNOWLEDGEMENT"

I have received a copy of and have been instructed to read the foregoing PCSS Personnel Handbook. I understand that it is not a binding contract, nor is it intended to make any contractual obligations of any kind, but it is a source of information and a set of guidelines for implementation of personnel policies. I understand that PCSS can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time, with or without notice.

I acknowledge that my employment with the School is on an "at will" basis. This means that either I or the School may end the employment relationship at any time, for any reason, with or without advanced notice.

I also understand that the provisions of this Handbook will override contrary statements, representations or assurances made by any supervisory personnel except the Director.

_____
EMPLOYEE'S SIGNATURE

_____
PRINTED NAME

DATE: _____

Please sign this page and return it to the Director immediately. A copy of this acknowledgement will be retained in your personnel file.

Tab 23

Maine Charter School Commission

Required Elements Pre-Opening Plan

Tab 23.

School Name_: LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Approved 1-8-13

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Governance	Board Recruitment	Founders	In application	
	Articles of Incorporation and Nonprofit filings	Founders and Governing Board	In application	
	By-laws	Founders and Governing Board	In application	
	Organizational Chart	Founders and Governing Board	In application	
	Organizational Policies and Procedures	Founders and Governing Board	In application	
Enrollment	Staff Handbook Enrollment Policy and Enrollment Plan	Governing Board Executive Director Governing Board	In application In application	
	Required min/max enrollments Application process for admission	Governing Board Governing Board/ Executive Director	On contract date In application	
Enrollment	Assessment of student interest	Executive Director /Director of Admissions	Ongoing	
	Admissions and Lottery procedures	Executive Director /Director of Admissions	In application	
	Admissions Notification and/or Lottery Deadline Admissions Acceptance Decisions	Executive Director / Director of Admissions Executive Director / Director of Admissions	Prior to April 1st of school year Prior to April 1st of the school year	
	File Pre-enrollment Report to SAU's	Executive Director	April 1 of the school year	

Staff Recruitment and Hiring	Recruitment Procedures for Principal and Key Admin. (Chief Finance Officer, Special Services Director, others)	Governing Board / Executive Director	In application	
	Hiring of Principal and Key Admin. (CFO, S.S. Director, others)	Governing Board/ Executive Director	On contract date	
	Professional Instructional Staff (FT and PT Regular Teachers, Special Ed., ELL Teachers); background checks completed	Executive Director / Head of School	30 days prior to start of school year	
	Paraprofessionals	Executive Director / Head of School	20 days prior to start of school year	
	Clerical Staff	Executive Director / Head of School	20 days prior to start of school year	
	Substitute Teachers	Executive Director / Head of School	At start of school year	
Facilities and Safety	Initial Professional Development and Staff Orientation Signed lease for all space as listed in application	Executive Director / Head of School Governing Board/ Executive Director	5 days prior to start of school year On contract date	
	All required renovations to meet approved school inspections	Governing Board / Executive Director	90 days prior to start of school year	
	Certificate of Occupancy	Executive Director / Head of School	60 days prior to start of school year	
	Fire and Asbestos Inspections, Lead-paint Assessment	Executive Director / Head of School	60 days prior to start of school year	
	Insurance Policies in place	Executive Director / Head of School	10 days after contract date	
	Utilities (water and air quality, plumbing, electricity) Capital Equipment and Installation	Executive Director / Head of School Executive Director / Head of School	60 days prior to start of school year 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	
	Emergency Contact Sheet and Safety Plan	Executive Director / Head of School	15 days prior to start of school year	

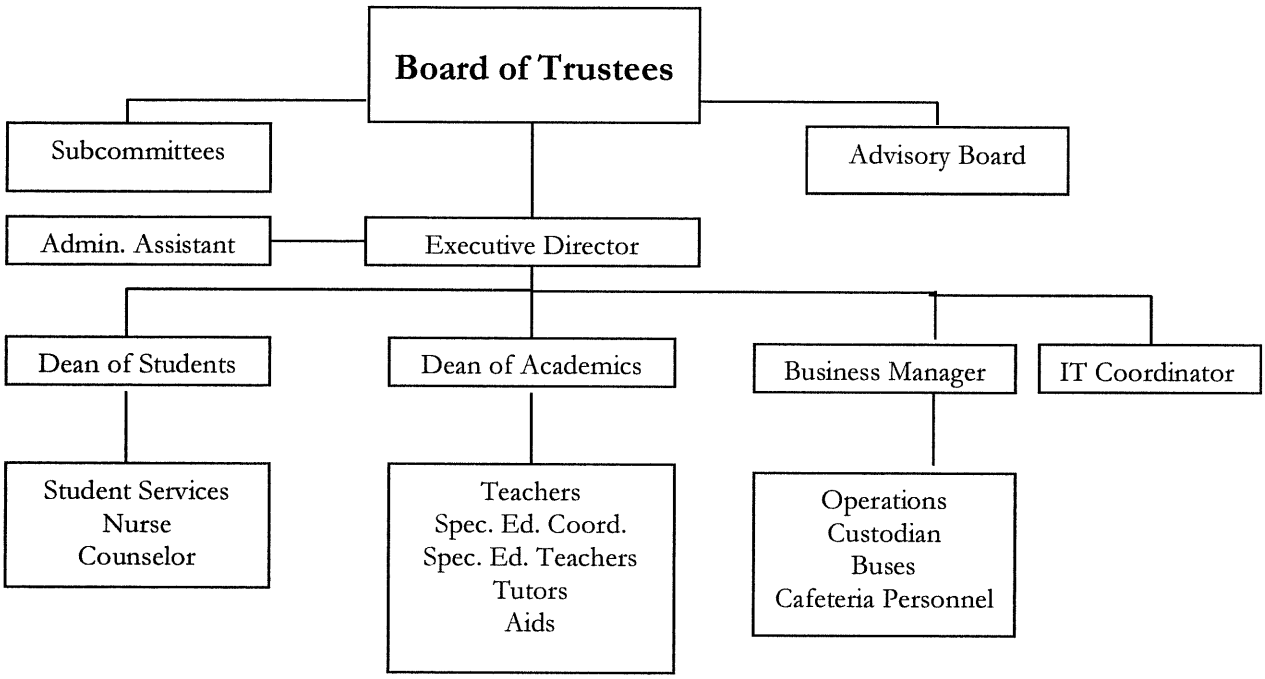
Student Learning	School Calendar and Student Schedule	Executive Director / Head of School	On contract date	
	Code of Conduct	Executive Director / Head of School	On contract date	
	Special Services and Special Education Policy	Executive Director / Head of School /Special Services Coordinator	In application	
	Approved Special Education Plan	Executive Director / Head of School /Special Services Coordinator	On contract date	
	Curriculum Accommodation Plan	Executive Director / Head of School	30 days prior to start of school year	
	Title 1, Special Education and ELL Approved Plans	Executive Director /Head of School /Special Services Coordinator	30 days prior to start of school year	
Finance and Financial Services	Operating Budget - final pre-opening revisions	Governing Board / Executive Director	45 days prior to school opening	
	Cash-flow Projections Fiscal Policies and Procedures Manual	Executive Director/CFO Executive Director /CFO	On approval of application In application	
	Financial accounting system compatible with MEDMS	Governing Board / Executive Director	On signing of contract	
	Grants / Entitlements (State and Federal)	Executive Director /CFO /Director of Dev.	Ongoing	
	Other Grants	Executive Director /CFO /Director of Dev.	Ongoing	
	Misc. Funds / Fundraising Plan	Executive Director /CFO /Director of Dev.	Ongoing	
Technology	Audit Timeline Hardware installed and set-up	Governing Board / Executive Director Director of IT	On signing of contract 30 days before opening of school	
	Software installed and set-up	Director of IT	20 days before opening of school	
	Student/Staff IT Policy and Procedures in place	Executive Director /Director of IT	On signing contract	

Curriculum and Instruction	Curriculum Plan	Executive Director / Head of School	In application	
	Instructional Materials purchasing plan	Executive Director / Head of School	On signing contract	
	Classroom assignments and set-up	Executive Director / Head of School	15 days before opening of school	
Student Services, Records and Reporting System	Attendance, Student Retention Records System	Executive Director / Head of School	On signing contract	
	Academic Performance Information Student information system compatible with MEDMS	Executive Director / Head of School Executive Director / Head of School	On signing contract On signing contract	
	Student academic assessment and reporting plan compatible with MEDMS	Executive Director / Head of School	On signing contract	
	Transportation Plan and Contract	Executive Director / Head of School	60 days prior to school opening	
	Nutrition/Food Service Plan and Contract	Executive Director / Head of School	60 days prior to school opening	
	Health and Wellness Plan	Executive Director /Head of School	On signing contract	
Staff Information and Records System	Employment Policies, including performance evaluation criteria and procedures for professional and support staff, compatible with MEDMS	Governing Board / Executive Director	On signing contract	
	Professional Development Plan	Head of School	On signing contract	

Tab 24

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL
Governance & Management Structure

ORGANIZATIONAL CHART



Tab 25

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

POSITION DESCRIPTIONS FOR KEY STAFF

DIRECTOR

Qualifications:

Education:

The school director should hold at least a university diploma. Having a Ph. D., E.D or M.A. degree in a related field is preferable.

Skills:

- Showing strong leadership characteristics.
- A thorough understanding of budgeting and planning.
- Being capable of interpreting school policy as well as other procedures of an educational institution.
- Having exceptional organizational, communicative, public relations skills.
- Ability to research, collect and analyze data on the issues related to the school, students, parents and educational issues in general.
- A great understanding of school laws, finance, and curriculum.

Responsibilities and Duties:

Educational Leadership

- Having a great deal of knowledge about all aspects of the instructional program and data analysis to provide continuous development at school.
- Working with the members of the staff, board members, parents, and community to plan curriculum and overcome any possible difficulties effectively.
- Developing, evaluating, and revising the school improvement plan every year according to the feedback supplied by all school committees.
- Monitoring the preparation of the students for the official tests like the state tests and other compulsory regent exams
- Compiling reports and assisting the board in the evaluation of the effectiveness of school programs and making the necessary improvements
- Ensuring all essential documents are compiled as requested by the board, DOE, and other federal and state agencies.
- Demonstrating effective leadership skills in anticipating, managing, and resolving conflict.
- Establishing a strong communication network among the school personnel, students and parents
- Monitoring and assisting the PTA (Parent Teacher Association) with any other activities concerning the school and students
- Analyzing periodic evaluations of programs and operations to establish improvements needed to reach the goals of school.
- Communicating board policies to the staff and community and ensuring the policies are maintained.

Managing the Personnel

- Advising on the number and types of positions needed to enable the school to work effectively and organizing the school's central administration.
- Designating assignments for all personnel. Exercising final authority over transfer of educators due to enrollment shifts or program needs.

- Designating the duties of all personnel.
- Monitoring the termination or suspension of employees or non-renewal of term-contract personnel, terminating non-contractual personnel.
- Functioning as a bridge between the board and staff.
- Informing school staff on pay systems, pay increases, or pay adjustments and administering pay systems.
- Encouraging and checking all professional development activities.

Student Management

- Creating a positive environment at school
- Collaborating with staff, board and community to ensure implementation of support services for students.
- Monitoring the students' educational development throughout their education

Management of Fiscal and Administrative Functions

- Ensuring to be up-to-date on educational laws and public policies
- Compiling and submitting annual proposed budget to the school board
- Consulting with all financial accounting staff and ensuring that approved budget is being managed in accordance with policy.
- Ensuring that the school facilities are maintained and that provisions are made for the safety of students, employees, and other users of school facilities.

Reports to:

- Board of Trustees

DEAN OF ACADEMICS

Primary Role and Purpose: The main responsibility of the dean of academics is assisting the school director in administration of the instructional program and school level operations.

Qualifications:

Education:

Dean of Academics should hold at least a bachelor's degree. Having an M.A, Ph.D. or E.D. is preferable.

Skills:

- Exceptional organizational, communication and interpersonal skills
- Capable of coordinating school's academic operations
- Working knowledge about evaluation of curriculum and student progress

Responsibilities and Duties:

Instructional Management

- Assisting the school director in planning and evaluating the instructional programs, community and parent relations.
- Evaluating and improving the student performance.
- Working with guidance counselor to monitor and implement the individualized student plans.

- Encouraging planning of innovative education programs, assisting and monitoring teachers in implementing such efforts when appropriate.
- Encouraging the use of technology in the instructional process.
- Working with special education coordinator and teaching assistants to implement special education program.
- Assisting the director to improve the quality of education along with staff, parents and community members.
- Helping the school director in designing, managing and implementing information systems to manage and track progress on school goals and academic excellence indicators.
- Holding employee evaluation meetings based on records of performance evaluation.
- Assisting the school director in interviewing, selecting and orienting new employees.
- Implement and monitor tutoring services.

Administration and Fiscal Management

- Overseeing school's operations and educational issues during the absence of school director
- Assisting in scheduling student activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.
- Helping the director in compiling yearly report with school administrators and staff.
- Holding parent/teacher/student conferences in regard to student and school issues.
- Enriching job skills through professional development.
- Conveying the school's mission to the public and encouraging support in accomplishing the mission.
- Raising community and parent involvement in educational issues
- Sharing supervisory duties for school professional staff (teaching staff) with school Director.

Reports to:

- Director

DEAN OF STUDENTS

Primary Role and Purpose:

Assist the Director in student services and operations.

Qualifications:

Education:

The dean of students should have a bachelor's degree. Having an M.A, Ph.D. or E.D. is preferable.

Skills:

- Working knowledge of public/charter school operations.
- Exceptional organizational, communication and interpersonal skills.
- Capable of coordinating school's operations related to discipline.
- Having a thorough knowledge about discipline codes and student progress.

Responsibilities and Duties:

Instructional Management

- Assisting in planning and assessing the educational programs.
- Encouraging planning of innovative disciplinary approaches, assisting teachers in implementing such efforts when appropriate.
- Encouraging a constructive, thoughtful climate for learning.
- Promoting fairness of students and staff.

Administration and Fiscal/Facilities Management

- Assisting in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.
- Organizing and supervising field trips.
- Overseeing student attendance records and assisting the Administrative Assistant on truancy issues.
- Managing support services including transportation and food services.

Student Management

- Providing supervision of students during non-instructional hours.
- Helping students develop a positive behavior through a student discipline management system.
- Providing for uniform enforcement of school rules and overseeing appropriate and reasonable student discipline.
- Holding parent/teacher/student conferences in regard to student and school issues.
- Enriching job skills through professional development.
- Conveying the school's mission to the public and encouraging support in accomplishing the mission.
- Illustrating understanding of school and community needs and begin activities to meet those needs.
- Demonstrate use of productive and efficient skills to raise community and parent involvement.

Supervisory Responsibilities

- Sharing supervisory duties for school professional staff with school Director.
- Overseeing consular, school nurse, paraprofessionals, clerical personnel and others as assigned.
- Maintaining control in stressful situations.

Reports to:

- Director

BUSINESS MANAGER

Primary Role and Purpose:

The operations manager at PCSS has to oversee and maintain the operation of all financial and business affairs of the school including accounting, payroll, purchasing, and risk management. He acts as the chief financial adviser to the Director and the Board of Trustees.

Qualifications:

Education:

Having a Bachelor's degree in finance, economics, accounting or any other related areas is preferable.

Skills:

- Applicable knowledge of school finance, budgeting, accounting systems, and economics
- Effective communication, public relations, and interpersonal skills
- Knowledge of personal computers and software to compile spreadsheets, perform data
- analysis and doing word processing
- Capable of interpreting policy, procedures, and data
- Capable of managing budget and personnel

Responsibilities and Duties:

Fiscal Management

- Ensure Director is advised on the business affairs of the school.
- Analyze accounting practices, systems, and controls in all school departments and advise on improvements in their structure, implementation, and maintenance.
- Manage a revolving auditing program for all funds and work with the school's independent and internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Devise period cash flow analysis to determine cash available for investment and payment of bills.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Audit statements of vendor and payroll clearing accounts.
- Compile and enter all budget adjustments, additions, and deletions.
- Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.
- Help with drafting of budget and assessing the long- and short-range objectives for the business operations of the school.
- Oversee needs evaluation for the enhancement of the school business operations.
- Collaborate with school personnel to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for the school and individual school improvement.
- Monitor the business office budget and see that programs are cost effective and funds are managed effectively.
- Implement cost-effective practices throughout the school.
- Confirm that business operations support the school mission.

Documentation and Law

- Ensure policies established by federal and state law that apply to charter schools, and local board is followed.
- Manage all hardcopy and computerized reports, records, and other documents required.
- Compile and review monthly financial statements and budget reports.
- Draft comprehensive annual financial report.
- Compile semi-annual financial reports to for submission.
- Draft quarterly and final reports for all federal funds.

Inventory

- Ensure accurate computerized inventory records of all of the school's assets.
- Maintain and direct sales of surplus salvage equipment for disposal
- Requisition supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.
- Oversee maintenance of replacement cost-asset inventory for insurance purposes.
- Receive and register bids, calculate results and draft written recommendations.
- Oversee the drafting of bids and bid specifications.

Personnel Management

- Compile, check and revise business department job descriptions.
- Devise training options and/or improvement plans to maintain superior business operations.
- Sharing supervisory duties for custodian and security personal.

Reports to:

- Director

Tab 26

EXHIBIT "A"

ARTICLES OF INCORPORATION

OF

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL, INC.

Filing Fee $40.00

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF INCORPORATION

File No. 20140193ND Pages 17
Fee Paid $ 40
DCN 2133262500014 ARTI
----FILED----
11/22/2013

Deputy Secretary of State

A True Copy When Attested By Signature

Deputy Secretary of State

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

FIRST: The name of the corporation is Lewiston-Auburn Academy Charter School, Inc.

SECOND: ("X" one box only. Attach additional page(s) if necessary.)

[4] The corporation is organized as a public benefit corporation for the following purpose or purposes:

See Exhibit A attached hereto.

[ ] 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)

[4] Noncommercial Registered Agent

Tarlan Ahmadov
(name of noncommercial registered agent)

108 Cobb Ave. Portland, ME 04102
(physical location, not P.O. Box – street, city, state and zip code)

(mailing address if different from above)

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

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 3.

The minimum number of directors (not less than 3) shall be 3 and the maximum number of directors shall be 11.

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 B attached hereto and made a part hereof

---

Incorporators*

Tarlan Ahmadov
(signature)

Tarlan Ahmadov
(type or print name)

(signature)

(type or print name)

(signature)

(type or print name)

Dated 11/22/2013

Street 108 Cobb Ave.
(residence address)

Portland, ME 04102
(city, state and zip code)

Street
(residence address)

(city, state and zip code)

Street
(residence address)

(city, state and zip code)

For Corporate Incorporators *

Name of Corporate Incorporator N/A

By _____ (signature of officer)

Street _____ (principal business location)

_____ (type or print name and capacity)

_____ (city, state and zip code)

Name of Corporate Incorporator _____

By _____ (signature of officer)

Street _____ (principal business location)

_____ (type or print name and capacity)

_____ (city, state and zip code)

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

If a corporation is an incorporator (13-B MRSA §401), the name of the corporation should be typed or printed and signed on its behalf by an officer of the corporation. The articles of incorporation must be accompanied by a certificate of an appropriate officer of the corporation, not the person signing the articles, certifying that the person executing the articles on behalf of the corporation was duly authorized to do so.

Please remit your payment made payable to the Maine Secretary of State.

Submit completed form to:

Secretary of State
Division of Corporations, UCC and Commissions
101 State House Station
Augusta, ME 04333-0101
Telephone Inquiries: **(207) 624-7752** Email Inquiries: CEC.Corporations@Maine.gov

EXHIBIT A

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. The specific purposes for which this Corporation is organized are to establish, manage, operate, guide, direct and promote a nonprofit charter school within the State of Maine.

The Corporation is organized and operated exclusively for charitable, educational, and scientific purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code of 1986, as amended or corresponding section of any future federal tax code. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on a) by a corporation exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Code, or the corresponding provision of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

The Corporation shall be organized and empowered to do everything necessary, proper, advisable or convenient for the accomplishment of the foregoing purposes and to do all other things incidental to them, or connected with them that are not forbidden by the laws of the United States of America and the State of Maine, these Articles of Incorporation or the Corporation's Bylaws.

EXHIBIT B

Notwithstanding any other provision of these articles, the Corporation is formed exclusively for educational, charitable, and scientific purposes, as specified in section 501(c) (3) of the internal Revenue Code, and shall not carry on any other activities not permitted to be carried on by an organization exempt from Federal Income Tax under Code Section 501 (c) (3).

No substantial part of the activities of the Corporation shall be the carrying on or propaganda or otherwise attempting to influence legislation, except as may be permitted under Section 501(h) of the Internal Revenue Code. The Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the Corporation shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles of Incorporation.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit organization, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for public purpose. Any such assets not so disposed of shall be disposed by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Tab 27

EXHIBIT "B"

BY-LAWS

OF

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL, INC.

BYLAWS

OF

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL, INC.

As adopted by the Board of Directors on November 22, 2013

ARTICLE I

NAME AND ORGANIZATION

Section 1.1 Name. The name of the corporation is Lewiston-Auburn Academy Charter School, Inc. (the "Corporation").

Section 1. 2. Registered Agent and Registered Office. The registered agent of the Corporation is the person designated in the Articles of Incorporation, as amended from time to time by the Board of Directors. The registered office of the Corporation shall be the business office of the registered agent of the Corporation.

Section 1.3. Non-discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring or 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

MEMBERSHIP

Section 2.1. 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

PURPOSE

Section 3.1. Purpose. The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. The specific purposes for which this Corporation is

organized are to manage, operate, guide, direct and promote a nonprofit charter school within the State of Maine.

The Corporation is organized and operated exclusively for charitable, educational, and scientific purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code of 1986, as amended or corresponding section of any future federal tax code. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on a) by a corporation exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Code, or the corresponding provision of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

The Corporation shall be organized and empowered to do everything necessary, proper, advisable or convenient for the accomplishment of the foregoing purposes and to do all other things incidental to them, or connected with them that are not forbidden by the laws of the United States of America and the State of Maine, these Articles of Incorporation or the Corporation's Bylaws.

Section 3.2. Tax Exempt Status. Notwithstanding anything to the contrary in these articles, all of the activities and actions of the Corporation shall be limited and restricted by the following provisions:

Notwithstanding any other provision of these articles, the Corporation is formed exclusive for charitable, educational, and scientific purposes, as specified in section 501(c) (3) of the internal Revenue Code, and shall not carry on any other activities not permitted to be carried on by an organization exempt from Federal Income Tax under Code Section 501 (c) (3).

No substantial part of the activities of the Corporation shall be the carrying on or propaganda or otherwise attempting to influence legislation, except as may be permitted under Section 501(h) of the Internal Revenue Code. The Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the Corporation shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles of Incorporation.

ARTICLE IV

BOARD OF DIRECTORS

Section 4.1. General Powers. The business and affairs of the Corporation shall be managed by its Board of Directors.

Section 4.2. Number, Term, and Qualifications. The number of Directors constituting the Board of Directors shall be fixed from time to time by the Board of Directors, but shall be no less than three and no more than eleven. Each director shall hold office until his death, resignation, retirement, removal, disqualification or his successor shall have been elected and qualified.

Section 4.3. Election of Directors. The directors shall be elected by the vote of the directors then in office; and those persons who receive the highest number of votes at a meeting at which a quorum is present shall be deemed to have been elected.

Section 4. 4. Removal. Any director may be removed at any time with our without cause by the vote of a majority of the directors present at a meeting at which quorum is present.

Section 4.5. Vacancies. Any vacancy occurring in the elected directors may be filled by the affirmative vote of a majority of the remaining directors even though less than a quorum, or by the sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

Section 4.6. Chairman of Board. The President will serve as the Chairman of the Board of Directors. In the absence of a Chairman, the Vice President shall preside at all meetings of the Board of Directors and perform such other duties as may be directed by the Board.

Section 4.7. 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 for 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, and mileage expended on board business. Reimbursements shall not exceed these limitations.

Section 4.8. 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 on 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.

ARTICLE V

MEETINGS OF DIRECTORS

Section 5.1. Annual Meeting. The annual meeting of the Board of Directors shall be held on or before June 30th of each year at a time and place determined by the Board of Directors, for the purpose of electing the officers and transacting other corporate business. Written notice of the meeting shall be given at least 10 days in advance of such 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 State of Maine's Freedom of Access statute Title 1 Chapter 13, which applies to public charter schools.

Section 5.2. Regular Meetings. The Board of Directors may provide, by resolution, the time and place, either within or without the State of Maine, for the holding of regular meetings. Timely public notice of all such regular meetings shall be provided as specified in Title1, Chapter 3, Subchapter 1 §406 of Maine Revised Statutes.

Section 5.3. Special Meetings. Special meetings of the Board of Directors may be called or at the request of the President or any three (3) directors. Such a meeting may be held either within or without the State of Maine, as fixed by the person or persons calling the meeting. Notice of any special meetings shall be given by mailing written notice at least three (3) days before the meeting or by telephone, telephone facsimile, or electronic mail at least two (2) days before the meeting. Such notice shall specify the time and place of the meeting and in all respect comply with the notice requirements contained in Title 1, Chapter 13, Subchapter 1 § 406 of Maine Revised Statutes.

Section 5.4.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 public charter schools. To the extent required by the Act, notice of meetings shall be provided to the public or, in the event of an emergency meeting, to local representatives of the media.

Section 5.5. Waiver of Notice. Any director may waive notice of any meeting. The attendance by a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 5.6. Manner of Acting. Except as otherwise provided in these bylaws, the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 5.7. Informal Action by Directors. Action taken by a majority of the directors without a meeting is nevertheless Board action if written consent to the action in question is signed by all

the directors and filed with the minutes of the proceedings of the Board, whether done before or after the action so taken.

Section 5.8. Committees of the Board. The Board of Directors, by resolution adopted by a majority of the directors present at a meeting at which a quorum is present, may designate directors to constitute an Executive Committee and other committees, each of which, to the extent authorized by law and provided in such resolution, shall have and may exercise all of the authority of the Board of Directors in the management of the corporation. The designation of any committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility or liability imposed upon it or him by law.

ARTICLE VI

OFFICERS

Section 6.1. Titles. The Officers of the Corporation are a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as it deems necessary. Each officer position shall have its duties and responsibilities specified and included in these By-laws.

Section 6.2. Election and Term. The officers of the Corporation shall be elected annually by the Board of Directors and each officer shall hold office for one year or until his successor shall have been elected and qualified. A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Directors for the unexpired portion of the term.

Section 6.3. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The President 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 President shall have full and equal vote as accorded to all Directors. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. 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 President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all directors. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, 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 Treasurer shall have general charge of the financial affairs of the Corporation. The Treasurer shall have custody of all funds of the Corporation, subject to such regulations as may be imposed by the Board. The Treasurer shall deposit, or cause to be deposited, all moneys of the Corporation in such depositories as may be designated by the Board. The Treasurer shall keep or cause to be kept full and accurate accounts of the receipts and disbursements of the Corporation in suitable books of the corporation and shall exhibit such books upon request of any officer or Director for any proper purpose at any reasonable time.

(d) The Secretary shall have charge of such books, documents, and papers as the Board of Directors may determine and shall have the custody of the corporate seal. The Secretary shall attend and keep or cause to be kept the minutes of all the meetings of the Board of Directors. The Secretary shall keep or cause to be kept a record of the names and addresses of the Board of Directors. The Secretary may certify all votes, resolutions, and actions of the Board of Directors and of its committees.

Section 6.4. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board whenever in its judgment the best interests of the corporation will be served thereby; but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 6.5. 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.

ARTICLE VII

INDEMNIFICATION

Section 7.1 Indemnity. The Corporation shall, to the extent legally permissible, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that that person is or was a Director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a Director, officer, trustee, partner, fiduciary, employee or agent of another corporation, partnership, joint venture, trust, or other enterprise, against expenses, including attorneys fees, judgments, fines and amounts paid in settlement actually and reasonably incurred by that person in connection with such action, suit or proceeding; provided that no indemnification shall be provided for any person with respect to any matter as to which that person has-been finally adjudicated not to have acted in good faith in the reasonable belief that that person's action was in the best interests of the Corporation or, with

respect to any criminal action or proceeding, to have had reasonable cause to believe that that person's conduct was unlawful. The termination of any action, suit or proceeding by judgment, order or conviction adverse to such person, or by settlement or plea of nolo contenders or its equivalent, shall not of itself create a presumption that such person did not act in good faith in the reasonable belief that such person's action was in the best interests of the Corporation and, with respect to any criminal action or proceeding, had reasonable cause to believe that such person's conduct was unlawful.

ARTICLE VIII

CONTRACTS, LOANS, CHECKS, DEPOSITS AND GIFTS

Section 8.1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 8.3. Checks and Drafts. All checks, drafts, or other orders for the payment of money, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such resolution, such instruments shall be signed by the Treasurer and countersigned by the President or Vice President of the Corporation.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such depositories as the Board of Directors may select.

Section 8.5. Gifts. The Board of Directors may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose or for any special purposes of the Corporation.

ARTICLE IX

GENERAL PROVISIONS

Section 9.1. Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

Section 9.2. Amendments. Except as otherwise provided herein, these bylaws or the Corporation's articles of incorporation may be amended or repealed and new bylaws (or amended articles of incorporation) may be adopted by the affirmative vote of two thirds of the

directors then holding office at any regular or special meeting of the Board of Directors at which a quorum is present, provided that at least ten (10) days written notice is given of intention to alter, amend, repeal or adopt new Bylaws (or articles of incorporation) at such meeting.

Section 9.3. Distribution Upon Dissolution. Upon dissolution, all of the Corporation's assets shall, after all of its liabilities and obligations have been discharged or adequate provision made therefore, be distributed to any association or associations organized for purposes similar to the purpose of the Corporation as may be designated by a majority of the directors of the Corporation then holding office, provided that such organization is an organization qualified under Section 501(c) (3) of the Internal Revenue Code of 1954, as amended.

Section 9.4. Books and Records. The Corporation shall keep correct and complete books and records and shall also keep minutes of the proceedings of the Board of Directors and committees having any of the authority of the Board of Directors. The books, records and papers of the Corporation shall be at all times, during reasonable business hours, be subject to inspection by any director. The articles of incorporation and the bylaws of the corporation shall be available for inspection by any member at the principal office of the Corporation.

CERTIFICATION

These By-laws were adopted by the Board of Directors at its meeting held on November 22, 2013 by a vote of 3-0.

Board Secretary

Huseyin A. Kara

Tab 28

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 ✓	Schedule E	Yes ___	No ✓
Schedule B	Yes ✓	No ___	Schedule F	Yes ___	No ✓
Schedule C	Yes ___	No ✓	Schedule G	Yes ___	No ✓
Schedule D	Yes ___	No ✓	Schedule H	Yes ___	No ✓

☑ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) **Exhibit A**
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law **Exhibit B**

☑ 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

A new interactive version of Form 1023 is available at StayExempt.irs.gov. It includes prerequisite questions, auto-calculated fields, help buttons and links to relevant information.

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

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

(00)

OMB No. 1545-0056

Note: *If exempt status is approved, this application will be open for public inspection.*

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

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

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your **organizing document**) **Lewiston-Auburn Academy Charter School, Inc.**	**2** c/o Name (if applicable)
3 **Mailing address** (Number and street) (see instructions) Room/Suite **108 Cobb Ave.**	**4** Employer Identification Number (EIN) **46-4179457**
City or town, state or country, and ZIP + 4 **Portland, ME 04102**	**5** Month the annual accounting period ends (01 – 12) **06**
6 Primary contact (officer, director, trustee, or **authorized representative**) **a** Name: **Tarlan Ahmadov**	**b** Phone: **207-210-1501** **c** Fax: (optional)

7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative,* with your application if you would like us to communicate with your representative. ☐ **Yes** ☑ **No**

8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. ☐ **Yes** ☑ **No**

9a Organization's website: **To be developed**

b Organization's email: (optional)

10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. ☐ **Yes** ☑ **No**

11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) **11 / 22 / 2013**

12 Were you formed under the laws of a **foreign country?** ☐ **Yes** ☑ **No**
If "Yes," state the country.

Part II Organizational Structure

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

1	Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification.	☑ Yes	☐ No
2	Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application.	☐ Yes	☑ No
3	Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.	☐ Yes	☑ No
4a	Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.	☐ Yes	☑ No
b	Have you been funded? If "No," explain how you are formed without anything of value placed in trust.	☐ Yes	☐ No
5	Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected.	☑ Yes	☐ No

Part III Required Provisions in Your Organizing Document

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

1	Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Exhibit A**	☑
2a	Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.	☑
2b	If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Exhibit B**	
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)
Huseyin A. Kara	**Director**	**108 Cobb Ave. Portland, ME 04102**	**0**
Tarlan Ahmadov	**Director**	**108 Cobb Ave. Portland, ME 04102**	**0**
Mustafa Guvenc	**Director**	**108 Cobb Ave. Portland, ME 04102**	**0**

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)
Individual to be determined	**Director of School**	**108 Cobb Ave.** **Portland, ME 04102**	**80,000**
Individual to be determined	**Dean of Academics**	**108 Cobb Ave.** **Portland, ME 04102**	**55,000**
Individual to be determined	**Dean of Students**	**108 Cobb Ave.** **Portland, ME 04102**	**55,000**

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 or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☑ No

7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value.** Attach copies of any written contracts or other agreements relating to such purchases. ☐ Yes ☑ No

b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. ☐ Yes ☑ No

8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. ☐ Yes ☑ No

b Describe any written or oral arrangements that you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.

f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. ☐ Yes ☑ No

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

b Describe any written or oral arrangements you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.

f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

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

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

1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. ☑ Yes ☐ No

b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☐ Yes ☑ No

2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ Yes ☑ No

3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☑ No

Part VII **Your History**

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

1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ Yes ☑ No

2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☑ No

Part VIII **Your Specific Activities**

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

1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. ☐ Yes ☑ No

2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☑ No

b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☑ No

3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☑ No

b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. ☐ Yes ☑ No

c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities *(Continued)*

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☐ Yes ☐ No

- ☐ mail solicitations
- ☐ email solicitations
- ☐ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☐ foundation grant solicitations
- ☐ phone solicitations
- ☐ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☑ Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☑ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☑ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☑ No

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

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

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

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

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

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

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

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

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

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

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

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

Part VIII Your Specific Activities *(Continued)*

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☑ Yes ☐ No

12a Do you or will you operate in a **foreign country** or **countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ Yes ☑ No

b Name the foreign countries and regions within the countries in which you operate.

c Describe your operations in each country and region in which you operate.

d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ Yes ☑ No

b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.

c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ Yes ☐ No

d Identify each recipient organization and any **relationship** between you and the recipient organization.

e Describe the records you keep with respect to the grants, loans, or other distributions you make.

f Describe your selection process, including whether you do any of the following:

(i) Do you require an application form? If "Yes," attach a copy of the form. ☐ Yes ☐ No

(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ Yes ☐ No

g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ Yes ☑ No

b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.

c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ Yes ☐ No

d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No

e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No

f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ Yes ☐ No

Part VIII Your Specific Activities *(Continued)*

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

Part IX Financial Data

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

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			
		(a) From 7/2014 To 6/2015	(b) From 7/2015 To 6/2016	(c) From 7/2016 To 6/2017	(d) From To	(e) Provide Total for (a) through (d)
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	1,953,000	2,542,000	3,035,000		
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)					
	8 Total of lines 1 through 7	1,953,000	2,542,000	3,035,000		
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	75,000	100,000	130,000		
	10 Total of lines 8 and 9	2,028,000	2,642,000	3,165,000		
	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	2,028,000	2,642,000	3,165,000		
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	306,250	315,000	325,000		
	18 Other salaries and wages	936,250	1,282,000	1,581,250		
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)	253,000	361,000	439,000		
	21 Depreciation and depletion					
	22 Professional fees	140,750	146,000	160,000		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	342,000	485,500	471,000		
	24 Total Expenses Add lines 14 through 23	1,978,250	2,589,500	2,976,250		

Part IX Financial Data *(Continued)*

B. Balance Sheet (for your most recently completed tax year) — Year End: Project

			(Whole dollars)
	Assets		
1	Cash	1	200,000
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	200,000
	Liabilities		
12	Accounts payable	12	165,800
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	165,800
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	34,200
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	200,000

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? If "Yes," check the box on line 2 and enclose a user fee payment of $300 (Subject to change—see above). If "No," check the box on line 3 and enclose a user fee payment of $750 (Subject to change—see above).	☐ Yes	☑ No
2	Check the box if you have enclosed the reduced user fee payment of $300 (Subject to change).		☐
3	Check the box if you have enclosed the user fee payment of $750 (Subject to change).		☑

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

Please Sign Here ▶ Tarlan Ahmadov (Signature of Officer, Director, Trustee, or other authorized official) TARLAN Ahmadov (Type or print name of signer) 11/29/2013 (Date)

(Type or print title or authority of signer)

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**

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 11-25-2013

Employer Identification Number:
46-4179457

Form: SS-4

Number of this notice: CP 575 A

LEWISTON-AUBURN ACADEMY CHARTER
SCHOOL
108 COBB AVE
PORTLAND, ME 04102

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-4179457. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 940	01/31/2015
Form 943	01/31/2015

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

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

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

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

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

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

Thank you for your cooperation.

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

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

CP 575 A

9999999999

Your Telephone Number
( ) -

Best Time to Call

DATE OF THIS NOTICE: 11-25-2013
EMPLOYER IDENTIFICATION NUMBER: 46-4179457
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL
108 COBB AVE
PORTLAND, ME 04102

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL, INC.

FORM 1023 APPLICATION

STATEMENT OF ADDITIONAL INFORMATION

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL, INC.

STATEMENT OF ADDITIONAL INFORMATION TO BE SUBMITTED IN CONNECTION WITH FORM 1023 APPLICATION

Part II, 1

The Articles of Incorporation of the organization is attached as **Exhibit A.**

Part II, 5

The Bylaws of the organization is attached as **Exhibit B.**

Part IV: Narrative Description of Activities

Lewiston-Auburn Academy Charter School's (LAACS) mission is to provide the ideal environment for the intellectual and social development of its students by utilizing a combined effort of students, educators, families and the community as a whole. LAACS believes an effective and adequate education necessary for the citizens of the future relies heavily on a multidimensional academic curriculum in which all core subjects will be blended together through various teaching methods while promoting the development of a strong character that supports and respects society. With this mission and purpose as its foundation, LAACS will provide a full range of educational services appropriate to all students from Grade 7 through Grade 12. These services include regular, as well as special education and basic skills instruction.

Part V, Number 3a: Qualifications, Duties and Hours Worked by Officers, Directors, Trustees and Highest Compensated Employees:

Name	Position	Hours/Week
Individual to be determined	Lead Person/Head of School	40
Duties - Primarily responsible for operation of school		
Individual to be determined Duties - Monthly Meetings	President – Bd. of Directors	5
Individual to be determined Duties - Monthly Meetings	V. President– Bd. of Directors	5

Individual to be determined Director/Bd. Treasurer 10
Duties - Monthly Meetings; Preparation of Treasure of reports

Individual to be determined Project Coordinator 40
Duties – Primarily responsible for educational direction of school

Individual to be determined Curriculum Supervisor 40
Duties – Primarily responsible for educational direction of school

Individual to be determined Bd. Sec'y/Asst. to Bus. Admin. 40
Duties – Primarily responsible for financial reporting, budget and expenditures

Part V, No. 5a

Conflict of Interest Policy is attached as **Exhibit C.**

Part VI, Nos. 1 & 2:

Lewiston-Auburn Academy Charter School will provide a full range of educational services appropriate to Grade levels 7 through 12. The Charter School program will include social, health and nutrition services that support the total education of the students and their families.

Part VIII, No. 11:

Lewiston-Auburn Academy Charter School will accept contributions of real property and/or vehicles if such donations and contributions could be utilized in the operation of the school. Most of the other types of contributions cited in this question would not apply to the operation of a Charter School.

Part IX, Financial Data, Line 23, Other Expenses:

	Year 1	Year 2	Year 3
Textbooks, Supplies, Library	103,000	88,500	57,000
Athletics, Other Programs	32,000	40,000	50,000
Transportation	92,000	135,000	178,000
Food Service	78,000	105,000	136,000
Office Expenses	27,000	105,000	38,000
Insurance	10,000	12,000	12,000
Total Other Expenses	**342,000**	**485,500**	**471,000**

Schedule B, Section I, No. 1b:

See answers to previous questions where this information is supplied.

Schedule B, Section I, Question 2b:

Lewiston-Auburn Academy Charter School's is making application to become a duly authorized and established Charter School of the State of Maine. As such, the Charter School will receive funding from the State of Maine in accordance with the policies and procedures of the State of Maine Department of Education Office of School Funding. The appropriate arm of the Maine Department of Education administers the state aid system for school districts in accordance with applicable statutes. The Department of Education (DOE) collects and validates the necessary data from certain applications and documentation. The DOE calculates, disburses and accounts for the various state aid programs pursuant to all applicable Maine school funding and school aid statutes and regulations. The DOE is responsible for administering, collecting and validating the audit summary and school register data, and then calculating and publishing the public school tuition rates utilized by school districts. A charter school fiscal unit in the DOE develops and administers the policy guiding the financial operations of charter schools. In addition to State Aid, Lewiston-Auburn Academy Charter School will apply for and receive financial assistance in the form of Grants from various Federal programs, such as No Child Left Behind (NCLB), Individuals with Disabilities Education Act (IDEA) and the American Recovery and Reinvestment Act (ARRA).

Tab 29

EXHIBIT "C"

CONFLICT OF INTEREST POLICY

OF

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL, INC.

GENERAL POLICY
AND
PROCEDURES FOR CONFLICTS
OF
INTEREST

Article I
Purpose

The purpose of the conflict of interest policy is to protect Lewiston-Auburn Academy Charter School's (the "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 a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he 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, s/he 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 not 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. **Violations 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 has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

The minutes of the 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 any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V
Compensation

a. A voting member of the 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.

EXHIBIT "C"

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OF

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AND
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Tab 30

TARLAN AHMADOV

108 Cobb av, Portland, ME 04102
Phone:207-899-2352(h),207-210-1501(c) Email: tarlan.ahmadov@gmail.com

PROFESSIONAL SYNOPSIS

PROFILE

Program Manager with a growing portfolio of accomplishments in the fields of social and rehabilitation services, strategic and financial planning, project coordination, client advocacy, and general management in pursuit of a challenging opportunity in the realm of case management and social work programs.

SUMMARY

- Strategic, planning and budgetary responsibilities. Introduced a set of case management procedures, practices and processes acclaimed for efficiency and productivity;
- Manage a team of Assistant of Program Manager, twelve case managers, four schedulers, six trainees, two interns and several volunteers; indirectly over 60 On-call Interpreters/translators.
- Experience working with a wide variety of people from more than 50 countries having diverse social concerns and problems. Native knowledge of Azeri and Russian; Working ability in Farsi, Tajik, and Turkish;
- Solid computer skills including MS applications, spreadsheets and databases. Experience utilizing Microsoft products in business related capacity.
- In-depth understanding of the UNHCR and U.S. refugee migration procedures, family reunification program, governmental benefits and labor development issues, current U.S. Immigration rules and regulations, the structure of the immigration entities; prepared and filed over 100 Affidavit of Relationship petitions for refugee reunification program under the U.S Department of State.

ATTRIBUTES

- Strong analytical capacities including the ability to learn and apply new concepts quickly;
- Highly developed workflow management abilities expressed by a capacity to handle multiple time-critical projects and a reputation of never missing a deadline;
- Dynamic yet disciplined focus on crisis intervention, counseling and social work programs and practices;
- Strong cross-cultural communicator with proven abilities to deal with people from different backgrounds;
- Proven record of implementing creative strategies acclaimed for economy and efficacy;
- Common sense attitude and good people skills facilitating staff, colleague, and executive rapport;
- Personal qualities include highest levels of integrity, consistency, dedication, and commitment as well as strong team leadership capabilities.

CAREER CHRONOLOGY & HIGHLIGHTS

October 2003 to Present

Catholic Charities Maine, Portland, Maine, USA
Program Manager
Refugee & Immigration Services/Language Partners

- Supervising program budget, grant applications, various Federal, State, Foundation's reporting;
- Supervise case management services to assist refugee and asylee families in attaining self-sufficiency within service guidelines;

- Sponsor orientation, client intake, assessment, employment plan development, referrals to community services, and monitor clients' participation in their self-sufficiency process.

  - Plan intervention activities independently or with appropriate consultation; implement case work plans and crisis intervention strategies. Effectively deal with client crisis during provision of service through immediate assessment of emergency, planning, decisive action, and provide timely follow up to insure resolution to crisis situation.
  - Provide assistance to clients in planning better self- management. Deliver services in a culturally and linguistically appropriate manner. Work with and coordinate services through staff and community partners to eliminate barriers to self-sufficiency of refugee clients.
    - Saved more that $80K annually through the development of working relationships with the National Senior Training Network program and recruiting senior trainees.
    - Established an effective collaboration with the local businesses to collect donated furniture and goods for refugee families, exceeding $65K annually.
    - Obtained the National Child Safety certification, and become member of State Injury Prevention Advisory Board. Became a site manager for a free car seat training program supported by the State Child Injury prevention and Public Safety Division.
    - Organized numerous fundraisings events and presentations during the Holiday season: resulted in adoption of 50 refugee families and gifts exceeding $20K.
  - Maintain required agency records such as monthly caseload reports, interview notes, case plans and closing summaries. Prepare complete and concise case records and reports. Analyze confidential case information and make recommendations on same.
    - Automated and standardized case filing process of more than 1000 clients by utilizing the data entry Access software.
    - Successfully completed audits of several hundred refugee case files.
    - Concluded a complete inventory of in-kind donations.
  - Use independent judgment in determining appropriate action and/or referral to other agencies providing needed services. Provide direct service; make referrals; arrange supportive services; provide accountability structure; network with other agency providers (DHHS, SSA, GA, Adult Education Schools, and PHN).
    - Established and maintained effective working relationships with the DHHS, Portland, Lewiston, and Westbrook City Social and Health Division, State and Local offices of BMV, the Senator Collins, King' and Congresswoman Chellie Pingree's offices.

June 2002 to September 2003 — **Social Research Center**, Baku, Azerbaijan
Case Management Consultant

- Assessed client needs and coordinated pre-resettlement preparation for refugees with IOM;
- Conducted social research and statistical analysis of illegal and legal migration flows in and out of the country.

  - Coordinated pre-resettlement preparation process for refugees from neighboring countries:
    - Conducted interviews with asylum seekers from Iran, Iraq, Afghanistan, and Chechnya;
    - Arranged complete case records and reports. Evaluated private testimonies and information, and referred to the appropriate units.
    - Established excellent working relationships with the local executive and judicial offices, UN agencies, and foreign embassies.
    - Successfully dealt with clients crises by implementing crisis intervention strategies.
  - Organized numerous fundraising events resulted in over 100K in donations and in-kind contributions.

- Supervised case management and housing projects, and health assessments;
- Managed a team of 8 interviewers and 6 data entry analysts.

October 2001 to May 2002 — **Embassy of Azerbaijan Republic**, Tehran, Iran
Interviewer, Consular Affairs

- Conducted preliminary interviews with visitor visa applicants, arranged visa provisioning;
- Coordinated file management and legalization procedures.

  - Participated in issuing visas and solving legal matters:
    - Arranged an effective document translation, notarization and processing system with the annual income of $50K.
  - Supervised the Interpretation Services department:
    - Provided interpretation services to the Consular Section.
  - Launched publicity campaign among the tourist firms and local businesses resulted in over 50,000 extra visitor and business visas.

August 1997 to September 2001 — **I-Tech Group**, Baku, Azerbaijan
Manager, Public Information Office

- Marketing, issued news releases, newsletters and brochures, prepared public speeches, conducting news conferences and presentations.
- Acted as a liaison with media representatives, government officials, and NGOs;

  - Organized the dialog between business representatives and government officials;
  - Conducted awareness trainings on matters pertaining to public relations.

September 1991 to August 1999 — **Binaqadi District Department of Education,** Baku, Azerbaijan
History Teacher; Admin Assistant

- Successfully achieved teaching the History of Azerbaijan and World History for Middle and High School Students.
- Successfully assist administering the personnel of 28 District Schools and 25 Kindergarten
- Acted as a liaison with media representatives, government officials, and NGOs;

EDUCATION

1991 – 1997 — **Baku State University,** Baku, Azerbaijan
Master Degree – Social Sciences/Historian

2004 – 2005 — **University of Southern Maine,** Portland, ME
ESOL classes

MEMBERSHIP IN VARIOUS COMMUNITY ORGANIZATIONS:

2004 – PRESENT - CHAIRMAN OF AZERBAIJAN SOCIETY OF MAINE, PORTLAND ME

2011- PRESENT - MEMBER OF THE BOARD OF DIRECTORS, US- AZERBAIJAN NETWORK (USAN), DC

2013- PRESENT - VISE PRESIDENT OF THE BOARD OF TRUSTEES OF BREAKWATER SCHOOL, PORTLAND ME

2013- PRESENT - MEMBER OF STATE HEALTH EQUITY COUNCIL, MAINE CDC, AUGUSTA, ME

Kathie L Turnipseed, Ed.D.

112 Craigie Street
Portland, ME 04102-2532

207-615-4048

klob@maine.rr.com

Employment History

1980-2012 Professional Staff member, University of Southern Maine

- Founding Director, Office of Prior Learning Assessment
- Academic Advisor: Undeclared-major traditional students; Returning-adult non-traditional students; Multi-lingual permanent residents and International exchange students
- Evaluator of all international transcripts for undergraduate and graduate students
- Director of the Learning Center's Peer Tutoring program
- Adjunct faculty, teaching: Advanced Writing; Adult Learning and Development; College Success Seminar (for underprepared students); Tutoring Certification courses for all Peer Tutors

1973-1976 Human Relations Specialist, Division of Race Relations, Memphis City Schools

- Consultant with schools during Federally-mandated desegregation
- Conductor of workshops with all stake-holders of the school system, to improve communication, understanding, respect, and interpersonal relations among faculty, students, first-line staff and auxiliary groups

1969-1973 High School Teacher, Memphis City Schools

- Teacher of English and Spanish in grades 9 through 12 in two schools

  One year, taught in a new school that had 60% white/40% black student population

  Three years, taught in an older school that had 100% black student population

Professional Education

Ed.D., 1980, University of Memphis

Counseling Education and Higher Education Administration

M.A., 1985, University of New Hampshire

Sociology

M.Ed., 1975, University of Memphis

Secondary School Counseling

B.A.E., 1969, University of Mississippi

Secondary Teaching Certificate, majors in English and Spanish

Christine M. Richards

Profile

Retired elementary school teacher. Presently teaching for the Baha'i Institute of Higher Education (BIHE) online for oppressed college students in the Islamic Republic of Iran. I teach English as a Second Language [ESL] 103.

Experience

Lewiston School Department Lewiston, ME 1979-2007

Classroom teacher grades K, 4, 5, 6 Majority of time spent teaching grade 6.

Wells School Department Wells, ME 1977-1979

Classroom teacher grade 5

Lancaster School Department Lancaster, NH 1974-1976

Classroom teacher grades 4 and 5

Somersworth School Department Somersworth, NH 1973-1974

Classroom teacher grades 1 and 2

Education

University of Maine at Orono 1970-1973 Degree: Bachelor of Science

Wheelock College Boston, MA 1968-1969

Skills and Areas of Interest

Curriculum Development

Individualized Education

Writing in the Content Areas

Strong public speaking skills

Immersion Education

Goal setting and project planning with students

References Furnished upon request

22 Boulder Drive Auburn, Maine 04210 **T:** 207-782-4772 **email:** crigen55@gmail.com

HUSEYIN A. KARA

4 Kathleen Drive, Woburn, MA 01801
Phone: (862) 591 7960 Email: huseyin.a.kara@gmail.com

WORK EXPERIENCE

7/2013-current **Chief Development Officer**
Pioneer Charter School of Science Network, Everett, Massachusetts

Responsible for the growth of the charter school network in terms of new charters, school facilities, start up efforts of new schools. Coordinate growth efforts with the Board and school administrators. Specifically, responsible for securing the temporary facility in Everett and permanent facility in Saugus to house Pioneer Charter School of Science II (Saugus). Report to the CEO.

7/2013-current **Independent Educational Consultant**

Part time consultancy services provided for educational institutions and individuals. List of clients and services are available separately upon request.

1/2009-7/2013 **Executive Director**
Math Instructional Coordinator
Apple Educational Services, Inc., Moonachie, New Jersey

Responsible for the daily operations of the non-profit organization. Reported to the Board of Trustees. Planned, developed and provided educational and management services to 13 charter schools, 3 private schools, about 40 public schools in 5 school districts in the East Coast area. The office size grew from 4 to 16 employees. Annual revenue increased from $200,000 to $2,400,000. Three more school building added to the inventory. Coordinated renovation/construction of 3 school buildings managing $9 MM budget. Helped 4 new charters get approved and started up successfully.

4/2006-1/2009 **President & Chief Executive Officer**
Math Instructional Coordinator
Concept Schools NFP, Des Plaines, Illinois

Oversaw daily operations of the non-profit charter management organization (CMO). Increased number of charter schools within the network from 9 to 18, all are new start-up schools. Coordinated efforts to establish new charter schools in Midwest. Among the network schools, Horizon Science Academy Cleveland High School became National Blue Ribbon School, Chicago Math and Science Academy became the best non-selective high school in Chicago. Helped secure $30MM financing for school buildings.

Earlier within the network, designed and aligned math curricula for 18 schools in 5 states, developed and implemented teaching methods. Trained math teachers, traveled to schools and visited math classes, evaluated teachers, prepared feedback reports. Developed and implemented interim assessment tests. Helped design web based software for online testing and data analysis. Organized math and science fairs and competitions.

8/2001-4/2006 **Development Director**
Math Teacher & Academic Counselor
Horizon Science Academy, Cleveland, Ohio

Helped expansion and replication of the model school to 3 new sites in Cleveland area in coordination with the central office of Concept Schools. Served as responsible person for the start up coordination of the 3 new schools.

Earlier at the school, served as middle and high school math teacher. Coordinated extracurricular math activities. Prepared students for local and statewide math competitions. Served as head of Math Department. Prepared, managed and analyzed the projects to improve school's math scores. Helped school's success from Academic Watch Level to Effective School Level in terms of math results.

8/2000-7/2001 **Math Teacher & School Database Administrator**
Wisconsin Career Academy, Milwaukee, Wisconsin

Served as math teacher and Academic Assistant Principal. Established and maintained school database software MMS for all student records. Organized the first school science fair.

8/1999-7/2000 **Math Teacher**
Horizon Science Academy, Cleveland, Ohio

Served as math teacher at 8th Grade. Organized extracurricular math activities. Established and managed school database software MMS.

9/1995-6/1999 **Math Teacher**
Head of Math Department
Vice Principal
Private Turkmen-Turkish High Schools, Charjow & Mary, Turkmenistan

Taught Math and Essential English for Understanding Math to grades 6-10 for four years. Served as head of math department in both Charjow Turkmen-Turkish High School and Mary Turkmen-Turkish High School. Served as Academic Vice Principal. Organized math competition among 13 Turkmen-Turkish High Schools (May 1996, May 1997) Prepared students for Turkmenistan National Math Olympiads which take place annually at the spring semesters. (1996, 1997, 1998, 1999). Served as Camp Counselor of Turkmenistan Math Olympiad Team, Charjow, June-July 1996 and as the Leader of Turkmenistan Math Team in 1st and 2nd International Mathematics Competitions held in Ankara, Turkey in August 1996 and Konya, Turkey in August 1997 respectively.

EDUCATION

2000- **Graduate Credits from Ashland University, Ohio, Cardinal Stritch University, Wisconsin and Cleveland State University, Ohio**

1991-1995 **Middle East Technical University, Ankara, Turkey**
Bachelor of Science Degree in Department of Science Education, Faculty of Education, September 1995

EDUCATIONAL EXPERIENCE-STUDENT TEACHING

Ataturk Anatolian High School, Ankara, Turkey

Student Teaching, Spring 1995. Observed Science Classes and taught math to grades 7, 8, and 9

HONORS and ACCOMPLISHMENTS:

Outstanding Service Award, Concept Schools, 2008
Board Member, Horizon Science Academy, Cleveland, Ohio 2002-2006
Founding Board Member, Rumi Foundation, Cleveland, Ohio 2004-2008
Certificate of Honor, by Charjow City Department of Education, 1996, 1997
Assistant Principal of the Year, by Turkmen-Turkish High Schools, 1998

COMPUTER SKILLS

Mac OS X; MS-Windows; MS Office Tools; Web Browsing Tools, MS-Outlook, MS Outlook Express; MMS (Modular Management System for Schools), Thinkwave, Procare (Management Software for Child Care)

OTHER

Running, Hiking, Fishing, Nature, Math and Science Club, Challenging Puzzles, Intercultural-Social Activities.

References available upon request.

Bruno Yomoah
121 Field Avenue, Auburn, ME 04210
207-240-4832
yomoab@gmail.org

Focus: Educational Leadership Role

Core Strengths

- Certified as Maine Curriculum Coordinator and Building Administrator, among others
- Seven years of successful administration of curriculum and instruction
- 21 years of overseas work experience and 25 years of multilevel teaching experiences
- Highly Qualified: Certificate of Advanced Study in Educational Leadership & M.A. TESOL
- Consummate Lifelong Learner

Education

Grad. Cert. in Non-profit Management, University of Southern Maine (USM), 2007
CAS in Educational Leadership, University of Southern Maine, 2002
M.A. TESOL, Alliant International University, San Diego, CA, 1994
Introduction to TEFL, Pilgrims, University of Kent at Canterbury, England, 1985
Refresher Course in TEFL, International House, London, England, 1985
M.A. English (Coursework), University of Ghana, 1976

Work History

ESOL Teacher, Deering High School, Portland, ME	2009-Present
ESL Consultant, Lisbon Schools Department, Lisbon Falls, ME	2004-2005
Student Support Coordinator, USM Multicultural Education Programs	2003-2006
Adjunct Humanities Faculty, Central Maine Comm. College	2002-Present
English Teacher, Elan School, Poland, ME	1998-2002
ESOL Teacher, King Middle School, Portland, ME	1997-2009
ESOL Team Chair, King Middle School, Portland, ME	2001-2005
English as a Second Language Director, Hebron Academy, ME	1994-1997
English Department Chair, Tarsus American College, Turkey	1991-1994

Major Areas of successes:

1. **Curricular and instructional leadership**

Supervised curriculum, testing and mainstreaming at King Middle School and Lisbon Schools, ME
Coordinated tutoring, school placement for Multicultural Education Programs (MEP) student teachers
Developed curricula and taught Academic English and Education to USM MEP student teachers
Directed English as a Second Language program at Hebron Academy, Hebron, Maine
Supervised and coordinated standard-based curriculum at Tarsus American College (TAC), Turkey
Ensured academic success for all TAC students through curricular expansion and innovation
Coordinated the curricula of 6 language departments at the Ghana Institute of Languages (GIL).
Oversaw the selection of textbooks and other instructional materials at the Ghana Inst. of Languages
Planned and coordinated the time table and directed public relations at the Ghana Inst. of Languages
Served as an Assistant Examiner of GCE Ordinary Level English Language

2. Supervision and Evaluation of Staff

Mentored and supervised ESL staff at Lisbon Schools Department, Lisbon, ME
Coordinated and supervised the operation of an English Department of 23 multinational staff at TAC
Improved the Teacher Evaluation rubrics for language teachers that became a blue print at TAC
Supervised and evaluated 45 instructors and lab technicians in 6 language departments at GIL
Coordinated teaching practice and school placement for elementary school teachers in Aburi, Ghana
Organized pre-service and induction workshops for elementary school teacher trainees in Aburi, Ghana

3. Outreach and Community Involvement

Currently serve on three nonprofit boards in Portland, ME
Organized the First Africana Festival for Androscoggin County
Rewrote and edited the Handbook for USM Multicultural Education Programs
Designed and coordinated an English Proficiency program for Turkish workers in Tarsus, Turkey

4. Collaborative Leadership

Mobilized and coordinated college-wide placement and evaluation of teaching practice, Aburi, Ghana
Collaborated with staff, media and foreign embassies in organizing summer school at GIL, Ghana
Organized college graduations through collaboration with staff, media and State Government, Nigeria
Coordinated Open Days, Learning Expeditions and Grant Writing with ESL Team at King Middle Sch.
Collaborated with Auburn City, Governor's Office, and businesses to organize Africana Festival

MAINE STATE TEACHER CERTIFICATION

CLASS	TYPE OF CERTIFICATION	LEVEL	ENDORSEMENT	EXPIRATION
Admin.	34 Professional	K-12	078	07/01/13
Admin.	34 Professional	K-12	050	07/01/15
Teacher	34 Professional	Adult	100	07/01/15
Teacher	34 Professional	K-12	660	07/01/15
Teacher	34 Professional	7-12	100	07/01/15

HONORS & AWARDS
Scholarship Recipient: Turkish Cultural Association Travel Tour of Turkey
Golden Key International Honor Society

MEMBERSHIPS & COMMITTEES
Member, World Affairs Council of Maine Education Committee
Member, Association for Supervision and Curriculum Development (ASCD)
Member, Teachers of English to Speakers of Other Languages (TESOL)
Portland Community Health Center Board Member & Board Secretary, Portland, ME
Member, Multicultural Education Programs Steering Committee, USM, Gorham, ME
Member, Multicultural Learning Collaborative Advisory Board, USM, Gorham, ME
Member, Filter Committee, Deering High School, Portland, ME

November 21013

BRUNO YOMOAH
yomoab@portlandschools.org
121 Field Avenue, Auburn, ME 04210
(207) 240- 4832

FOCUS: Curriculum Coordinator Role

HIGHLIGHTS:

- Successful at coordinating and facilitating Expeditionary Learning projects
- Experienced in narrowing achievement gap through instruction and leadership
- Passionate about sustaining learning communities through lifelong learning
- Proficient at seeking grants to enhance student learning
- Experienced in diverse educational settings: private, public, secondary, tertiary

LEADERSHIP EXPERIENCE

ESL Consultant for Lisbon School Department 2004-2005

- Trained and mentored the ESL staff in instruction and curriculum development
- Matched appropriate instruction and materials to student needs
- Administered district ACCESS tests

ESOL Team Chair at King Middle School, Portland, ME 2001-2005

- Coordinated ESL Expeditions that were executed by the ESL team, individual ESL Teachers, or joint ESL-mainstream teams
- Led a team of four ESL Teachers and three paraprofessionals to successfully narrow the achievement gap for language minority students
- Supervised and coordinated the testing and assessment of ELLs for diagnostic, placement, and promotional purposes
- Enlisted the involvement of ELL parents in their children's education through Open House, Teacher-Parent conferences, and annual celebrations of students' Expeditionary Learning kickoffs and culminations
- Secured a Maine Community Foundation grant of $2,000 that enhanced student achievement, and spurred the mainstreaming of 85% of ELLs in 2004-2005

ESL Director at Hebron Academy, Hebron, ME 1994-1997

- Built the ESL program by initiating and overseeing curricular and instructional innovation, and selecting textbooks and other materials
- Implemented instruction and advisement that enabled 85% of ELLs to gain college admission on the basis of their TOEFL and SAT scores
- Facilitated the mainstreaming of ELLs through targeted instruction

English Chair at Tarsus American College, Tarsus, Turkey 1991-1994

- Successfully administered a 23-member English department
- Maximized student learning through creative use of staff strengths and talents
- Led staff in instituting a fair and productive teacher evaluation process
- Conducted staff supervision and evaluation to enhance instructional efficiency
- Initiated curricular and instructional innovations that enabled 30% of the school's graduates to gain admission to U.S. colleges annually on the basis of their TOEFL and SAT scores
- Introduced an intra-department substitute system that strengthened instruction

TEACHING EXPERIENCE

ESOL Teacher 2009-Present

Deering High School, Portland, ME

- Successfully achieved goal of helping 17 out of 23 (74%) English Language Learners (ELLs) make statistically significant gains in lexile scores in Read180
- Successfully equipped 8 advanced ELLs with the requisite cognitive academic language proficiency to access mainstream class content through instruction in Content Area Reading and Writing.
- Collaborated with Multilingual Evaluation Team (MET) to admit, counsel and tutor ELLs, arrange parent-teacher conferences, and intervene to get students back on track

ESOL Teacher 1997-2009

King Middle School, Portland, ME

- Successfully used Sheltered Instruction to teach core subjects in all four language domains: reading, writing, listening, and speaking
- Planned and carried out successful Learning Expeditions at least once a year
- Worked with MET to assess, place, and transition ELLs into mainstream classes
- Served on the School Improvement and School Management Teams

EDUCATION

- **Cert. of Graduate Study in Non-profit Management,** University of Southern Maine
- **CAS in Educational Leadership,** University of Southern Maine
- **M.A. TESOL,** Alliant International University, San Diego, CA
- **Introduction to TEFL,** Pilgrims, University of Kent at Canterbury, England
- **Refresher Course in TEFL,** International House, London, England
- **M.A. English** (Coursework), University of Ghana

MAINE STATE TEACHER CERTIFICATION

CLASS	TYPE OF CERTIFICATION	LEVEL	ENDORSEMENT	EXPIRATION
Admin.	34 Professional	K-12	078	07/01/13
Admin.	34 Professional	K-12	050	07/01/15
Teacher	34 Professional	Adult	100	07/01/15
Teacher	34 Professional	K-12	660	07/01/15
Teacher	34 Professional	7-12	100	07/01/15

HONORS

Golden Key International Honor Society

MEMBERSHIPS & COMMITTEES

- Association for Supervision and Curriculum Development (ASCD)
- Teachers of English to Speakers of Other Languages (TESOL)
- Multicultural Education Programs Steering Committee, USM, Gorham, ME
- Multicultural Learning Collaborative Advisory Board, USM, Gorham, ME
- Filter Committee, Deering High School, Portland, ME
- School Improvement Team, Deering High School, Portland, ME
- Portland Community Health Center Board Member & Board Secretary, Portland, ME

November 2013

Dr. MUSTAFA G. GUVENCH
Full Professor, Electrical Engineering

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SUMMARY

EDUCATION:

- Ph.D. in Electrical Engineering and Applied Physics, Case Western Reserve University, Cleveland, Ohio, 1975
- M.S. in Electrical Engineering and Applied Physics, Case Western Reserve University, Cleveland, Ohio, 1975
- M.S.E.E. Middle East Technical Univ., Ankara, Turkey, 1970
- B.S.E.E. Middle East Technical Univ., Ankara, Turkey, 1968

EXPERIENCE & EXPERTISE

R & D experience on Semiconductor Device Processing, Micromachining and MEMS, Sensors, Multi-Junction Solar Cells, Organic Solar Cells, Finite Element Analysis and Modeling of Semiconductor Devices, Micropowered I.C. Design for Biotelemetry, GaAs Mesfet Characterization via Magnetoresistance, Schottky Barrier Varicaps, Advanced BiCMOS Process and Device Modeling, Analog CMOS Design, Instrumentation (see publications list)

R&D GRANTS & CONTRACTS

Funded by:
N.A.S.A., N.I.H., National Science Foundation
National Semiconductor Corp., Fairchild Semiconductor Corp.,
General Motors, Packard Electric Division, GTE Products Division,
Foundation for Applied Science and Technology, Masterton Foundation,
M.T.I., Maine Space Grant Consortium, D2 Systems, MEIF, SAPPI, etc. (see list)

TEACHING

-Taught both graduate and undergraduate courses in microelectronics including microfabrication, MEMS, solid state device physics, VLSI, analog I.C. design, digital integrated circuits, optoelectronics, and also other subjects in electrical engineering including linear circuits, digital systems, instrumentation and measurement, control sytems (see list)

-Developed electronic circuits, silicon device fabrication and testing laboratories

EMPLOYMENT

- Department of Electrical Engineering, (1989-present)
  Univ.of Southern Maine, Portland, ME 04103
- Department of Electrical Engineering, (1980-1989)
  University of Pittsburgh, PA 15261
- Department of Electrical Engineering, (1976-1980)
  Middle East Technical University, Gaziantep, Turkey
- Department of Electrical Engineering, (1975-1976)
  Middle East Technical University, Ankara, Turkey
- Research Engineer, Engineering Design Center (1975)
  Case Western Reserve University, Cleveland, OH 44106

Teaching

Courses with (*) below were introduced by Prof. Guvench as new courses in the listed institution's program.

University of Southern Maine, Portland/Gorham, Maine

Courses Taught:
MEMS (EGN 446* Micro-Electro-Mechanical-Systems), Optoelectronics (ELE 467*), Electronics I & II (ELE 342/343), Solid State Devices (ELE 463/563), Digital Integrated Circuits (ELE 465*), CMOS Analog Integrated Circuits (ELE 444/544*), Intr. to Digital VLSI Design (ELE 442*), Microelectronic Fabrication (ELE 464), Design Projects (ELE 401/402/403) , Materials Science (EGN 362 and EGN260), Physical Electronics (ELE 262)

-Developed a new NSF funded "Computer Integrated Electronics Laboratory"
-Developed a "Semiconductor Device and Sensor Measurement Laboratory"
-Developed a "Microelectronic Fabrication Laboratory" with funding and equipment donations from National Semiconductor Corporation and Fairchild Semiconductor

METU, Ankara, Turkey (as Visiting Professor on Sabbatical from USM in Spring'06)

Semiconductor Devices and Modeling (EE 212)
Advanced Sub-Micron CMOS Technology and Devices (EE 722*)

University of Maine, Orono, Maine (as adjunct graduate faculty)

VLSI Technology (ECE 567)
CMOS Analog Integrated Circuit Design (ECE 598*)
(both courses taught on site at Fairchild/National Semiconductor as **"adjunct graduate faculty"** of the University of Maine)

University of Pittsburgh, Pittsburgh, Pennsylvania

Undergraduate Courses Taught:

EE 32 Digital Logic	EE 41 Linear Systems
EE 47 Physical Electronics	EE 151 Signals and Measurements
EE 157 Electronics	EE 167 Electronics Lab
EE 173 Linear Control System	EE 238 Digital Electronics*

Graduate Courses Taught:

EE 335 Monolithic Integrated Circuits
EE 333 Advanced Semiconductor Physics
EE 395 Semiconductor Devices Seminar

-Developed a Silicon Device Fabrication Lab for research
-Advised and coadvised three Ph.D and two M.S. theses

Middle East Technical Univ., Ankara and Gaziantep Campuses, Turkey

Courses Taught:
Advanced Semiconductor Device Phys. I & II, Analog Integrated Circuits, Physical Electronics, Electronic Measurements and Instrumentation (with laboratory), Electronic Circuits I & II (with laboratory), Basic Electrical Engineering (for Non-Electrical Engineering Students)
-Developed Undergraduate Electronic Circuits Laboratory

Grants and Funded Projects

- "Roll-to-Roll Manufacturing of Flexible Solar Cells and Printed Electronics"
  R&D project funded by **Maine Economic Improvement Fund** **MEIF**

- "Printed Electronics, Solar Cells and 3D Patterns on Flexible Media" **Sappi Fine Paper**

- "Leak Detection in Inflatable Lunar Habitat" R&D Component **NASA/MSGC Grant**
- "Leak Detection in Inflatable Lunar Habitat" Education Component **NASA/MSGC Grant**

- "PPV Solar Tape Development" **D2 Systems**

- "MEMS Gas Sensors" R&D component 2 years **NASA/MSGC**
- "MEMS Sensors" Education component 2years **NASA/MSGC**
-
- "SOI-MEMS Resonators" **USM Faculty Senate Research Grant**
-
- "Purchase of "Optical Spectrum Analyzer", "Solid –State Lasers", "Optoelectronic components" to Develop In-Class Demo Experiments in Optoelectronics Course"
  USM Faculty Technology Grants (3 times) and matching grants

- "Silicon Carbide MEMS Resonators for High Temperature Chemical and Gas Sensors"
  NASA Collaborative Seed Grant (Maine Space Grant Consortium)

- "Molecular Imprinted Polymer MEMS Sensors for Toxic and Hazardous Gas Detection"
  Brims-Ness Corporation (Maine Institute of Technology Seed Grant)

- "Surface Micro-Machined Silicon Sensors"
  University of Southern Maine, R&D Seed Grants

- "BCT-1.5 BiCMOS Process Development, Latch-up Analysis"
- "BCT-1.0 BiCMOS, Sensitivity Analysis of PMOS Parameters to Process"
- "ABiC-4 Process and CMOS Device Modeling"
- "Selectively-Implanted-Collector Poly-Emitter NPN Modeling for ABiC 4.x"
  National Semiconductor, Digital Products Division, South Portland, ME.

- Computer Integrated Electronics Laboratory Development
  National Science Foundation Grant

- "Opto-Electronic Controller for Fiber Optics Automotive Position Sensors"
  GTE Products Division

- MicroFabrication Laboratory Development
  National Semiconductor Corp. and Masterton Foundation

- "Sensors for Terminal Contact Force Measurements"
  General Motors, Packard Electric Division

- "Sensors for Terminal Contact Micromotion Measurements"
  General Motors, Packard Electric Division

- "A Silicon Magnetosensor for Detection of Magnetic Field Density and Direction"
  University of Pittsburgh Faculty Research Fund

- "Hot Film Surface Sensors for Skin Friction and Boundary Layer Separation Detection" **N.A.S.A.** (Langley Research Center)

- "Glucose Sensors" **National Institute of Health (N.I.H.)** and **Montefiore Hospital**

- "Resnick Emitter Interoral Speech Prosthesis" **Foundation for Applied Science and Technology**

- "Micromachined Silicon Capillary for Drug Infusers" **National Institute of Health (N.I.H.)**

PUBLICATIONS

1. *Wiswell, R. and* ***Guvench, M.G., "Modeling and Design of Materials Inkjet Printer LED Ultraviolet Curing Cartridges Using COMSOL Multiphysics for Printed Electronics Applications,"*** paper presented at Annual COMSOL Conference, Boston, MA, 2013. Paper appeared in Proceedings of COMSOL Conference 2013.

2. Schell, M. and **Guvench, M.G., "Development of a General Purpose XBee Series - ^{2} API - Mode Communication Library for LabVIEW"** presented at the American Society of Engineering Education Northeast Section Conference held at UMass Lowell April 27th & 28th of 2012. Full paper appeared in the *Proceedings of the conference.*

   This paper received the ***BEST PAPER Award*** *and cash prize.*

3. Carlson, D. and **Guvench, M.G., "Development of a Rotational Accelerator Test Platform to Enable Wireless Transmission of Data and Automated Speed of Rotation "** presented at the American Society of Engineering Education Northeast Section Conference held at UMass Lowell April 27th & 28th of 2012. Full paper appeared in the *Proceedings of the conference.*

4. **Guvench, M.G., ""MUMPs" Multi-User-MEMS-Processes as Teaching and Design Tools in MEMS Instruction,"** presented at ASEE'11 Conference, Vancouver, Canada. Full paper appeared in the *Proceedings of A.S.E.E., 2011.*

5. **Guvench, M.G.,** and Richardson, D., **"Microwave Plasma Cleaner Design for Semiconductor Fabrication and Materials Processing Laboratory Use,"** presented at ASEE'11 Conference, Vancouver, Canada. Full paper appeared in the *Proceedings of A.S.E.E., 2011.*

   This paper was recommended for ***BEST PAPER Award*** *in the Division of Experimental and Lab-Oriented Studies (DELOS) of ASEE.*

6. ***Crosby, J.V.*** *and Guvench, M.G.,* ***"Finite Element Modeling of Resonating MEMS*** **Micro-Heater Structures for Design Verification and Optimization,"** paper presented at Applied Modeling and Simulation Conference held in Palma de Mallorca, Spain, Sept. 2009. Full paper appeared in the Proceedings of AMS-2009.

7. ***Nelson, S.*** *and Guvench, M.G.,* ***"COMSOL Multiphysics Modeling of Rotational Resonant MEMS Sensors with Electrothermal Drive,"*** poster presented at Annual COMSOL Conference, Boston, MA, 2009. Paper appeared in Proceedings of COMSOL Conference 2009.

8. ***Crosby, J.V.*** *and Guvench, M.G.,* ***"Experimentally Matched Finite Element Modeling of Thermally Actuated SOI MEMS Micro-Grippers Using COMSOL Multiphysics,"*** poster presented at Annual COMSOL Conference, Boston, MA, 2009. Paper appeared in Proceedings of COMSOL Conference 2009.

9. **Coleman, S.**, Mitchell, G. and Guvench, M.G., **"PC Controlled Testing Platform for MEMS Capacitance and Acceleration Sensing,"** poster presented at ASEE Spring 2009 North East Conference at University of Bridgeport, Connecticut.

10. **Beaty, E.** and Guvench, M.G., **"LabVIEW Automated Test System for MEMS Gas Sensor Characterization,"** poster presented at ASEE Spring 2009 North East Conference at University of Bridgeport, Connecticut.

11. **Crosby, J.V.** and Guvench, M.G., **"Finite Element Modeling of Resonating MEMS Micro-Heater Structures for Design Verification and Optimization,"** poster presented at ASEE Spring 2009 North East Conference at University of Bridgeport, Connecticut.

12. **Guvench, M.G., "MOSIS Fabricated CMOS Operational Amplifier Designs as Class Projects in an Analog I.C. Design Course,"** *Proc. of A.S.E.E,* AC 2009-2152, 2009.

13. **Guvench, M.G., "Design and Fabrication of Impact (Acceleration) Sensors as Class Projects in a MEMS Course,"** *Proc. A.S.E.E.,* paper no AC 2009-2191, 2009.

14. Ward, J., **MacKinnon, R.,** and Guvench, M.G., **"A Computer Controlled Test System for Micro-Electro-Mechanical-Resonator (MEMS Resonator) Gas Sensors,"** *Proceedings of A.S.E.E., paper no. AC-1533,* 2008.

15. **Guvench, M.G., "Design, Simulation and Testing of MOSIS Fabricated CMOS Operational Amplifiers for Class Projects in an Analog I.C. Design,"** presented at and appeared in *Proceedings of A.S.E.E. Zone-1 Conference, US Military Academy at West Point, Paper No. USMA-Z1-0136,* 2008.

16. **Guvench, M.G., "Optoelectronic Device and Fiber Link Characterization in Computer Integrated Electronics Laboratory,"** *Proceedings of A.S.E.E., AC-106*, 2007.

17. **Guvench, M.G., "An Analytical Model for The Spectral Response and Terminal Characteristics of CMOS Integrated Silicon Phototransistors,"** *presented at IASTED Applied Modeling and Simulation Conference, Benalmadene, Spain, June 15-17, 2005.*) The paper appeared in the *Proceedings of AMS'05.*

18. **Guvench, M.G., "Measurement of Optoelectronic Device Characteristics in Computer Integrated Electronics Laboratory,"** presented at ASEE-NE Conference, Fairfield, CT, 2005. The paper appeared in the *Proceedings of A.S.E.E.* Conference, *2005.*

19. **Guvench, M.G.,** Denis, A.M. and Gurcan, C., **"Solar Simulator For Large Area Solar Cell Testing,"** poster presented at 3rd ASEE International Colloquium on Engineering Education, Beijing, P.R.China, 2004

20. **Guvench, M.G.,** Denis, A.M. and Gurcan, C., **"A Solar Simulator and I-V Measurement System For Large Area Solar Cell Testing,"** *Proceedings of A.S.E.E., s. 3659, p. 4*, 2004.

21. **Guvench, M.G.,** Denis, A.M. and Gurcan, C., **"Automated Testing and Parameter Extraction of Solar Cells Fabricated from 6-8 inch Large Test Wafers,"** *Proceedings of U.G.I.M. 2003, vol 15,* pp.364-365, June 30, 2003.

22. **Guvench, M.G., "Verification Of A Design Procedure For Computer Aided Design Of General Purpose Internally Compensated CMOS Operational Amplifiers,"** presented at IASTED's Conference on Circuits, Signals and Systems (CSS 2003), May 2003, Mexico, and paper printed in the *Proceedings of Circuits, Signals and Systems, 2003.*

23. **Guvench, M.G.** and Wood, E.C., **"A Waveform Generator and Driver For MEMS Micromotors,"** Invited Talk at the Electrical Manufacturing and Coil Winders Association's EMCWA Expo 2002, Cincinnati, OH, Oct. 2002. The paper is published in the *Proceedings of EMCWA*, pp 1-4, 2002.

24. **Guvench, M.G., "Computer Aided Design of Internally Compensated CMOS Operational Amplifiers"** *Proceedings of A.S.E.E.*, s.3232, 2002.

25. Wood, E.C. and **Guvench, M.G., "A Programmable Controller/Driver for Electrostatic MEMS Micromotor,"** *Proceedings of A.S.E.E.* , s.2559, paper no.2436, 2002.

26. LeClair, M. L. , Barros, E.F., and **Guvench, M.G., "Cavitation and the Future of Nanotechnology"** presentated at the 9th Foresight Conference on Molecular Nanotechnology, San Jose, November 2001. (http://www.foresight.org/Conferences/MNT9/Abstracts/index.html)

27. **Guvench, M.G.**, Gile, S., and Qazi, S., **"Automated Measurement of Frequency Response of Electrical Networks, Filters and Amplifiers"** *Proceedings of A.S.E.E.*, s.1359, 7pp., 2001.

28. **Guvench, M.G.**, Miske, M. and Crain, E., **"Design, Fabrication and Testing of CMOS Operational Amplifiers ..."** *Proceedings of U.G.I.M.*, v.14, pp.118-122, 2001.

29. **Guvench, M.G.**, Rollins, M., Guvench, S. and Denton, M. , **"Automated Semiconductor Device Measurement System for Temperature and Magnetic Field Characterization"** *Proceedings of A.S.E.E.*, s2259, 8pp., 2000.

30. **Guvench, M.G., "Micromachining of Silicon and Its Applications in MEMS and Intelligent Sensors "** seminar presented at IEEE EDS/CS Meeting, S.Portland, ME, April 6,1999.

31. **Guvench, M.G.** and Chu, H.S. **"Surface Related Degradation of Sensitivity in Lateral Transistor Magnetic Sensors"**, *Proceedings of U.G.I.M.*, v.13, pp.152-157, 1999.

32. **Guvench, M.G.**, Stone, R., Pennell, S. and Worcester, R. , **"Programmable PID Temperature Control of Multi-Tube Multi-Zone Diffusion Furnaces"** *Proceedings of A.S.E.E.*, s1359, 8pp.,1998.

33. **Guvench, M.G.** and Chu, H.S. **"Degradation of Sensitivity in Silicon Lateral Transistor Magnetic Sensors"**, *Proceedings of International Symposium on Microelectronics '97*, Philadelphia, PA, October 12-16, pp 209-214, 1997.

34. **Guvench, M.G., "Optimization of f_T, BVCEO and β with Selectively Implanted Collectors in BiCMOS Technology"**, *Proceedings of U.G.I.M. Microelectronics Symposium*, v.12, pp.118-122, 1997.

35. **Guvench, M.G., "Automated Measurement of MOS Capacitance and Determination of MOS Process Parameters in The Microfabrication Laboratory"**, *Proceedings of ASEE'97*, The Annual Conference of American Society for Engineering Education, Milwaukee, June 25-30, s.1259, no.5, 1997.

36. **Guvench, M.G.**, Robinson, M., **"A Sub-Threshold Leakage Mechanism in Multiple-Implanted LDD Structures in BiCMOS Technology"**, *Proceedings of U.G.I.M. Microelectronics Symposium*, v.11, pp.126-129, 1995.

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68. **Guvenc, M.G.** and Buget, M.G., **"Current Flow in P-Type Space-Charge-Limited Silicon Diodes,"** *Journal of Physics D: Applied Physics*, Vol. 3, pp. 1990-2 (1970).

MEMBERSHIP:
- Institute of Electrical and Electronics Engineers (IEEE)
- American Society of Engineering Association (ASEE)
- International Society for Microelectronics and Packaging (IMAPS)

AWARDS & HONORS
-USM Faculty Senate Research Award (2011)
- IEEE Senior Member (2007)
- USM Faculty Senate Research Award (1998)
- Nelson and Small Prize (1991)
- IEEE Service Award (1985)
- NATO Postdoctoral Fellowship (1980)
- Research Assistantship, Case Western Reserve University (1974-1975)
- NATO Ph.D. Scholarship (1970-1974)
- Turkish Science Council Scholarship (1968-1970)
- Philips University Scholarship (1965-1968)

SERVICES:
Chairman, IEEE EDS/CS Chapter, Maine (2000-2001)
Vice Chair, IEEE EDS/CS Chapter, Maine (1998-2000)
Chairman, IEEE Electron Devices Chapter, Pittsburgh, (1983-84)
Program Committee Member; IEEE Electron Devices Chapter, Pgh., (1983-84)
Faculty Advisor; ISHM Student Chapter, University of Pittsburgh
Lecturer, Professional Engineering Review, 1991
Chairman, Electronics-I Session, 21st Modeling and Simulation Conference, 1990-1992
Manuscript and proposal reviewer to various conferences, book publishers and funding agencies

OTHER:
-Consultant/Engineering Trainer/Instructor, **National Semiconductor Corporation**, on **"CMOS Fabrication Processes"**
-Consultant/Engineering Trainer/Instructor, **Fairchild Semiconductor Corporation**, on **"CMOS Analog and Mixed Circuit I.C. Design"**
-Instructor/Engineering Trainer, Control Devices, **"Analog Electronics and SPICE Analysis"**

Fatuma Hussein

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Work Experience

United Somali Women of Maine Lewiston, Me

Executive Director – 2001-Present

- Analyze and executes organizational development needed for the agency to grow through a broad base of partners and with support from united Somali women advisory council and board of directors.
- Responsibilities include providing administration for all programs and staff.
- Extensive experience in building partnerships, collaborations and culturally & linguistically appropriate services for the refugee and immigrant communities.
- Extensive experience in federal & state grant writing & management.
- Serves and advocates on several advisory councils in the state that promote the refugee needs and wellbeing.

Selected Projects

- **Refugee Health:** worked on multiple refugee health initiatives to improve quality of care and service delivery for the refugee and immigrant communities. Developed and implemented targeted health education and outreach services for refugee and immigrant communities. Provided cultural competency trainings for health professionals to better serve and meet refugee and immigrant health needs.
- **Home based childcare programs:** partnered with Coastal Enterprise's start smart program to deliver culturally and linguistically appropriate childcare trainings to more than 40 refugee women to obtain childcare licenses to start their own childcare business based out of their homes. We also provided CPR and First Aid trainings.
- **Mentoring program:** developed and implemented a mentoring program in collaboration with Lewiston Auburn college students targeting Somali girls in the middle and high school. The program focused on both mentoring and academics for students.
- **New Mainer DV & SA Initiative:** developed a plan to assess and implement a unique and innovative way of addressing the needs and barriers faced by domestic violence and sexual assault victims from the refugee communities in the state. The project is designed to build and bring multidisciplinary agencies to partner and collaborate to create comprehensive refugee and immigrant domestic violence and sexual assault programs.
- **Home health care services:** Partnered with multiple agencies including home healthcare service providers to bring home health care services to the refugee elders and disabled. Refugees who are elderly and/or disabled are often isolated. This program provides them the assistance they need to be healthy and safe.
- **Food program:** partnered with Catholic Charities Maine, family and childcare program to provide food reimbursement to the childcare providers caring for children from low income families. This 7 year partnership reimburses childcare providers for the food they serve the children they care for which creates more income for many refugee families.
- **Child protective services:** created a partnership with the Lewiston department of health and human services to enter into an agreement to have cultural brokers become the liaisons between the department and the refugee families while investigating reports in an effort to educate the workers and have children remain within their communities.

Trainings:

Cultural Competency trainings: since 2001 *Statewide, Nationally*

- Provides trainings on cultural competency to service providers at the state level and nationally. Training topics vary depending on the audience and the requests. Topics include Somali culture, Sudanese culture, refugee process, growing up American and domestic violence in the refugee community and many more.
- Developed a cultural broker program for Central Maine Medical Center to provide language facilitation for patients, education for medical providers and patients.
- Developed domestic violence educational materials including skits to increase awareness and education regarding domestic violence in the refugee communities.
- Provides educational trainings and seminars for the refugee communities regarding the American culture and systems.

Leadership/Other Activities

Founded United Somali Women of Maine, an agency that advocates for refugee women and children; developed the only culturally and linguistically domestic violence program in the state serving refugees; completed a number of intensive leadership trainings & professional development trainings and explored topics including organizational development, collaborations, teamwork and how to run a successful ethnic based community agency.

Skills/Activities

Languages: Swahili, Somali.

Jenifer Lloyd
657 Auburn Street, Portland, ME 04103
Phone: (207) 409 0751

Jenifer Lloyd

Ms. Lloyd worked for over 20 years as a certified instructor of the Performing Arts, teaching dance and acting in both public and private schools in Southern Maine. She then spent 5 years as an early childhood educator with 3 of those years offered in the field of Early Intervention. She is co-founder of the Centre of Movement School of Performing Arts in Gorham, Maine, est. 1978, now in it 35th school year. Between 1988 and 1992, she served on the Board of Directors of the New Country School, a private elementary school known for its progressive approaches to education.

Holding a Liberal Arts degree from the University of Southern Maine with concentrations of studies in both natural sciences and social-behavioral sciences, Ms. Lloyd holds a strong interest in exploration of human nature, especially regarding the impacts of education and approaches to effective education. She has served on a number of community organizations dedicated to the promotion of healthy communities and the welfare of children and families. Now, in retirement, she continues to volunteer her time as a tutor and student advocate.

Tab 31

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

BOARD PROFILE

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Mr. Tarlan Ahmadov	Non-Profit, Fundraising, Community, Parent	Trustee, Lead Applicant
Mr. Huseyin Kara	Education, STEM, Charter School Management, Finance	Trustee
Ms. Kathie Turnipseed, EdD	Community, Education, and University Collaboration	Trustee
Ms. Christine Richards	Education, Community	Trustee
Mr. Mustafa Guvech, PhD	Education, STEM, and University Collaboration	Trustee
Mr. Bruno Yomoah	Education, ELL, Parent	Trustee
Ms. Fatuma Hussein	Community, Fundraising, Parent	Trustee
Ms. Jenifer Lloyd	Education, Community, Business	Trustee
TBD	Legal	Trustee
TBD	Accounting, Finance	Trustee

Tab 32

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

LIST OF OFFICERS & COMMITTEE CHAIRS

Upon approval of the charter, LAACS Board will vote for Chair, Vice Chair, Treasurer and Secretary. Subcommittees will be established. List of officers will be determined from the founding team members below:

Chair: TBD
Vice Chair: TBD
Treasurer: TBD
Secretary: TBD
Trustees: TBD

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Mr. Tarlan Ahmadov	Non-Profit, Fundraising, Community, Parent	Trustee, Lead Applicant
Mr. Huseyin Kara	Education, STEM, Charter School Management, Finance	Trustee
Ms. Kathie Turnipseed, EdD	Community, Education, and University Collaboration	Trustee
Ms. Christine Richards	Education, Community	Trustee
Mr. Mustafa Guvech, PhD	Education, STEM, and University Collaboration	Trustee
Mr. Bruno Yomoah	Education, ELL, Parent	Trustee
Ms. Fatuma Hussein	Community, Fundraising, Parent	Trustee
Ms. Jenifer Lloyd	Education, Community, Business	Trustee
TBD	Legal	Trustee
TBD	Accounting, Finance	Trustee

Tab 33

Maine Charter School Commission

Tab 33. 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

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission **Enrollment Template**

Grade	Year One	Year Two	Year Three
Kindergarten			
1st Grade			
2nd Grade			
3rd Grade			
4th Grade			
5th Grade			
6th Grade			
7th Grade	60	60	60
8th Grade	60	60	60
9th Grade	60	60	60
10th Grade		60	60
11th Grade			60
12th Grade			
	---	---	---
Total	180	240	300
Est. Daily Avg.	175	230	290

Student Characteristics, Totals by Characteristic

Students residing outside the catchment area?	10-20%	10-20%	10-20%
Students with low income status?	60%	60%	60%
Students with special needs?	15%	15%	15%

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission **Staffing Template**

Budget Category	Position Name	% FTE	Salary	Notes
Instructional Services	Teacher	11	36,000	396,000
	Teacher			-
	Teacher			-
Special Educatiion	Special Ed Teacher	2	40,000	80,000
	Special Ed Teacher			-
	Special Ed Teacher			-
Supplemental Programs	Coach			-
	Art Teacher	0.5	36,000	18,000
	Music Teacher	0.5	36,000	18,000
	ELL Teacher	1	40,000	45,000
	Tutor			-
Library Programs	Librarian			-
Student Support	Nurse	0.5	10,000	10,000
	Guidance Counselor	1	40,000	40,000
Facilities	Custodian	1	25,000	25,000
	Maintenance Worker			-
Transportation/Food Service	Bus Driver			-
	Cafeteria Worker	1	20,000	20,000
	Cafeteria Worker			-
Administration & Support	Head of School	1	75,000	75,000
	Curriculum Director	1	50,000	50,000
	Finance Director	1	50,000	50,000
	Receptionist			-
	Admin. Assistant	1	25,000	25,000
	Dean of Students	1	50,000	50,000
SUBTOTAL				902,000
TOTAL including 25% benefits				1,127,500

YEAR 1

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission | **Staffing Template**

Budget Category	Position Name	% FTE	Salary	Notes
Instructional Services	Teacher	15	36,000	540,000
	Teacher			-
	Teacher			-
Special Educatiion	Special Ed Teacher	2	40,000	80,000
	Special Ed Teacher			-
	Special Ed Teacher			-
Supplemental Programs	Coach			-
	Art Teacher	0.5	36,000	18,000
	Music Teacher	0.5	36,000	18,000
	ELL Teacher	1.5	40,000	45,000
	Tutor			-
Library Programs	Librarian			-
Student Support	Nurse	0.5	10,000	10,000
	Guidance Counselor	1	40,000	40,000
Facilities	Custodian	1	25,000	25,000
	Maintenance Worker			-
Transportation/Food Service	Bus Driver			-
	Cafeteria Worker	1	20,000	20,000
	Cafeteria Worker			-
Administration & Support	Head of School	1	75,000	75,000
	Curriculum Director	1	50,000	50,000
	Finance Director	1	50,000	50,000
	Receptionist			-
	Admin. Assistant	1	25,000	25,000
	Dean of Students	1	50,000	50,000
SUBTOTAL				1,046,000
TOTAL including 25% benefits				1,307,500

YEAR 2

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission			**Staffing Template**	
Budget Category	Position Name	% FTE	Salary	Notes
Instructional Services	Teacher	21	36,000	756,000
	Teacher			-
	Teacher			-
Special Educatiion	Special Ed Teacher	2	40,000	80,000
	Special Ed Teacher			-
	Special Ed Teacher			-
Supplemental Programs	Coach			-
	Art Teacher	0.5	36,000	18,000
	Music Teacher	0.5	36,000	18,000
	ELL Teacher	2	40,000	45,000
	Tutor			-
Library Programs	Librarian			-
Student Support	Nurse	0.5	10,000	10,000
	Guidance Counselor	1	40,000	40,000
Facilities	Custodian	1	25,000	25,000
	Maintenance Worker			-
Transportation/Food Service	Bus Driver			-
	Cafeteria Worker	1	20,000	20,000
	Cafeteria Worker			-
Administration & Support	Head of School	1	75,000	75,000
	Curriculum Director	1	50,000	50,000
	Finance Director	1	50,000	50,000
	Receptionist			-
	Admin. Assistant	1	25,000	25,000
	Dean of Students	1	50,000	50,000
SUBTOTAL				1,262,000
TOTAL including 25% benefits				1,577,500
YEAR 3				

L-A ACADEMY REVENUE CALCULATION

YEAR I: Calculating a Charter School's Per-Student Funding

Funding Category	Calculation	Amount	# of students	Allocation	Assumption
EPS Elementary Per-Pupil Rate	-	$6,250.00	120	$750,000.00	
	-	$6,700.00	60	$402,000.00	
Disadvantaged Student Allowance	0.15 x $6,250	$937.50	72	$67,500.00	60% Disadvantaged assumed
	0.15 x $6,700	$1,005.00	36	$36,180.00	
Limited English Proficiency Allowance	0.50 x $6,250	$3,125.00	24	$75,000.00	20% ELL
	0.50 x $6,700	$3,350.00	12	$40,200.00	
Targeted Elementary Technology Allowance	-	$97.00	120	$11,640.00	$100 for Elementary Grades
	-	$300.00	60	$18,000.00	$300 for Secondary Grades
Targeted Assessment Allowance	-	$43.00	180	$7,740.00	
Targeted PreK-2 Allowance	0.10 x $6,250	$625.00	0	$0.00	NA
Per-Pupil Transportation Rate	-	$520.00	180	$93,600.00	all students get
special education	1.25*6,250	$7,812.50	18	$140,625.00	15% special education student anticipated
	1.25*6,700	$8,375.00	9	$75,375.00	
Subtotal				$1,717,860.00	
Administrative Withholding by SAU	1%			($17,178.60)	
Charter School Comission Fee	3%			($51,535.80)	
Total	-			$1,649,145.60	

L-A ACADEMY REVENUE CALCULATION

YEAR II: Calculating a Charter School's Per-Student Funding

Funding Category	Calculation	Amount	# of students	Allocation	Assumption
EPS Elementary Per-Pupil Rate	-	$6,250.00	120	$750,000.00	
	-	$6,700.00	120	$804,000.00	
Disadvantaged Student Allowance	0.15 x $6,250	$937.50	72	$67,500.00	60% Disadvantaged assumed
	0.15 x $6,700	$1,005.00	72	$72,360.00	
Limited English Proficiency Allowance	0.50 x $6,250	$3,125.00	24	$75,000.00	20% ELL
	0.50 x $6,700	$3,350.00	24	$80,400.00	
Targeted Elementary Technology Allowance	-	$97.00	120	$11,640.00	$100 for Elementary Grades
	-	$300.00	120	$36,000.00	$300 for Secondary Grades
Targeted Assessment Allowance	-	$43.00	180	$7,740.00	
Targeted PreK-2 Allowance	0.10 x $6,250	$625.00	0	$0.00	NA
Per-Pupil Transportation Rate	-	$520.00	180	$93,600.00	all students get
special education	1.25*6,250	$7,812.50	18	$140,625.00	15% special education student anticipated
	1.25*6,700	$8,375.00	18	$150,750.00	
Subtotal				$2,289,615.00	
Administrative Withholding by SAU	1%			($22,896.15)	
Charter School Comission Fee	3%			($68,688.45)	
Total	-			$2,198,030.40	

L-A ACADEMY REVENUE CALCULATION

YEAR III: Calculating a Charter School's Per-Student Funding

Funding Category	Calculation	Amount	# of students	Allocation	Assumption
EPS Elementary Per-Pupil Rate	-	$6,250.00	120	$750,000.00	
	-	$6,700.00	180	$1,206,000.00	
Disadvantaged Student Allowance	0.15 x $6,250	$937.50	72	$67,500.00	60% Disadvantaged assumed
	0.15 x $6,700	$1,005.00	108	$108,540.00	
Limited English Proficiency Allowance	0.50 x $6,250	$3,125.00	24	$75,000.00	20% ELL
	0.50 x $6,700	$3,350.00	36	$120,600.00	
Targeted Elementary Technology Allowance	-	$97.00	120	$11,640.00	$100 for Elementary Grades
	-	$300.00	180	$54,000.00	$300 for Secondary Grades
Targeted Assessment Allowance	-	$43.00	180	$7,740.00	
Targeted PreK-2 Allowance	0.10 x $6,250	$625.00	0	$0.00	NA
Per-Pupil Transportation Rate	-	$520.00	180	$93,600.00	all students get
special education	1.25*6,250	$7,812.50	18	$140,625.00	15% special education student anticipated
	1.25*6,700	$8,375.00	27	$226,125.00	
Subtotal				$2,861,370.00	
Administrative Withholding by SAU	1%			($28,613.70)	
Charter School Comission Fee	3%			($85,841.10)	
Total	-			$2,746,915.20	

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission		**Budget Template**			
	Enrolment	180	240	300	
	Pre-	Year One	Year Two	Year Three	
Revenues					
Per-Pupil Allocation		1,649,146	2,198,030	2,746,915	Please see tab "revenue" for calculation
Federal Entitlement Funds		180,000	220,000	260,000	NCLB, IDEA, Title Funds
Federal and State Grants		-	-	-	Federal Start Up Fund not included at this stage
Foundation Grants					
Fundraising Events	30,000	30,000	40,000	40,000	Private Donations (cash or in-kind)
Parent Contribuitions		15,000	20,000	25,000	Sales of uniforms included
In-Kind Contributions		30,000	30,000	30,000	60 Apple I Pad donation included
Other (Federal Lunch program, lunch fee)		75,000	100,000	120,000	Either from Fed or students
	---	---	---	---	
	30,000	1,979,146	2,608,030	3,221,915	
Expenses					
Research & Planning					
Market Research	1,000				
Curriculum Development					
Application Costs	1,000				
Consultants		5,000	10,000	15,000	
Staff Recruitment	1,000	2,000	3,000	3,000	
Board Recruitment					
Website Development					
Marketing Materials	5,000				
Nonprofit Incorporation	1,000				
Admissions Lottery					
Other:					
	---	---	---	---	
Research & Planning	9,000	7,000	13,000	18,000	
Instructional Services					
Teacher Salaries & Benefits		540,000	720,000	990,000	25% benefits incl. for 12 FTE, 16 FTE, 22 FTE
Substitute Salaries & Benefits		25,000	30,000	35,000	
Aides Salaries & Benefits		20,000	30,000	30,000	

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission | **Budget Template**

	Enrolment	180	240	300	
	Pre-	Year One	Year Two	Year Three	
Textbooks		40,000	10,000	10,000	
Classroom Supplies		10,000	15,000	18,000	
Classroom Furniture		50,000	5,000	5,000	
Classroom Equipment		10,000			
Academic Computers/Software		10,000	5,000	5,000	
Staff Development		20,000	25,000	30,000	
Travel & Conferences					
Other:		25,000	37,000	45,000	Mission related (STEM) materials, programs
	---	---	---	---	
Instructional Services	-	750,000	877,000	1,168,000	
Special Education Services					
Teacher Salaries & Benefits		100,000	150,000	150,000	25% benefits incl. for 2 FTE, 3 FTE, 3 FTE res.
Aides Salaries & Benefits					
Special Facilities/Equipment		10,000	15,000	20,000	
Curriculum					
Instructional Materials		5,000	6,000	7,000	
Contracted Services		30,000	40,000	50,000	
Other:					
	---	---	---	---	
Special Education	-	145,000	211,000	227,000	
Supplemental Programs & Services					
Athletic Programs		10,000	12,000	15,000	
Art & Enrichment Programs		10,000	12,000	15,000	
Summer/Bridge School/Programs		6,000	8,000	10,000	
After-School Programs		10,000	20,000	30,000	
Community Service Programs					
English Language Learner Programs		50,000	77,500	102,500	25% benefits incl. for 2 FTE, 1.5 FTE, 2 FTE
Music Programs					
Tutoring Programs		6,000	8,000	10,000	
Uniforms					

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission			**Budget Template**			
		Enrolment	180	240	300	
		Pre-	Year One	Year Two	Year Three	
		Other:				
			---	---	---	---
		Supplemental Programs	-	92,000	137,500	182,500
	Library					
		Librarian Salary & Benefits				
		Books & Other Reading Materials		10,000	10,000	10,000
		Furniture				
		Computers/Software		3,000	3,000	3,000
		Audiovisual Equipment		500	500	500
		Other:				
			---	---	---	---
		Library	-	13,500	13,500	13,500
	Student Support Program & Services					
		Nurse Salary & Benefits		12,500	13,125	13,781	assumed part time
		Health Supplies & Equipment		1,000	1,000	1,000	
		Guidance Counselor Salary & Benefits		50,000	52,500	55,125	25% benefits included for 1 FTE
		School Psychologist Expense					
		Voluneer Expense					
		Other:		5,000	8,000	10,000	
			---	---	---	---	
		Student Support	-	68,500	74,625	79,906	
	Facilities						
		Rent/Leas/Mortgage		150,000	210,000	270,000	
		Maintenance Salaries & Benefits					
		Maintenance & Repair Expenses		5,000	6,000	6,000	
		Utilities		48,000	60,000	65,000	
		Telephone	600	2,000	3,000	3,000	
		Internet Services	600	3,000	30,000	40,000	
		Fire & Security					

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission **Budget Template**

	Enrolment	180	240	300	
	Pre-	Year One	Year Two	Year Three	
Custodial Services		25,000	27,000	30,000	
Custodial Supplies		10,000	12,000	15,000	
Waste Disposal		5,000	5,000	5,000	
Other:		10,000	10,000	10,000	
	---	---	---	---	
Facilities	1,200	258,000	363,000	444,000	
Transportation & Food Service					
Busing Costs		80,000	120,000	160,000	
Driver Salary & Benefits					
Field Trip Expense		12,000	15,000	18,000	
Food Service Salaries & Benefits		75,000	100,000	130,000	Assumed as much as revenue for food
Food Service Supplies & Equipment		3,000	5,000	6,000	
School Breakfast Expense					
School Lunch Expense					
School Snacks Expense					
Other:					
	---	---	---	---	
Transportation & Food Service	-	170,000	240,000	314,000	
Administration & Support					
Administrators' Salaries & Benefits	10,000	281,250	295,313	310,078	Director, Dean of Acad., Dean of Students, BM
Staff Salaries & Benefits		25,000	40,000	42,500	Adminitrative assistant(s)
Office Supplies	1,000	6,000	80,000	10,000	
Photocopy Expense	1,000	8,000	10,000	12,000	
Administrative Computers/Software	2,000				
Office Equipment	1,000				
Postage & Shipping	500	2,000	2,500	3,000	
Bookkeeping & Audit		5,000	6,000	6,000	
Payroll Services		2,000	2,500	3,000	
Banking Fees					
Interest Expense					

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission **Budget Template**

	Enrolment	180	240	300	
	Pre-	Year One	Year Two	Year Three	
Legal Services	3,000	20,000	10,000	10,000	
Liability & Property Insurance		10,000	12,000	12,000	
Directors' & Officers Insurance					
Marketing	3,000	12,000	10,000	10,000	
Grant Writing					
Board Expense		2,000	2,000	2,000	
Staff Recruitment Expense		2,000	2,000	2,000	
Other: (Charter School Com. Fee)	-	-	-	-	3% fee is included in the revenue calculation.
	---	---	---	---	
Administration & Support	21,500	375,250	472,313	422,578	
TOTAL EXPENSES	31,700	1,879,250	2,401,938	2,869,484	
SURPLUS or (DEFICIT)	(1,700)	99,896	206,093	352,431	

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission **Pre-Opening Cash Flow**

	jul 13	aug 13	sep 13	oct 13	nov 13	dec 13	jan 14	feb 14	mar 14	apr 14	may 14	jun 14	pre-opening
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	budget
Revenues													
Per-Pupil Allocation													
Federal Entitlement Funds													
Federal and State Grants													
Foundation Grants													
Fundraising Events					5,000				10,000	10,000	5,000		30,000
Parent Contributions													
In-Kind Contributions													
Other													
	-	-	-	-	5,000	-	-	-	10,000	10,000	5,000	-	30,000
Expenses													
Research & Planning													
Market Research					1,000								1,000
Curriculum Development													
Application Costs					1,000								1,000
Consultants													
Staff Recruitment										1,000			1,000
Board Recruitment													
Website Development													
Marketing Materials									2,000	2,000	1,000		5,000
Nonprofit Incorporation					1,000								1,000
Admissions Lottery													
Other:													
Research & Planning	-	-	-	-	3,000	-	-	-	2,000	3,000	1,000	-	9,000
Instructional Services													
Teacher Salaries & Benefits													
Substitute Salaries & Benefits													
Aides Salaries & Benefits													
Textbooks													
Classroom Supplies													
Classroom Furniture													
Classroom Equipment													
Academic Computers/Software													
Staff Development													
Travel & Conferences													
Other:													
Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Services													
Teacher Salaries & Benefits													
Aides Salaries & Benefits													
Special Facilities/Equipment													
Curriculum													
Instructional Materials													
Contracted Services													
Other:													

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	budget
Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental Programs & Services													
Athletic Programs													
Art & Enrichment Programs													
Summer/Bridge School/Programs													
After-School Programs													
Community Service Programs													
English Language Learner Programs													
Music Programs													
Tutoring Programs													
Uniforms													
Other:													
Supplemental Programs	-	-	-	-	-	-	-	-	-	-	-	-	-
Library													
Librarian Salary & Benefits													
Books & Other Reading Materials													
Furniture													
Computers/Software													
Audiovisual Equipment													
Other:													
Library	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Support Program & Services													
Nurse Salary & Benefits													
Health Supplies & Equipment													
Guidance Counselor Salary & Benefits													
School Psychologist Expense													
Volunteer Expense													
Other:													
Student Support	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities													
Rent/Leas/Mortgage													
Maintenance Salaries & Benefits													
Maintenance & Repair Expenses													
Utilities													
Telephone										200	200	200	600
Internet Services										200	200	200	600
Fire & Security													
Custodial Services													
Custodial Supplies													
Waste Disposal													
Other:													
Facilities	-	-	-	-	-	-	-	-	-	400	400	400	1,200
Transportation & Food Service													
Busing Costs													
Driver Salary & Benefits													

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	budget
Field Trip Expense													
Food Service Salaries & Benefits													
Food Service Supplies & Equipment													
School Breakfast Expense													
School Lunch Expense													
School Snacks Expense													
Other:													
	---	---	---	---	---	---	---	---	---	---	---	---	---
Transportation & Food Service	-	-	-	-	-	-	-	-	-	-	-	-	-
Administration & Support													
Administrators' Salaries & Benefits											5,000	5,000	10,000
Staff Salaries & Benefits													
Office Supplies										600	200	200	1,000
Photocopy Expense										600	200	200	1,000
Administrative Computers/Software										2,000			2,000
Office Equipment										1,000			1,000
Postage & Shipping									200	100	100	100	500
Bookkeeping & Audit													
Payroll Services													
Banking Fees													
Interest Expense													
Legal Services										1,000	1,000	1,000	3,000
Liability & Property Insurance													
Directors' & Officers Insurance													
Marketing									2,000	500	500		3,000
Grant Writing													
Board Expense													
Staff Recruitment Expense													
	---	---	---	---	---	---	---	---	---	---	---	---	-
Administration & Support	-	-	-	-	-	-	-	-	2,200	5,800	7,000	6,500	---
													21,500
TOTAL EXPENSES	-	-	-	-	3,000	-	-	-	4,200	9,200	8,400	6,900	
													31,700
SURPLUS or (DEFICIT)	-	-	-	-	2,000	-	-	-	5,800	800	(3,400)	(6,900)	
													(1,700)

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Maine Charter School Commission — **Cash Flow Template**

2014-2015 School Year — **First Full Year**

	July	August	Septembe	October	November	December	January	February	March	April	May	June	Projected Budget
Revenues													
Per-Pupil Allocation			412,286			412,286			412,286			412,286	1,649,146
Federal Entitlement Funds				10,000	10,000	10,000	10,000	20,000	30,000	30,000	30,000	30,000	180,000
Federal and State Grants													-
Foundation Grants													
Fundraising Events			3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Parent Contributions			15,000										15,000
In-Kind Contributions			3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Other			7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	75,000
	-	-	440,786	23,500	23,500	435,786	23,500	33,500	455,786	43,500	43,500	455,786	1,979,146
Expenses													
Research & Planning													
Market Research													
Curriculum Development													
Application Costs													
Consultants			1,000		1,000		1,000		1,000		1,000		5,000
Staff Recruitment									1,000	1,000			2,000
Board Recruitment													
Website Development													
Marketing Materials													
Nonprofit Incorporation													
Admissions Lottery													
Other:													
Research & Planning	-	-	1,000	-	1,000	-	1,000	-	2,000	1,000	1,000	-	7,000
Instructional Services													
Teacher Salaries & Benefits			45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	540,000
Substitute Salaries & Benefits			2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Aides Salaries & Benefits			2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	20,000
Textbooks	10,000	10,000	10,000	10,000									40,000
Classroom Supplies	5,000	5,000											10,000
Classroom Furniture			20,000	20,000	10,000								50,000
Classroom Equipment	5,000	5,000											10,000
Academic Computers/Software		5,000	5,000										10,000
Staff Development		5,000			5,000			5,000			5,000		20,000
Travel & Conferences													
Other:			5,000		5,000		5,000		5,000		5,000		25,000
Instructional Services	20,000	30,000	89,500	79,500	69,500	49,500	54,500	54,500	54,500	49,500	59,500	49,500	750,000
Special Education Services													
Teacher Salaries & Benefits			8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Aides Salaries & Benefits													

Special Facilities/Equipment			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		10,000
Curriculum														
Instructional Materials			500	500	500	500	500	500	500	500	500	500		5,000
Contracted Services			3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000		30,000
Other:														
	---	---	---	---	---	---	---	---	---	---	---	---		---
Special Education	-	-	12,833	12,833	12,833	12,833	12,833	12,833	12,833	12,833	12,833	12,833		145,000
Supplemental Programs & Services														
Athletic Programs			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		10,000
Art & Enrichment Programs			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		10,000
Summer/Bridge School/Programs														6,000
After-School Programs			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		10,000
Community Service Programs														
English Language Learner Programs			4,167	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166		50,000
Music Programs														
Tutoring Programs			600	600	600	600	600	600	600	600	600	600		6,000
Uniforms														
Other:														
	---	---	---	---	---	---	---	---	---	---	---	---		---
Supplemental Programs	-	-	7,767	7,766	7,766	7,766	7,766	7,766	7,766	7,766	7,766	7,766		92,000
Library														
Librarian Salary & Benefits														
Books & Other Reading Materials				2,000	2,000	2,000	2,000	2,000						10,000
Furniture														
Computers/Software			3,000											3,000
Audiovisual Equipment			500											500
Other:														
	---	---	---	---	---	---	---	---	---	---	---	---		---
Library	-	-	3,500	2,000	2,000	2,000	2,000	2,000	-	-	-	-		13,500
Student Support Program & Services														
Nurse Salary & Benefits			1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042		12,500
Health Supplies & Equipment			1,000											1,000
Guidance Counselor Salary & Benefits			4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167		50,000
School Psychologist Expense														
Volunteer Expense														
Other:														5,000
	---	---	---	---	---	---	---	---	---	---	---	---		---
Student Support	-	-	6,208	5,209	5,209	5,209	5,209	5,209	5,209	5,209	5,209	5,209		68,500
Facilities														
Rent/Leas/Mortgage	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500		150,000
Maintenance Salaries & Benefits														
Maintenance & Repair Expenses				1,000		1,000		1,000		1,000		1,000		5,000
Utilities	1,000	1,000	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600		48,000
Telephone	200	200	200	200	200	200	200	200	200	200	200	200		2,000
Internet Services	250	250	250	250	250	250	250	250	250	250	250	250		3,000
Fire & Security														
Custodial Services	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000		25,000

Custodial Supplies			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		10,000
Waste Disposal			500	500	500	500	500	500	500	500	500	500		5,000
Other:			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		10,000
	---	---	---	---	---	---	---	---	---	---	---	---		---
Facilities	15,950	15,950	22,050	23,050	22,050	23,050	22,050	23,050	22,050	23,050	22,050	23,050		258,000
Transportation & Food Service														
Busing Costs			8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000		80,000
Driver Salary & Benefits														
Field Trip Expense				3,000			3,000			3,000		3,000		12,000
Food Service Salaries & Benefits			7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500		75,000
Food Service Supplies & Equipment			300	300	300	300	300	300	300	300	300	300		3,000
School Breakfast Expense														
School Lunch Expense														
School Snacks Expense														
Other:														
	---	---	---	---	---	---	---	---	---	---	---	---		---
Transportation & Food Service	-	-	15,800	18,800	15,800	15,800	18,800	15,800	15,800	18,800	15,800	18,800		170,000
Administration & Support														
Administrators' Salaries & Benefits	7,813	7,813	22,135	22,135	22,135	22,135	22,135	22,135	22,135	22,135	22,135	22,135		281,250
Staff Salaries & Benefits	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083		25,000
Office Supplies	500	500	500	500	500	500	500	500	500	500	500	500		6,000
Photocopy Expense	600	600	600	600	600	600	600	600	600	600	600	600		8,000
Administrative Computers/Software														
Office Equipment														
Postage & Shipping	200	200	200	200	200	200	200	200	200	200	200	200		2,000
Bookkeeping & Audit														5,000
Payroll Services	200	200	200	200	200	200	200	200	200	200	200	200		2,000
Banking Fees														
Interest Expense														
Legal Services			4,000			4,000			4,000		4,000	4,000		20,000
Liability & Property Insurance			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		10,000
Directors' & Officers Insurance														
Marketing	2,000	2,000					4,000		4,000					12,000
Grant Writing														
Board Expense			200	200	200	200	200	200	200	200	200	200		2,000
Staff Recruitment Expense	500						500	500	500					2,000
	---	---	---	---	---	---	---	---	---	---	---	---		---
Administration & Support	13,896	13,396	30,918	26,918	26,918	30,918	31,418	27,418	35,418	26,918	30,918	30,918		375,250
TOTAL EXPENSES	49,846	59,346	189,577	176,076	163,076	147,076	155,576	148,576	155,576	145,076	155,076	148,076		1,879,250
SURPLUS or (DEFICIT)	(49,846)	(59,346)	251,210	(152,576)	(139,576)	288,710	(132,076)	(115,076)	300,210	(101,576)	(111,576)	307,710		99,896

Tab 34

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

ROOM SCHEDULE

Program for Phase I (START UP to accommodate 180-240 students):

9 offices (100-150 sf. each)
10 regular classrooms (min 500 sf. each)
4 small size classroom (150-200 sf. each)
1 cafeteria/multi purpose room (3000 sf.)
1 computer lab (600-700 sf.)
2 science labs (700 sf. each)
1 server room (100 sf.)
1 set of Girls Bathroom
1 set of Boys Bathroom
1 set of Staff Bathroom

Program for Phase II (to accommodate full capacity of 360 students)

12 offices (100-150 sf. each)
24 regular classrooms (min 500 sf. each)
6 small size classroom (150-200 sf. each)
1 cafeteria/multi purpose room (3000 sf.)
2 computer labs (600-700 sf. each)
2 science labs (700 sf. each)
1 server room (100 sf.)
2 sets of Girls Bathroom
2 sets of Boys Bathroom
1 set of Staff Bathroom
Gymnasium (5000-8000 sf.)

Tab 35

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

FACILITY LEASE

There is no executed facility lease at this point. Facility Lease is to be developed.

Founding team of LAACS has been in contact with various individuals and organizations to establish the most feasible facility solution for the school. Among them, Charter School Development Corporation is the organization that can and will help LAACS for its facility. We are currently working with a local real estate agent and the Economic and Community Development Department of City of Lewiston to locate the most economic building or site option. Charter School Development Corporation will invest and prepare the building. LAACS will get into a lease with Charter School Development Corporation. Please see Tab 40 for a letter of intent from the president and CEO of Charter School Development Corporation.

Charter Schools Development Corporation

November 26, 2013

Maine Charter School Commission
111 Sewell Street
5th Floor
Portland, Maine 04333

Re: Letter in Support of the "Lewiston-Auburn Academy Charter School"

Dear Superintendent:

This letter is in support of the charter school application to establish the Lewiston-Auburn Academy Charter School.

The Charter Schools Development Corporation (CSDC) is a 501(c)(3) nonprofit corporation and the largest national Community Development Financial Institution (CDFI) whose mission is to increase learning opportunities, school choice and competition in K-12 education, especially for disadvantaged and at-risk students, by focusing exclusively on the financing and facility needs of charter schools. CSDC promotes community development by providing financing and real estate services primarily to charter schools 1) serving a majority of students eligible for the Federal Free or Reduced Price Lunch program (FRPL) under the National School Lunch Program; 2) located in economically distressed census tracts; and/or 3) located in communities with a large number of poor or underperforming district schools as evidenced by sustained failure to achieve Adequate Yearly Progress, as defined by the Federal No Child Left Behind Act and state law.

CSDC finances, designs, constructs and leases cutting edge, custom facilities built to suit the unique needs of each school's educational model, student population and budget. Our "lease-to-own" model gives young schools access to inviting, modern facilities that they can grow into and take over once they're established with a track record of academic results. CSDC has specific expertise working with facilities primarily located in areas with environmental issues, redevelopment zones, and a predominance of aged and neglected structures that have historically been a barrier to entry for traditional lenders.

Since inception, CSDC has provided $48 million in funding to 104 schools in 24 states plus the District of Columbia serving over 33,500 students (60% low income), and leveraged over $425 million in private capital financing and lease commitments for more than 3.7 million square feet of safe, modern and efficient educational facilities. CSDC, through an affiliate, has also developed over 1,250,000 square feet of educational facilities for 32 tenant schools, serving over 8,500 students (60% low income). CSDC's wholly owned subsidiary, Charter FS, LLC has advised and assisted 122 schools in procuring $214 million in non-NMTC short and long-term financing for facilities and capital improvements.

Please visit our website at www.csdc.org for additional information about CSDC's history, programs, services and track record of success.

We believe that the Lewiston-Auburn Academy Charter School will be an effective educational alternative for families in Lewiston and Auburn.

CSDC has been asked to assist Lewiston-Auburn Academy Charter School with their facilities needs and we look forward to working with them.

We urge Lewiston-Auburn Public Schools and the Maine Department of Education to approve the application for the Lewiston-Auburn Academy Charter School in order to fulfill the promise of a better future for children in Lewiston and Auburn

Sincerely,

Al Dubin, CEO
Charter Schools Development Corporation

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10/17/2013

OFFER FOR PIONEER CHARTER SCHOOL

Scope of work is provided to define inclusions and exclusions of those items that can only be hard priced by engaging further preconstruction assessment in collaboration with you.

Sale Pricing – Modular Building

Purchase Price	**First floor – 14,336 sqft**
Purchase price per square foot	$ 63/SF
Total	$903,200.00
*not including installation.	

Installation

Install Cost	**First Floor – 14,336 sqft**
Install per square foot	$ 30/SF
Total	$ 450,000.00
**NOTE: See attached Scope of Work and Delineation Checklist for inclusions	

Total Estimated Project Cost **$1,353,200.00**

Construction Services Division

194 Ayer Road, Littleton, MA 01460 **T** 800.257.2536 978.486.0120 **F** 978.486.0347 **www.triumphmodular.com**

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Scope of Work

This sales proposal, together with the Order and Master Contract, form the basis of any agreement between Triumph Modular Inc. and Customer.

Building Code and Permitting Clarifications

- Agreement is based on Triumph providing a building which meets the code requirements for the State.
- Triumph will provide all permits necessary for the delivery of the modules to the site.
- Building drawings reviewed and stamped by a professional engineer or architect with appropriate state license, as required for local building permit.
- PE Stamped Building foundation plan and tie down /anchoring plan, as required for local building permit.

- Occupancy and or Egress plans, Site Plan, Civil Engineering drawings, Storm Water Runoff plan, Erosion Control plan, surveying plans of any kind, Soil and/or Underground Testing, or any additional plans not specifically set forth in this proposal are the responsibility of the owner.

Delivery, Set Up and Construction Services Stage:

This price proposal is based on a mutually accepted completion schedule.

All underground obstructions and/or utilities, if any, within the building footprint are to be located and clearly marked by the Customer and appropriate utility companies. Customer is to provide a site survey to Triumph, when requested. Customer will designate building location and ensure compliance with zoning and set back requirements.

Triumph will provide the following as required:

- General Conditions including: Adequate project management on site, safety signage, temporary lighting, portable restrooms, dumpsters and final cleaning.
- Final cleaning includes broom clean / vacuuming of floors, wiping down of wall surfaces and interior and exterior cleaning of windows.
- Furnish and install appropriate construction perimeter fencing and erect safety signage for pedestrian and construction traffic as governed by OSHA standards and best practices.
- Provide an appropriate foundation system of concrete piers with tie downs.
- Transport the modular units to the site, including route survey [if required], escort car (1) and State highway permits as required * not yet included
- Local police escorts, and special permits, are unknown at this time and not included.
- Removal and disposal of shipping walls and materials from modular units, preparation for set up on foundation, furnish of rigging equipment to set modular units on foundation specified, level and bolt buildings together and make weather tight at all mate-lines.

- Placement of the modules by track machines. Crane is not needed.
- Anchoring of the building as specified. *Customer responsible to call in DIGSAFE ticket prior to installation.
- Furnishing and installation of skirting materials around building perimeter and provide appropriate access and ventilation as required *Vinyl skirting material quoted.
- Installation of wood and/or aluminum ramps, decks and stairs per code requirements. Typical sizes to be furnished including up to 30 linear foot OSHA approved ramp. *28" off ground- quote includes one ramp
- Installation of footings for ramps and stairs by Customer, if required.
- Check structure for all possible weather intrusions, caulk and fill as necessary. Flashing as required, install flashing between ramp, decks and modular building.
- Check HVAC and plumbing to assure working condition, start up, field test and balance HVAC (certified balance not included). *wall hung bard units- 2 classrooms has zone

Utility and Site Work Clarifications:

A soil bearing capacity of 2500 psf is assumed. If a soil test is required by dictate of a third party engineer or local building official, the cost of the soil test and any foundation design changes resulting from the report will be the responsibility of Customer. Testing, removal and disposal of unsuitable materials and import of clean fill is not included in this proposal.

The price proposal also assumes that Customer shall provide:

- A site with an approximate level grade not to exceed (+/-8 inches) across building footprint but that allows for drainage from beneath and away from the unit.
- A level grade building finish floor height not to exceed 30".
- Unobstructed and clear access to the site for trucking of the selected modules to the designated location.
- Demolition and removal of any site elements of any kind, e.g. buildings, trees, lamp posts, benches etc., if and when required.
- A project site clear of obstructions and interference including other trades at the time of delivery.
- Landscaping, as required.
- Paving of any kind, including curb cuts, sidewalks, striping etc., if required.
- Storm water management, as required.

Plumbing Clarifications:

Triumph shall manifold all water and sewer connections from within the modular building to a single point provided by customer under the modular units and make final connections. Triumph shall heat trace as required.

Customer will provide site utilities including water and sewer (if required to service modular building) to a predetermined location within the modular footprint.

It is assumed and agreed that existing services on site are adequate for the proposed project. Utility upgrades and/or relocation of water lines of any kind are not included. It is also assumed that sufficient pitch for the sanitary sewer exists to assure gravity flow.

Additional plumbing services such as testing and sterilization of water are not included in this proposal.

Fire Alarm, Sprinklers, Life Safety:

This quotation includes emergency exit signage. Other life safety related items, Fire Alarm Design and installation or Sprinkler Design and installation are not included in this proposal. These will be set forth by specific Addendum. *Will give allowance for fire / sprinkler system

Electrical Clarifications:

- It is the Customers responsibility to bring adequate power source to the modular in a predetermined location within the modular footprint.
- Triumph will provide Information with regard to size of electrical service required to power the building.
- This proposal assumes that power source is 120/240V single phase.
- All electrical mate line crossovers within the building for power and lighting, switches and outlets, testing are by Triumph in this proposal.
- Telephone and data conduit and back boxes at locations as specified on the plan are included. Final connection to source and cross patching by customer once installed on site.
- Meters, meter boxes, masts, electrical conductors outside of the modules are by Customer.
- Utilities will be brought within building footprint to a specific spot of Triumph's choosing.

Additional Notes:

1. Data wiring systems and devices not included
2. Telephone back boxes per modular plan, onsite system wiring by others
3. Rough intercom per modular plan, onsite wiring by others
4. Rough security systems per modular plan, onsite wiring by others
5. Furniture and fixtures by others.
6. No excavation other than that required for modular building footings is included.
7. This proposal is based on non-union, non-prevailing wage rates.
8. Having adequate water pressure or power at the site by others
9. Shut down of systems or any associated fee(s), by others
10. Fire watches, fire pumps, excess pressure pumps by others
11. Chlorination and testing of any underground piping by others.
12. Final clean will be considered 'construction clean'. Final professional clean by others.
13. Phase I will consist of the first floor, Phase II will be the addition of the second floor.

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Scope of Work Continued

Task	Owner	Triumph	Notes
General Conditions	X		
Site / Utility Plans	X		
Building / Foundation Plans		X	
Soils Testing	X		
Construction Fencing		X	
Construction Signs		X	
Waste Removal / Temp. Toilets		X	
Site Security		X	
Temporary Heat		X	
Temporary Lighting		X	
Construction Office			Not required
Permitting	X	X	*Triumph will obtain with Help of Pioneer School
State	X	X	
Local	X	X	
Building	X	X	Triumph to obtain modular permits
Electrical (within the modular)		X	
Plumbing (within the modular)		X	
Fire Department (within the modular)		X	
Occupancy		X	
Permit Fees	X		
Site Work / Utilities			*all items can be discussed
Clearing & Demo	X		

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Task	Owner	Triumph	Notes
Fill & Compaction	X		
Paving, Curbing, Striping	X		
Storm Water Mgmt.	X		
Landscaping	X		Quoting Price for Triumph to landscape, waiting for design
Exterior Lighting (i.e. parking lot lighting)	X	X	Quoting for extra exterior lighting, awaiting requirement
Gas Service	X		
Electrical Service	X		
Water / Waste Service	X		
Excavation	X		
Foundation / Footings		X	Above grade
Piers		X	Above grade
Walkways	X	X	Quoting for Triumph to install
Site Restoration	X		
Ramps		X	Provide 1 ramp- OSHA approved, site built wood
Platforms			Not included
Egress Stairs		X	Site built wood
Canopies	N / A		Not included
Building Fabrication			
Building Certification (3rd Party & State)		X	
Fabrication		X	
Transportation to the Site		X	
Window Coverings			Not included
Scuppers, Collection Boxes and Downspouts		X	Per building specs
Furniture	X		

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Task	Owner	Triumph	Notes
Marker/Tack Boards		X	Per building specs
Casework, Countertops, & Cabinets			N/A
Elevator			N/A
Trailers or Containers for Ship Loose Materials		X	
Final Building Keying		X	
MEP / Sprinkler Systems		X	Rough done at factory, to be quoted
Electrical			
Exterior Disconnect	X		If required
Main Distribution Panel		X	
Electrical Main Service	X		Brought to a point
Connections from MDP to Load Centers in Modular Units.		X	
Interconnections Between Units		X	
Install Exterior Lights		X	
Rough-In Conduits for Fire Alarm		X	
Rough-In Conduits for Phone if Applicable		X	
Rough-In Conduits for Data if Applicable		X	
Rough-In Conduits for PA System if Applicable		X	
Rough-In Conduits for Security System if Applicable		X	
Rough-In Conduits for Clock System if Applicable		X	
Fire Alarms (Systems & Wiring)	X		Boxes and conduit per building spec
Phone (Systems & Wiring)	X		Boxes and conduit per building spec
Data (Systems & Wiring)	X		Boxes and conduit in the factory

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Task	Owner	Triumph	Notes
Public Address (Systems & Wiring)	X		Boxes and conduit in the factory
Security System (Systems & Wiring)	X		Boxes and conduit in the factory
Clock System (Systems & Wiring)	X		Boxes and conduit in the factory
Test All Electrical Systems	X	X	Boxes and conduit in the factory
Plumbing - Building			
Plumbing Main Connections		X	From modular bldg to site source
Plumbing-Interconnections Between Units		X	
Provide & Install all Below Floor Fresh Water & DWV Manifold Piping		X	
Install Toilet Accessories		X	
HVAC System			
HVAC - Interconnections		X	
HVAC Balancing		X	NOT CERTIFIED
HVAC Testing		X	
Set HVAC Units		X	
Install Disconnects and Wire HVAC Units		X	
Wire Thermostats to HVAC Units		X	
Sprinkler System			
Automatic wet sprinkler systems complete as per NFPA 13 requirements.			Quote to follow
Adequate water supply & connection to riser.	X		
City water connections, underground piping, and fittings.	X		
Fire pumps, tanks, and/or boosters if required due to	X		

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Task	Owner	Triumph	Notes
inadequate supply or pressure.			
Water analysis or water treatment.	X		
Installation			
Hydraulic Lifts			No crane needed
Exterior Seam		X	
Interior Seam/Wall Finishing		X	
Level Modular Units		X	
Anchor Modular Units		X	
Suspended Ceiling		X	
Weather Proofing		X	

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Fire Protection Quote

Specifications to furnish an install fire protection:

1. Provide labor, PE designed sprinkler permit drawings, tax, materials, permits
2. Pricing is based on NFPA 13 2007 edition and the requirements set forth by Saugus Fire
3. Provide new sprinkler riser and backflow
4. Cut, cap and make safe as required
5. Work performed during normal business hours Monday – Friday 6:30 AM to 3:30 PM
6. Hoisting and rigging
7. Permits and fees
8. Fire caulking
9. Sales tax

Price does not include:

1. Cutting and patching
2. Fire watch and / or shutdown fees
3. Movement, modification and / or repair to any unscheduled sprinkler piping
4. Fire alarm installation
5. Installation of control valve or drain piping
6. Standpipe or fire pump test
7. Phasing of project
8. Prevailing wage

Total Quote: $44,400.00

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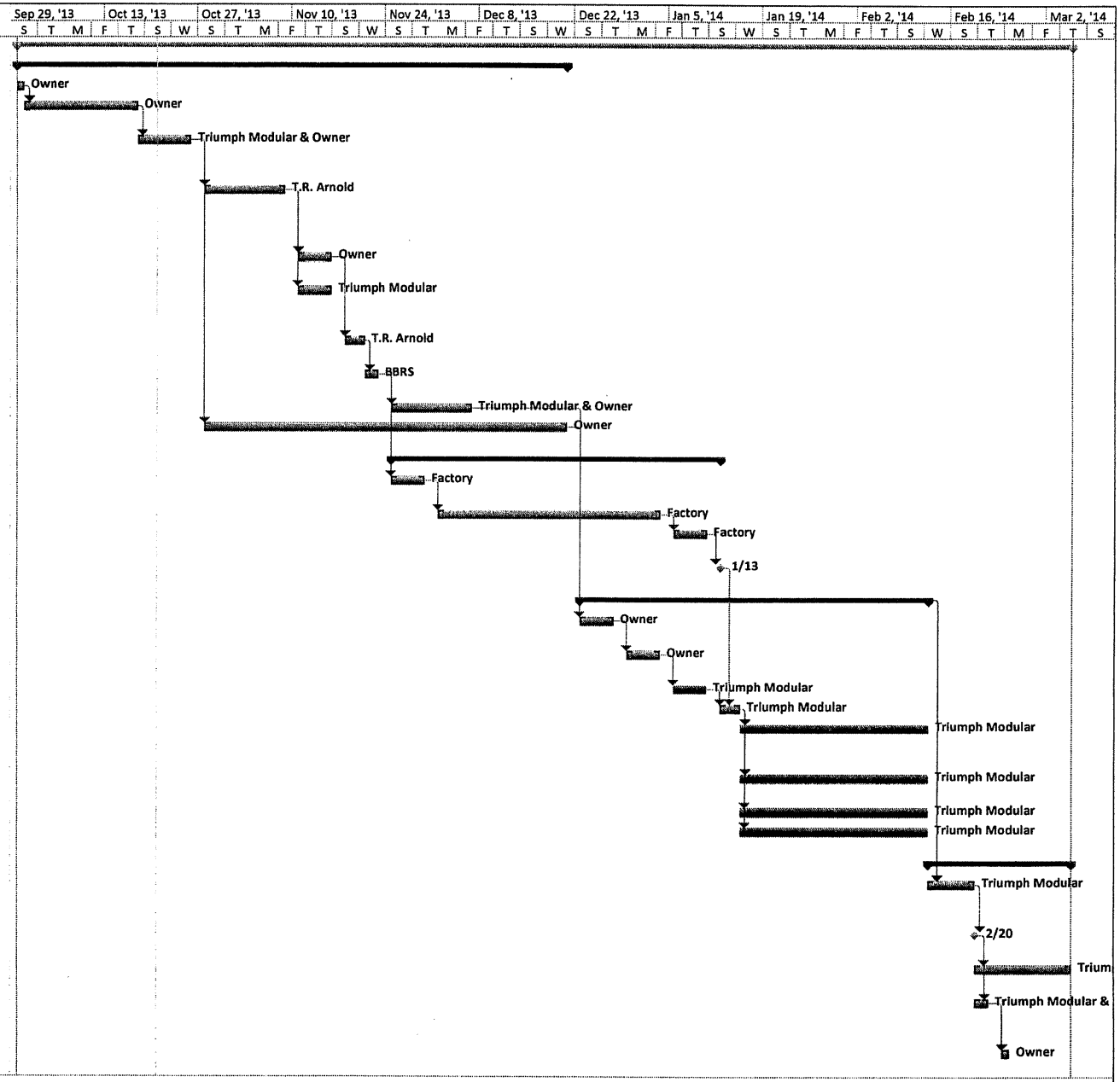
ID	Task Name	Duration	Start	Finish	Predecessors
0	**Pioneer Charter School**	**113 days**	**Mon 9/30/13**	**Wed 3/5/14**	
1	**Preconstruction**	**60 days**	**Mon 9/30/13**	**Fri 12/20/13**	
2	Notice of Award	1 day	Mon 9/30/13	Mon 9/30/13	
3	Customer announces NTP	13 days	Tue 10/1/13	Thu 10/17/13	2
4	Owner executes contract with Contractor	6 days	Fri 10/18/13	Fri 10/25/13	3
5	Factory Shop Drawings and Submittal Processing / Approval	10 days	Mon 10/28/13	Fri 11/8/13	4
6	Drawings - Customer Approval	5 days	Mon 11/11/13	Fri 11/15/13	5
7	Structural & Architectural Drawings	5 days	Mon 11/11/13	Fri 11/15/13	5
8	3rd Party Approval - TRA	3 days	Mon 11/18/13	Wed 11/20/13	6
9	State of MA Approval - BBRS	2 days	Thu 11/21/13	Fri 11/22/13	8
10	Local Permitting	10 days	Mon 11/25/13	Fri 12/6/13	9
11	Permitting for Primary Utilities	40 days	Mon 10/28/13	Fri 12/20/13	4
12	**Modular Construction**	**35 days**	**Mon 11/25/13**	**Mon 1/13/14**	
13	Material Procurement	5 days	Mon 11/25/13	Fri 11/29/13	9
14	Production Buildout	25 days	Mon 12/2/13	Fri 1/3/14	13
15	Transportation of Modules	5 days	Mon 1/6/14	Fri 1/10/14	14
16	Modules on site and ready for installation	0 days	Mon 1/13/14	Mon 1/13/14	15
17	**Site Work**	**38 days**	**Mon 12/23/13**	**Wed 2/12/14**	
18	Excavation / Site Preparation	5 days	Mon 12/23/13	Fri 12/27/13	11,10
19	Utilities - Primary Work	5 days	Mon 12/30/13	Fri 1/3/14	18
20	Foundation	5 days	Mon 1/6/14	Fri 1/10/14	19
21	Setting of units	3 days	Mon 1/13/14	Wed 1/15/14	16,20
22	Exterior Fitup - Thermal/Moisture Protection	20 days	Thu 1/16/14	Wed 2/12/14	21
23	Interior Fitup / Seaming	20 days	Thu 1/16/14	Wed 2/12/14	21
24	Site MEPS	20 days	Thu 1/16/14	Wed 2/12/14	21
25	Stair & Ramp Construction	20 days	Thu 1/16/14	Wed 2/12/14	21
26	**Project Closeout**	**15 days**	**Thu 2/13/14**	**Wed 3/5/14**	
27	Final Clean Up / Debris / Excess Material Removal	5 days	Thu 2/13/14	Wed 2/19/14	17
28	Substantial Completion	0 days	Thu 2/20/14	Thu 2/20/14	27
29	Punch list Completion	10 days	Thu 2/20/14	Wed 3/5/14	28
30	Final Inspections - Engineers / Building officials	2 days	Thu 2/20/14	Fri 2/21/14	28
31	Building Occupancy Certificate Issued	1 day	Mon 2/24/14	Mon 2/24/14	30



Project: Pioneer Charter School
Date: Mon 10/21/13

Task		Project Summary		Inactive Milestone		Manual Summary Rollup		Deadline	
Split		External Tasks		Inactive Summary		Manual Summary		Progress	
Milestone		External Milestone		Manual Task		Start-only			
Summary		Inactive Task		Duration-only		Finish-only			

Tab 36

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

Schedule of Furnishings and Fixtures:

LAACS will furnish the building to serve its educational and social purpose in the best way with the following:

For the operational years 1 and 2:
10-12 regular size classrooms: Each classroom will be furnished with

- 20 student desk/chair combo
- 1 white board
- 1 cork board for student works
- 1 cork board for teacher
- 1 teacher's desk
- 1 teacher's chair
- 1 teacher's book case
- 1 teacher's PC
- 1 LCD projector
- 1 file cabinet/storage cabinet

1 middle school science lab & 1 high school science lab will be furnished with

- 5 lab table with storage
- 20 stools
- Secure storage cabinets
- 1 white board
- 1 cork board for student works
- 1 cork board for teacher
- 1 teacher's desk
- 1 teacher's chair
- 1 teacher's book case
- 1 teacher's PC
- 1 LCD projector
- 1 smart board
- 1 file cabinet/storage cabinet
- Lab supplies

1 computer lab will be furnished with

- 20 PC tables
- 20 chairs
- 20 PCs
- 1 white board
- 1 cork board for student works
- 1 cork board for teacher
- 1 teacher's desk
- 1 teacher's chair
- 1 teacher's book case
- 1 teacher's PC

- 1 LCD projector
- 1 smart board
- 1 file cabinet/storage cabinet

1 gymnasium will be furnished with

- Exercise pads and mats
- Volleyball post and net
- Soccer goals and net
- Basketball scoreboard
- Basketball backboard with hoops and nets
- Gym supplies

1 cafeteria

- 6 folding table
- Stackable chairs
- Storage refrigerators
- Warming oven
- Microwave oven
- Sink

6 offices for administrators and support staff: Each will be furnished with

- Workstation set with desk, chair, and storage cabinets
- Steel file cabinet
- 2 guest chairs

2 small size classrooms for special education & tutoring will be furnished as regular classroom

1 teachers launch

- Meeting table
- Chairs
- 2 PC
- 1 printer
- 1 LCD Projector
- 1 Upright refrigerator
- 1 microwave
- 1 toaster
- 1 Coffee maker

MISCELLANEOUS:

- Student Lockers
- 2 sets of mobile computer lab with cart
- Copier
- Laminate machine
- File cabinets for archive
- 2 overhead projectors
- 2 TV sets
- 2 DVD/VCR
- Set of audio visual items
- American flag, pole and base

Tab 37

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

TRANSPORTATION PLAN

LAACS will provide busses for the students who reside within Lewiston and Auburn city limits. 2 mile walking distance is "the walking distance" and busses will not be available for the students who reside within "the walking distance" from the school. The catchment area of LAACS is City of Lewiston and City of Auburn. Although any Maine resident can apply, be admitted and attend (based on lottery regulations) LAACS, the students who will come from outside of the catchment are will be responsible of their own transportation to and from the school.

Tab 38

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL

A Service of Provider Insurance Group
160 Gould Street
Needham Heights, MA 02494
Phone: 781-444-0436
Fax: 781-444-8961

11/27/13

Coverage	Limits	Term	Expires	Company	Policy Number	Premium	Comments
Commercial Package Policy		1	TBD	**Philadelphia Insurance**		**$10,582**	
Property Coverages							
Business Personal Property	$750,000						$1,000 Deductible
Business Income	$300,000						90% Coinsurance
							72 Hour BI Ded
Equipment Breakdown	Included						Terrorism Excluded
Business Personal Property	$200,000						$1,000 Deductible
Business Income	$300,000						90% Coinsurance
							72 Hour BI Ded
Equipment Breakdown	Included						Terrorism Excluded
Liability Coverages				**Exposures:**			
General Aggregate	$2,000,000			Students - 240			
Products/Completed Ops Aggregate	$2,000,000						
Personal and Advertising Injury	$1,000,000						
Each Occurrence	$1,000,000						
Damage to Premises Rented to You	$300,000						
Medical Payments	$15,000						
Employee Benefits Liability	$1,000,000	Each Claim	$1,000 Deductible				
Retro Date - 7/14/08	$2,000,000	Aggregate					
Sexual Abuse/Molestation	$100,000	Each Claim					
	$300,000	Aggregate					
Hired/non-owned auto liability	$1,000,000						
Liability		1	TBD	**Philadelphia Insurance**		**Included**	
Professional Educators Legal Liability	$1,000,000	Each Claim	$25,000 deductible				Retro Date - 7/14/08
	$1,000,000	Aggregate					
Defense Reinbursement	$100,000	Each Occurance					
	$300,000	Aggregate	$1,000 deductible				
Umbrella Liability		1	TBD	**Philadelphia Insurance**		**$1,000**	
Each Occurrence	$1,000,000						
General Aggregate	$1,000,000						
Executive Liability		1	TBD	**Philadelphia Insurance**		**$3,985**	
Employment Practices Liability	$2,000,000						EPL Retro - 7/14/07
Directors and Officers	$2,000,000						D&O Retro - 7/14/07
Deductible - per claim	$2,500						
Aggregate - All Coverage	$2,000,000						
Workers Compensation		1	TBD	**Hartford Insurance**		**$11,583**	
BI by Accident	$500,000			8868: Schools-Professional - $2,089,000			
Policy Limit	$500,000			9101: Schools- All Other -$40,700			
BI by Disease	$500,000						

Schedule of your Current Insurance

Prepared for: **Pioneer Charter School of Science**
51 Summer Street
Everett, MA 02149

A Service of Provider Insurance Group
160 Gould Street
Needham Heights, MA 02494
Phone: 781-444-0436
Fax: 781-444-8961

11/26/13

Coverage	Limits	Term	Expires	Company	Policy Number	Premium	Comments
Commercial Package Policy		1	7/14/14	Philadelphia Insurance	PHPK881234	$10,582	
Property Coverages							
51 Summer Street							
Business Personal Property	$750,000						$1,000 Deductible
Business Income	$300,000						90% Coinsurance
							72 Hour BI Ded
Equipment Breakdown	Included						Terrorism Excluded
548 Broadway							
Business Personal Property	$200,000						$1,000 Deductible
Business Income	$300,000						90% Coinsurance
							72 Hour BI Ded
Equipment Breakdown	Included						Terrorism Excluded
Liability Coverages				**Exposures:**			
General Aggregate	$2,000,000			Students - 240			
Products/Completed Ops Aggregate	$2,000,000						
Personal and Advertising Injury	$1,000,000						
Each Occurrence	$1,000,000						
Damage to Premises Rented to You	$300,000						
Medical Payments	$15,000						
Employee Benefits Liability	$1,000,000	Each Claim	$1,000 Deductible				
Retro Date - 7/14/08	$2,000,000	Aggregate					
Sexual Abuse/Molestation	$100,000	Each Claim					
	$300,000	Aggregate					
Hired/non-owned auto liability	$1,000,000						
Liability		1	7/14/14	Philadelphia Insurance	PHPK881234	Included	
Professional Educators Legal Liability	$1,000,000	Each Claim	$25,000 deductible				Retro Date - 7/14/08
	$1,000,000	Aggregate					
Defense Reinbursement	$100,000	Each Occurance					
	$300,000	Aggregate	$1,000 deductible				
Umbrella Liability		1	7/14/14	Philadelphia Insurance	PHUB386056	$1,000	
Each Occurrence	$1,000,000						
General Aggregate	$1,000,000						
Executive Liability		1	7/14/14	Philadelphia Insurance	PHSD753894	$3,985	
Employment Practices Liability	$2,000,000						EPL Retro - 7/14/07
Directors and Officers	$2,000,000						D&O Retro - 7/14/07
Deductible - per claim	$2,500						
Aggregate - All Coverage	$2,000,000						
Workers Compensation		1	7/1/14	Hartford Insurance	08WECLF7560	$11,583	
BI by Accident	$500,000			8868: Schools-Professional - $2,089,000			5% Merit Rating
Policy Limit	$500,000			9101: Schools- All Other -$40,700			
BI by Disease	$500,000						

Tab 39

Maine Charter School Commission
CLOSURE PLAN
Tab 39.

Approved 7-3-12

1. *Documentation of Closure Action:*

Should LEWISTON-AUBURN ACADEMY CHARTER SCHOOL be closed for any reason by the LEWISTON-AUBURN ACADEMY CHARTER SCHOOL Governing Board, notice of such action shall be sent to the Maine Charter School Commission ("MCSC") and the Maine Department of Education ("DOE") within 5 calendar days of any official closure action taken by the Board. Should the MCSC or the Department initiate the closure action, timely notice will be sent to the LEWISTON-AUBURN ACADEMY CHARTER SCHOOL 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 LEWISTON-AUBURN ACADEMY CHARTER SCHOOL 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 LEWISTON-AUBURN ACADEMY CHARTER SCHOOL reverts to non-charter status, notification of this change will be made to all parties listed in this section.

2. School and Student Records Retention and Transfer:

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

LEWISTON-AUBURN ACADEMY CHARTER SCHOOL 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 LEWISTON-AUBURN ACADEMY CHARTER SCHOOL. 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 LEWISTON-AUBURN ACADEMY CHARTER SCHOOL 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 LEWISTON-AUBURN ACADEMY CHARTER SCHOOL has. They include, but are not limited to, records related to performance and grievance.

3. Financial Close-out:

Within 60 days after receiving notification of closure, the DOE and MCSC will notify LEWISTON-AUBURN ACADEMY CHARTER SCHOOL 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 LEWISTON-AUBURN ACADEMY CHARTER SCHOOL 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 LEWISTON-AUBURN ACADEMY CHARTER SCHOOL will be distributed first to satisfy any outstanding payroll obligations for employees and then to creditors. Any remaining assets purchased with public funds provided through this Charter shall be returned to the Treasurer of State for a public purpose to the extent required by 20-A M.R.S. §2411(8) or its successor.

Tab 40

PIONEER
CHARTER SCHOOL OF SCIENCE
www.pioneercss.org
51-59 Summer St. Everett, MA 02149 Ph: (617) 389 PCSS Fax: (617) 389 7278

MEMORANDUM OF UNDERSTANDING

between
Pioneer Charter School of Science Network, Everett, MA
and
Lewiston-Auburn Academy Charter School, Lewiston-Auburn, ME

DATE: August 25, 2013

Pioneer Charter School of Science (PCSS) and Lewiston-Auburn Academy Charter School (LAACS) Initial Collaboration Agreement

Pioneer Charter School of Science (PCSS) has been operating as a successful public charter school in the Commonwealth of Massachusetts since 2006, serving students from Everett, Chelsea and Revere in grades 7 through 12. PCSS has become a network of charter schools in 2013 opening its second school in Saugus, MA. PCSS focuses on a rigorous academic curriculum with emphasis on math and science, balanced by a strong foundation in the humanities, a character education program, career-oriented college preparation, and strong student-teacher-parent collaboration.

Lewiston-Auburn Academy Charter School (LAACS) will be established as regional charter school within the school districts of Lewiston and Auburn accepting students from the greater L-A area. When fully operational, the school will serve grades 7-12 with 360 students at maximum. The school is proposed to start in 2014-2015 academic year with 180 students in grades 7, 8 and 9.

PCSS and LAACS hereby enter into a one-year initial collaboration agreement to fulfill shared vision for educational services. This agreement is effective September 3, 2013.

AGREEMENTS

Both PCSS and LAACS agree to:

1. Establish a Collaboration Task Force (CTF) that will identify list of effective collaborative efforts, develop partnership structure and activities, and include description of benefits that would be realized by the schools as result of these efforts. CTF will be composed of two governing board members form each school. CTF will begin its work by September 1, 2013 and provide final project report by March 4, 2014. CTF is responsible to ensure that there is no disruption to PCSS's operations.

PCSS Pioneer Charter School of Science

PIONEER
CHARTER SCHOOL OF SCIENCE

51-59 Summer St. Everett, MA 02149 Ph: (617) 389 PCSS Fax: (617) 389 7278 www.pioneercss.org

2. Execute a formal collaboration agreement based on CTF's plan and recommendations On March 4, 2013.
3. Schools shall be responsible for their own costs and expenses incurred in performing the subject collaboration.
4. Collaborate in a way that will involve active participation of partner schools, each contributing and benefitting equally.

Signed by_____ Date: 8-25-2013

Mehmet Dogan, Chairman of Board, Pioneer Charter School of Science

Signed by_____ Date: _____

Tarlan Ahmadov, Board Member, Lewiston-Auburn Academy Charter School

126th Legislature
Senate of Maine
Senate District 24

Senator Roger J. Katz
Assistant Republican Leader
3 State House Station
Augusta, ME 04333-0003
(207) 287-1505

3 Westview Street
Augusta, ME 04330
Cell (207) 485-2394

November 26, 2013

Mr. Tarlan Ahmadov
108 Cobb Avenue
Portland, ME 04102

Dear Tarlan:

I am writing to support the Lewiston-Auburn Academy Charter School's application for a college prep charter school in the Lewiston-Auburn area. The founding team has put substantial work into creating an outstanding educational opportunity for local students, and I am very excited about their application and its potential to contribute to our local educational system.

As an attorney and State Senator, I believe the future of our community will depend on having a workforce that is proficient in the subjects of math and science. Jobs of the future will require quality education more than ever before. The success of our local communities depends on our education system's ability to prepare the next generation to participate in the global economy. Science and technology is an important driver of economic growth and development, and I strongly believe that the Lewiston-Auburn Academy Charter School will be an important asset in achieving this goal in our community.

The founders of the Lewiston-Auburn Academy Charter School have demonstrated great persistence over the years in pursuit of their dream of opening this charter school. I believe the founding team has brought together the necessary skills and detailed plan to provide local youth to pursue higher education and careers.

Best regards,

Roger J. Katz
State Senator

RJK/mv

HOUSE OF REPRESENTATIVES
2 STATE HOUSE STATION
AUGUSTA, MAINE 04333-0002
(207) 287-1400
TTY: (207) 287-4469

Dennis L. Keschl
1024 Wings Mills Road
Belgrade, ME 04917
Residence: (207) 495-2973
Cell Phone: (207) 441-3701
E-Mail: keschl@yahoo.com
State House E-Mail:
RepDennis.Keschl@legislature.maine.gov

November 27, 2013

Mr. Tarlan Ahmadov
Lewiston-Auburn Academy Charter School
27 Pine Street
Lewiston, ME 04240

Subject: Support for Lewiston-Auburn Charter School

Dear Mr. Armadov:

I wholeheartedly support the Lewiston-Auburn Academy Charter School's application to become a charter school within the Lewiston-Auburn area. The founders have done an excellent job identifying the need for an improved education in science and mathematics for the students of the Lewiston-Auburn area and, if approved, this charter school would have a great value to the youth and families in the area, as well as the entire State.

The dire need for an improved mathematics and science education for our children has been emphasized by many studies and commissions. In a recent study, 15 year olds in the U.S. ranked 24th out of 29 industrial nations on practical math applications. The U.S. Commission on National Security for the 21st Century has stated that "The harsh fact is that the U.S. need for high quality human capital in science, mathematics and engineering is not being met" As a result many companies are going overseas and our young people are unemployed. We can and must do better!

The applicants have shown me that the students in the proposed area fall behind state averages. Through low expectations, we have institutionalized low performance. Many of the local high schools expect only a small number of students to take advanced math and science courses. By providing for increased expectations for these students, I believe we will institutionalize the development of high-performing students who will help to meet the ever-increasing need for skilled people in rapidly expanding technological career fields that will help to grow Maine's economy.

The proposed charter school application addresses this problem and explains how its existence would help remedy the situation for the students in the proposed area. I wish the founders success with their application and look forward to assisting them.

Sincerely,

Dennis L. Keschl

Dennis L. Keschl
State Representative

District 83 Belgrade, Fayette, Manchester, Mount Vernon and Vienna

Printed on recycled paper

JOSEPH ADIL YILMAZ
EIGHT HOLBROOK STREET
FREEPORT, MAINE 04032
207.865.9705

December 1, 2013

To the Charter School Commission,

My name is Jay Yilmaz and I am a resident of Freeport, where I also operate several businesses. I am aware of and have been supporting the efforts of the founding team of the Lewiston-Auburn Academy Charter School. I am impressed with the dedication to their cause of furthering the opportunities of students by way of public education with a focus on math and science. The team's determination to see this plan come to fruition is unwavering and this will be realized in the end goals and great benefits to the students. Their tireless efforts to find a location to establish a Charter School will benefit the greater Lewiston-Auburn area, and ultimately our State of Maine. Such a school will bring a quality alternative to the area, with an emphasis on math and science and will prepare our students for future that will be heavily dependent on a strong math and science foundation. I am confident as a member of the community, local employer, and taxpayer that this team will be successful, as evidenced by their past experience as well as by those those who have lent support to their very noble cause.

As an added show of support, I have been asked to help with the fundraising process as it is one of the most important parts in this process. As a friend of the Team and supporter of the effort to see this application realize its goal, it is my pleasure to be a part of this process. It is my understanding that the Team needs a minimum of $30,000. This goal will be easily met through the efforts of myself, and those associated with the team, through the generosity of several individuals and corporations.

It is with great pleasure that I show my support for this application. I am hopeful that the Commission gives thorough and thoughtful consideration to this application because a favorable response will pay great dividends, and set a high educational standard for the People in Maine for generations to come.

Respectfully Submitted,

Joseph A. Yilmaz.

UNIVERSITY OF
SOUTHERN MAINE

To: Whom It May Concern

From: Mustafa G. Guvench, Ph.D.
Professor, Electrical Engineering

Re.: Lewiston Auburn Academy Charter School (LAACS) in Maine
Date: November 23, 2013

I am writing this letter in support of Lewiston Auburn Academy Charter School's application to start a college preparatory charter school in Maine.

The Lewiston Auburn Academy Charter School (LAACS) is planning to target students in grades six-12 from the Lewiston-Auburn area, with a projected enrollment in the order of 400. The school would emphasize science, technology, engineering and math with a focus on career-oriented college preparation.

I had a chance to meet with the founding team, listen to them, and read their letter of intent and also the executive summary of their application.

I am convinced that the founding team of Lewiston Auburn Academy Charter School with their success stories in the State of Connecticut (Connecticut Academy of Math and Science) and in Massachusetts (the Pioneer Charter School of Science (PCSS) has demonstrated their skills and commitment to excellence in education with concrete results. Therefore, I believe the founding team is bringing to our state of Maine the necessary skills and a detailed plan to provide local youth with the opportunity to pursue higher education and careers particularly with an emphasis on STEM.

As a Professor of Electrical Engineering at the University of Southern Maine, I believe that attracting the good jobs to our state will depend on having a workforce educated in the subjects of sciences, technology, engineering and mathematics (STEM). Jobs of the future will require quality education more than ever before. Success of our communities for economic growth and the success of our higher education system to graduate the engineers, scientists and other professionals needed will depend on our K-12 education system's ability to prepare the next young generation of Mainers in the STEM fields.

I strongly believe that a Lewiston Auburn Academy Charter School will be an important asset in achieving this goal in our state, and therefore, I support LAACS's application to start a college preparatory charter school with STEM emphasis in Maine.

Best Regards,

Bates

Department of Anthropology

Maine Charter School Commission

December 1, 2013

Dear Colleague:

As an educator, researcher, resident, citizen and parent, I write to urge the members of Maine's Charter School Commission to support the application submitted by The Lewiston-Auburn Academy Charter School (LAACS).

Especially welcome is LAACS' intended focus on the STEM disciplines. Such attention to Science, Technology, Engineering and Math is sorely needed and will contribute positively to the city, the state and even the nation. As we collectively face a further shift towards the digital economy—and this in the context of globalization—STEM skills will be increasingly necessary.

Moreover, I suggest that the charter school's potential to attend to the special needs of our large ELL population will be a boon to the city and to Maine's future.

I find the founders of LAACS to be a capable and enthusiastic bunch, committed to the welfare of our community's next generation.

Please approve this charter school initiative for L/A, the children here really need your support.

Sincerely,

Elizabeth A. Eames
Associate Professor
eeames@bates.edu
207-786-6082

4 Andrews Road | Lewiston, Maine | 04240-6050 | 207 786-6082 | FAX 207 786-8333

Kemal Cigri
Mediterranean Grill
10 School Street
Freeport, ME 04032

November 15, 2013

Mr. Tarlan Ahmadov;
108 Cobb Ave.
Portland, ME 04102

Re: Support and Pledge to Lewiston-Auburn Academy Charter School

Dear Mr. Ahmadov;

I am happy to let you know about our decision to support your efforts to establish a charter school with STEM emphasis in the Lewiston-Auburn area.

Our restaurant is located in Freeport. It was established in 2004 and specializes in Mediterranean Cuisine.

I am a parent of school age children, and I strongly share your idea of supporting students in classroom with today's advanced technology. As a local businessman, to show my support to a good cause of "give something back to community" where we had been, I hereby pledge to donate an Apple iPad to every high school student at Lewiston-Auburn Academy Charter School in the first year of operation. I am sure it will help explore and learn more in their entire high school life and further.

Sincerely;

Kemal Cigri
Mediterranean Grill

[redacted]

To: Mr. Tarlan Ahmadov
Lewiston-Auburn Academy Charter School
27 Pine Street
Lewiston, ME 04240
November 29, 2013

Dear Mr. Ahmedov,

This letter is in support your initiative to establish the Lewiston-Auburn Academy Charter School (LAACS) as a new charter school in the Lewiston-Auburn area. We believe that charter schools are important institutions which will bring innovation and energy to the public school system.

L/A Islamic Center believes that investing in education guarantees a sustainable future economic growth. We also believe that families in Lewiston-Auburn communities need alternative institutions that will improve the standard of education. We are confident that you and your board members are capable of making the LA Academy Charter School to succeed and wish you the best in your endeavors.

Sincerely,

Hassan Adan.
Director, L/A Islamic Center,
21/23 Lisbon Street
(207) 344-7526

Lewiston Auburn Islamic Center

To: Mr. Tarlan Ahmadov
Lewiston-Auburn Academy Charter School
27 Pine Street
Lewiston, ME 04240

Dear Mr. Ahmedov,

This letter is to support your initiative to establish the Lewiston-Auburn Academy Charter School (LAACS) as a new charter school in the Lewiston-Auburn area. We believe that charter schools are important institutions, which will bring innovation and energy to the public school system.

As a parent and a community leader we believe that investing in a well educated workforce is the best way for guaranteeing a sustainable future economical growth. We also believe that families in Lewiston-Auburn communities need quality alternatives in preparing their children for the future. We are confident that you and your board members are capable of making the LA Academy Charter School a successful and high quality one. We wish you the best in this noble quest.

Best Regards,

Qamar Bashir

To: Mr. Tarlan Ahmadov
Lewiston-Auburn Academy Charter School
27 Pine Street
Lewiston, ME 04240

Dear Mr. Ahmedov,

This letter is to support your initiative to establish the Lewiston-Auburn Academy Charter School (LAACS) as a new charter school in the Lewiston-Auburn area. We believe that charter schools are important institutions, which will bring innovation and energy to the public school system.

As a businessman, we believe that investing in a well educated workforce is the best way for guaranteeing a sustainable future economical growth. I will be happy to be involved with any fundraising events for this cause. We also believe that families in Lewiston-Auburn communities need quality alternatives in preparing their children for the future. We are confident that you and your board members are capable of making the LA Academy Charter School a successful and high quality one. We wish you the best in this noble quest.

Best Regards,

Ugur Yilmaz

Lube 2 Go
144 North Road,Suite 2400
Sudbury, MA 01776

www.855lube2go.com
C: 978 501 0097
T: 855-Lube- 2Go (855-582-3246)
uguryilmaz@855lube2go.com

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ____No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ___No

Print Name:_____

Sign Name: _____

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

__✓__Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

__X__Yes ____No

If yes, in what field?

__X__Curricular Program __X__College readiness

__X__Extra-curricular activities __X__Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

__X__Yes ___No

Print Name: Jessica Sawyer

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8 ✓

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Rebecca Gauthier

Sign Name: Rebecca Gauthier

City you live in: Minot

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Asha

Sign Name: Asha

City you live in: Auburn 04210.

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ____Technology

✓ Other: Social Skills

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____No

Print Name: Johnene V Gannon

Sign Name: Johnene V Gannon

City you live in: L + Lin

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Abdi Y Omar.

Sign Name: [illegible]

City you live in: Auburn.

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

_X_ Yes, I am a parent of a child(ren) in grade(s): 5 6 X 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

_X_ Yes ____ No

If yes, in what field?

_X_ Curricular Program _X_ College readiness

_X_ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

_X_ Yes ___ No

Print Name: Tori Smart

Sign Name: Tori Smart

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Ahmed Hassan Jama

Sign Name: Ahmed Hassan Jama

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: R DUBE

Sign Name: Robert Dube

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Uweis Mohamed

Sign Name: [signature]

City you live in: Lewiston.

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Shanto Ali

Sign Name: *Shaviffa Ali

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ____No

If yes, in what field?

✓ Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Hito Mohamed

Sign Name: X

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Habiba Farah

Sign Name: Habiba Farah

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

✓ Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Barwaqo Ahmed

Sign Name: X

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ____No

If yes, in what field?

✓ Curricular Program ____College readiness

✓ Extra-curricular activities ____Technology

✓ Other: Islamic Studies

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ____No

Print Name: Asky Ali

Sign Name: X Asky Ali

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

✓ Other: Islamic studies

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Issack Mohamed

Sign Name: X ISSACK

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: FIRDOUSA ALI

Sign Name: Ali

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) (6) (7) (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field:

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: Islamic studies

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Dahir Awil

Sign Name: X [signature]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

✓ Curricular Program ____ College readiness

____ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____ No

Print Name: Damow Abdirahman

Sign Name: X

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: STEM

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Mary Cambert

Sign Name: _____

City you live in: Auburn - ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Nadha Dagar

Sign Name: X Nadha

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Fadumo Aadinasir

Sign Name: X Fadumo

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: Islamic Studies

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Saado Yasin

Sign Name: X

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

X Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ___No

If yes, in what field?

X Curricular Program X College readiness

___Extra-curricular activities ___Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___Yes ___No maybe in a few years

Print Name: Mercedes Becvar

Sign Name: [illegible]

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

7 Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ___ No

If yes, in what field?

X Curricular Program

X College readiness

X Extra-curricular activities

X Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

X Yes ___ No

Print Name: Jessica Sawyer

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

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____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ____No

If yes, in what field?

X Curricular Program X College readiness

____Extra-curricular activities X Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes X No

Print Name: Gabe Cote

Sign Name: Gabe Cote

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

X Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ___No

If yes, in what field?

___Curricular Program X College readiness

X Extra-curricular activities ___Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

X Yes ___No

Print Name: Audrey Bonner

Sign Name: Audrey Bonner

City you live in: Leeds

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

____ Curricular Program ____ College readiness

____ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____ Yes ✓ No

Print Name: Cathy Fray

Sign Name: Cathy Fray

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 ✓8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Rebecca Gauthier

Sign Name: Rebecca Gauthier

City you live in: Minot

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

___ Yes ✓ No

If yes, in what field?

___ Curricular Program ___ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Hope Flaherty

Sign Name: Hope Flaherty

City you live in: Dixfield

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Halimo

Sign Name: Halimo

City you live in: Auburn ME 04210

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Asha

Sign Name: Asha

City you live in: Auburn 04210.

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Jelani Dirije

Sign Name: [signature]

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Abdullahi M Daud

Sign Name: [illegible]

City you live in: lewiston.

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes ✓ No we would in the Oxford Hills Area

Print Name: Scott Clifford

Sign Name: [signature]

City you live in: Oxford

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Bashir Hajimohamud

Sign Name: B G

City you live in: Lewiston - ME 04240

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Maria Lindsey

Sign Name: _____

City you live in: Turner, Maine

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ____No

If yes, in what field?

____Curricular Program X College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes X No

Print Name: Jerry Wing

Sign Name: Jerry Wing

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

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____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ____Technology

✓ Other: Social Skills

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Johnene V Gannon

Sign Name: Johnene V Gannon

City you live in: L + L Line

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ___No

Print Name: [illegible]

Sign Name: [illegible]

City you live in: Turner

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

✓ Curricular Program ✓ College readiness

____Extra-curricular activities ✓ Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Robert J Balfour

Sign Name: [illegible]

City you live in: Gray, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

____Curricular Program ✓ College readiness

✓ Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Davene Smith

Sign Name: Davene Smith

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

✓ Other: All

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Nick Pelletier

Sign Name: Nick Pelletier

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

✓ Other: All

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Anthony Mallozzi

Sign Name: Anthony Mallozzi

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 ✓ 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Brenda Fortin

Sign Name: Brenda L. Fortin

City you live in: Poland

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Darren Dowin

Sign Name: Darren Dow

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: George PAlmer

Sign Name: George Palmer

City you live in: Lewiston ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

X Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ___ No

If yes, in what field?

X Curricular Program

X College readiness

X Extra-curricular activities

X Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes ___ No not sure as of yet. I would have to see what the school is about & how well it does

Print Name: _____

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Suad Jama

Sign Name: Suad Jama

City you live in: Lewiston ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: FUUZIA DIRIYE

Sign Name: FDIRIYE

City you live in: LEWISTON

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

✓ Curricular Program ____ College readiness

____ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____ No

Print Name: Frank Egal

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

__✓__ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

__✓__ Yes ____ No

If yes, in what field?

____ Curricular Program __✓__ College readiness

____ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

__✓__ Yes ____ No

Print Name: Melissa Goggin

Sign Name: Melissa Goggin

City you live in: Mount

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Fathiya Sharif

Sign Name: Fathiya Sharif

City you live in: Auburn ME, 04210

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Kiin A Issa

Sign Name: Kiin A Issa

City you live in: Auburn ME. 04210

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

X Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes X No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities X Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes X No

Print Name: Kellie Chase

Sign Name: [illegible]

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Jessica Eldridge

Sign Name: [illegible]

City you live in: Greene

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ____No Always room for improvement

If yes, in what field?

____Curricular Program ____College readiness

X Extra-curricular activities X Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes X No

Print Name: Bethyann Shoutz

Sign Name: _____

City you live in: Auburn, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

✓ Curricular Program ✓ College readiness

____Extra-curricular activities ✓ Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ___No

Print Name: Vicki Vinal

Sign Name: [illegible]

City you live in: Turner

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Karen Enoch

Sign Name: Karen Enoch

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

____Curricular Program ✓ College readiness

____Extra-curricular activities ✓ Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Kathryn Robidoux

Sign Name: Kathryn Robidoux

City you live in: Wales

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

____Curricular Program ✓ College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Allyson Brooks

Sign Name: Allyson Brooks

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8 (Homeschooled)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

✓ Curricular Program ____ College readiness

____ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____ Yes ____ No ✓ maybe

Print Name: _____

Sign Name: _____

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Gail Bennett

Sign Name: Gail Bennett

City you live in: Minot

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ____No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: [illegible]

Sign Name: [illegible]

City you live in: New Gloucester

Go Charter!

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

_X_Yes ____No

If yes, in what field?

____Curricular Program _X_College readiness

____Extra-curricular activities _X_Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ___No

Print Name:_____

Sign Name: _____

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

✓ Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Kathy Paré

Sign Name: Katy Paré

City you live in: Sabattus

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

✓ Curricular Program ✓ College readiness

____Extra-curricular activities ✓ Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Linda S Cooper

Sign Name: Linda S Cooper

City you live in: Buckfield

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

____Curricular Program ✓ College readiness

____Extra-curricular activities ____Technology

____Other: More focus on individual abilities

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ___No NA

Print Name:_____

Sign Name: _____

City you live in: Livermore

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field? All of them

X Curricular Program ____College readiness

X Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes X No

Print Name: Joel Richard

Sign Name: [illegible]

City you live in: Greene

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Ismaeil Ahmed Adan.

Sign Name: ISMAIL ADAN

City you live in: Lewiston.

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

X Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ___ No

If yes, in what field?

X Curricular Program X College readiness

X Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

X Yes ___ No

Print Name: Jenny Cowie

Sign Name: Jenny M. Cowie

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: SALAH H. SAMAHAR

Sign Name: SALAH H. SAMAHAR

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Jemar Robert

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Osman Bahar

Sign Name: [illegible]

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Abdi Fatah.

Sign Name: [signature]

City you live in: LEWISTON ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

✓ Curricular Program ✓ College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Angie Sylvaire

Sign Name: Angie Sylvaire

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: BASHIR ABUKAR

Sign Name: BASHIR

City you live in: LEWISTON

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes ✓ No

Print Name: Becky Penley

Sign Name: [illegible]

City you live in: Greene

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Jamal Ahmed

Sign Name: [illegible]

City you live in: LEWISTON, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: SHUKRI BILOW

Sign Name: S Bilow

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

__√__Yes ____No

If yes, in what field?

__√__Curricular Program __√__College readiness

____Extra-curricular activities __√__Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

__√__Yes ___No

Print Name: Ramald LeBrun

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Omar Hussan

Sign Name: [illegible]

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: SAREYA SHERIN

Sign Name: [illegible]

City you live in: LEWISTON

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: KINSI ALI

Sign Name: [illegible]

City you live in: LEWISTON, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

✓ Curricular Program ____ College readiness

____ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____ Yes ✓ No

Print Name: Jolene Langlois

Sign Name: Jolene K Langlois

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s) 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Mohamed Shums

Sign Name: MS

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: ABUKAR BASHIR

Sign Name: [illegible]

City you live in: LEWISTON ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s) 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: MADINA YALAHOW

Sign Name: [illegible]

City you live in: LEWISTON, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Fatuma Ismael

Sign Name: Fatumes

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Khadija Dahir

Sign Name: X Khadija

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Fardoso Ali

Sign Name: X [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Hamiso Ibrahim

Sign Name: X Hamiso

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Safiyo Bada

Sign Name: X SAFIYA

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Nurto Aden

Sign Name: NURTO ADAN

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Jackie Duchette

Sign Name: Jackie Duchette

City you live in: Auburn, Me

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Marian Hassan

Sign Name: MHassan.

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: MUHUBO SAMATTAR

Sign Name: [illegible]

City you live in: LEWISTON

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: SAGAL ALI

Sign Name: Sagal ALI

City you live in: LEWISTON

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Marissa Deschaine

Sign Name: [illegible]

City you live in: Turner

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ___ College readiness

___ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Tom Cyulonski

Sign Name: [illegible]

City you live in: Minot, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

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If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: POYA NDADJI

Sign Name: POYA

City you live in: LEWISTON, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Joanne Dupuis

Sign Name: Joanne Dupuis

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes ___ No

Print Name: KALUNGA KAMUNA

Sign Name: Kalunga

City you live in: LEWISTON, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

____ Curricular Program ____ College readiness

____ Extra-curricular activities ____ Technology

✓ Other: All of them

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____ No

Print Name: _____

Sign Name: _____

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: KAZILWA KALUNGS

Sign Name: _____

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Donna Cote

Sign Name: Donna Cote

City you live in: Mechanic Falls

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Elmi ISSE

Sign Name: [illegible]

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

____ Curricular Program ✓ College readiness

____ Extra-curricular activities ✓ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____ No

Print Name: Debbie Purell

Sign Name: Debbie Purell

City you live in: New Gloucester

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ___No maybe

Print Name: Janie Thomas

Sign Name: Janie A Thomas

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

No Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ____No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

X Other: No specific thoughts

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Shane Hanning

Sign Name: [illegible]

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

No Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

✓ Other: math

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Zack Lopez

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

No
____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

✓ Curricular Program ____College readiness

— Extra-curricular activities (too much) → No need ✓ Technology

____Other: Maths, Physics, ... subjects

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____No

Print Name: Norm Renaud

Sign Name: [illegible]

City you live in: Lewiston.

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

NO ___Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___Extra-curricular activities ___Technology

___Other: Support supervising, mentors

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Lori Nakhen

Sign Name: Lori A. Nakhen

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

__✓__ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8✓

Do you think the level of education provided by schools in your neighborhood needs improvement?

__✓__ Yes ____ No

If yes, in what field?

____ Curricular Program __✓__ College readiness

____ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

__✓__ Yes ____ No

Print Name: Ahmed Hassan

Sign Name: [illegible]

City you live in: Auburn.

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: KATARINA KARYALA

Sign Name: K. K

City you live in: LEWISTON, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes ✓ No

Print Name: Rebecca Swan

Sign Name: Rebecca Swan

City you live in: Turner

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

X Yes, I am a parent of a child(ren) in grade(s): 5 6 X 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ___ No

If yes, in what field?

X Curricular Program X College readiness

___ Extra-curricular activities X Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

X Yes ___ No

Print Name: Rebecca Keene

Sign Name: Rebecca A Keene

City you live in: Livermore

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

(sister)

___Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

___Yes ✓No

If yes, in what field?

___Curricular Program ___College readiness

___Extra-curricular activities ___Technology

___Other: No specific thoughts about it

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓Yes ___No (There will be a certain percentage, cos' Americans get sceptic about public education).

Print Name: Noah Willson

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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X Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

___Yes X No

If yes, in what field?

___Curricular Program ___College readiness

___Extra-curricular activities ___Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___Yes X No

Print Name: Wayne DeBow

Sign Name: [illegible]

City you live in: Weld

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name:_____

Sign Name: _____

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8 ~~8~~ 4

Do you think the level of education provided by schools in your neighborhood needs improvement?

___Yes ✓ No

If yes, in what field?

___Curricular Program ___College readiness

___Extra-curricular activities ___Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Norman Mosher

Sign Name: Norman Mosher

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

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X Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: L Claire Thomas

Sign Name: Claire Thomas

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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X Yes, I am a parent of a child(ren) in grade(s): 5 6 7 X

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Deena Weston

Sign Name: Deena Weston

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

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X Yes, I am a parent of a child(ren) in grade(s): 5 6 X 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Sara Caron

Sign Name: _____

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes ✓ No

Print Name: Heather Naylor

Sign Name: Heather Naylor

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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X Yes, I am a parent of a child(ren) in grade(s): 5 6 X 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ___ No

If yes, in what field?

X Curricular Program

X College readiness

X Extra-curricular activities

X Technology

X Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

X Yes ___ No

Print Name: Jim

Sign Name: Jim

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8 ✓

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Julia Kim

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ____No

If yes, in what field?

✓ Curricular Program ____College readiness

✓ Extra-curricular activities ____Technology

____Other: Islamic Studies.

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: ~~Nasro Farrah~~ Nasro Farrah.

Sign Name: Nasro Farrah

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

✓ Curricular Program ____ College readiness

____ Extra-curricular activities ____ Technology

✓ Other: Islamic Studies

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____ Yes ✓ No

Print Name: _____

Sign Name: _____

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

Improvement survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Abdilahi Ahmed

Sign Name: Abdi

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

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If yes, in what field?

____Curricular Program ____College readiness

X Extra-curricular activities X Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes X No

Print Name: Ahmed Ismail

Sign Name: _____

City you live in: LEWISTON ME 04240

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

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____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

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Print Name: _____

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

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____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: _____

Sign Name: _____

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

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Do you think the level of education provided by schools in your neighborhood needs improvement?

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If yes, in what field?

___ Curricular Program ___ College readiness

X Extra-curricular activities X Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes X No

Print Name: _____

Sign Name: _____

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ___ College readiness

___ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes X No

Print Name: Aden

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

X Yes ✓ No

Print Name: _____

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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X Yes, I am a parent of a child(ren) in grade(s): 5 X 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ___No

If yes, in what field?

X Curricular Program ___College readiness

___Extra-curricular activities X Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

X Yes ___No

Print Name: Lisa Sharon

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field:

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes X No

Print Name: _____

Sign Name: Mahmed

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

____ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____ Yes ✓ No

Print Name: Abdulrahman

Sign Name: [illegible]

City you live in: Lewiston,

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 (7) (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

✓ Other: Science + Maths

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: [illegible]

Sign Name: [illegible]

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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___Yes, I am a parent of a child(ren) in grade(s) 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___Extra-curricular activities ✓ Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___Yes ✓ No

Print Name: Ismoge Hassen

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Habiba Abdi

Sign Name: Habiba

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 ✓6 7 ✓8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Barbara Carter

Sign Name: Bw Carter

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Roda Mohamed

Sign Name: X [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

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If yes, in what field:

___ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Aden Awil

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Maqsud Abdullahi

Sign Name: Xmaqsud

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Halima Hassan

Sign Name: X Halima

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: X Habiba Awil

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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____Yes, I am a parent of a child(ren) in grade(s) 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Ifraha Salat

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Osman mohamed

Sign Name: _____

City you live in: lewiston, me

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

_X_ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

_X_ Yes ____ No

If yes, in what field?

____ Curricular Program _X_ College readiness

_X_ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

_X_ Yes ___ No

Print Name: evans shoot

Sign Name: _____

City you live in: Auburn - ME

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Y Mohamed Ahmed

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

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If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Mohamed Hebara

Sign Name: Mohamed Heb

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

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Do you think the level of education provided by schools in your neighborhood needs improvement?

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___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014:

✓ Yes ___ No

Print Name: Nemo Dubed

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Rahma Mohamed

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: Social studies

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Fatuma Bashir

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s) 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Muslima Muse

Sign Name: X MUSLIMMA

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Ardo mohamed

Sign Name: Ardo mohamed

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Mako Blake

Sign Name: X [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Hussein Ahmed

Sign Name: [signature]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s) (5) (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Harbi Asshir

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Madina Abdullahi

Sign Name: Madina sh Abdullahi

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field:

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Kanady Good

Sign Name: [signature]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

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If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: X Osman Mohamed

Sign Name: X

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: HAFSA FARAH

Sign Name: Hafsa

City you live in: lewiston me

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

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✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Mako Bull

Sign Name: [illegible]

City you live in: Lewiston ME

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Barni James

Sign Name: X

City you live in: lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field:

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Abi M. Mohamed

Sign Name: [illegible]

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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X Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field:

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Sahro Osman

Sign Name: X Sahro

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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✓ Yes. I am a parent of a child(ren) in grade(s) 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other Islamic Studies

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Nadiga Issak

Sign Name: Nadiga

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Maymun Omar

Sign Name: X omar

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Willo Idris

Sign Name: Willo Idris

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field:

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter school, a proposed charter public school to open in September 2014?

___ Yes ✓ No

Print Name: _____

Sign Name: _____

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

Improvement survey

Dear Participant:

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X Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

___Yes ___No

If yes, in what field:

✓ Curricular Program ✓ College readiness

___Extra-curricular activities ___Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Roda Ali

Sign Name: X Roda Ali

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

✓ Other _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Abdi Yakab

Sign Name: Abdi

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

____ Curricular Program ____ College readiness

____ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____ No

Print Name: YUSUF ISCIY

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

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If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: David Lesow

Sign Name: DAVID A. LESOW

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Munir Hirale

Sign Name: [illegible]

City you live in: Auburn ME 04210

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 ✓ 6 ✓ 7 ✓ 8 ✓

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Farah Osman

Sign Name: _____

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Mohamed Ahmed

Sign Name: Mohamed A

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

___ Other _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Arnold Brooks

Sign Name: A B

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Said Mahemed

Sign Name: Said Mahmed

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Asma Ismael

Sign Name: Asma Ismael

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

____Curricular Program ____College readiness

✓ Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Zahro Nur

Sign Name: X ZARO NUR

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Fardousa Ali

Sign Name: FARDOUSA A

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Abdirahman Ali

Sign Name: X

City you live in: Lewiston.

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Suad Hassan

Sign Name: X S.H

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

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If yes, in what field?

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✓ Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Muna Abdullahi

Sign Name: MUNA A.

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field:

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Mohamed Abdi

Sign Name: X - Mohamed A.

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

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If yes, in what field?

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✓ Extra-curricular activities ✓ Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____No

Print Name: Ashi

Sign Name: X Ashi

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

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If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Isho Istar

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes ✓ No

Print Name: Mohamed Nur

Sign Name: M. N.

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

___Yes ✓ No

If yes, in what field?

___Curricular Program ___College readiness

___Extra-curricular activities ___Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___Yes ✓ No

Print Name: Abdiaadir Abdi

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Hawa Ahmed

Sign Name: X.X

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

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✓ Extra-curricular activities ✓ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Ifrah Mohamed

Sign Name: Ifrah Mohamed

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

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✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Omar Abdullah

Sign Name: Omar Abdullah

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field:

___ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Hassan Aboh

Sign Name: HASSAN ABOH

City you live in: LEWISTON

L-A ACADEMY
CHARTER SCHOOL

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✓ Extra-curricular activities ✓ Technology

✓ Other _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

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Print Name: Sahro Abdinassir

Sign Name: Sahro Abdinassir

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

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____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

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Print Name: Abdi Prasheed

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

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If yes, in what field?

✓ Curricular Program
✓ College readiness
✓ Extra-curricular activities
✓ Technology
✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Rahma Ibrahim

Sign Name: RAHMO Ibrahim

City you live in: LEWISTON

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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__✓__Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

__✓__Yes ___No

Print Name: Hodurah mew Omer

Sign Name: [illegible]

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Mohamed Sakh

Sign Name: [illegible]

City you live in: Lewiston, ME.

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes ___No

Print Name: Abdirahman Hussein

Sign Name: [illegible]

City you live in: Auburn ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Abdikegrim Said

Sign Name: Said

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes ___ No

Print Name: Hibo Omer

Sign Name: Hibo Omer

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Print Name: Asmo Adl

Sign Name: Adl

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____ No

Print Name: ALI JAIR

Sign Name: ALI JAIR

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

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✓ Yes ___ No

Print Name: Mekhan Mumin

Sign Name: Mekhan Mumin

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

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✓ Yes ___ No

Print Name: Etheto Suban

Sign Name: Etheto Suban

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

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✓ Extra-curricular activities ____ Technology

____ Other: _____

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✓ Yes ____ No

Print Name: Abdikadir Ahmed

Sign Name: [illegible]

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

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✓ Yes ____ No

Print Name: Issack Gano

Sign Name: Issack Gano

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

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✓ Yes ___ No

Print Name: IBRAHIM ABDI

Sign Name: Ibrahim

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

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__✓__Yes ___No

Print Name: JABRIL Abdi

Sign Name: JABDI

City you live in: LEWISTON, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes ___ No

Print Name: Fatima Hassan

Sign Name: [signature]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

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✓ Yes ___ No

Print Name: Arab arab

Sign Name: Arab arab

City you live in: Lewiston me 04240

L-A ACADEMY
CHARTER SCHOOL

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Print Name: Anab DiiRuye

Sign Name: Anab DiiRiye

City you live in: Lewiston me 04240

L-A ACADEMY
CHARTER SCHOOL

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✓ Yes ___ No

Print Name: Faarah Jimcale

Sign Name: Faarah Jimcale

City you live in: Lewiston me 04240

L-A ACADEMY
CHARTER SCHOOL

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___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Mohamed Hebar

Sign Name: Mohamed Hebar

City you live in: Lewiston me 04240

L-A ACADEMY
CHARTER SCHOOL

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✓ Yes ___ No

Print Name: Fardawsa Ali

Sign Name: Fardawsa Ali

City you live in: Lewiston me 04240

L-A ACADEMY
CHARTER SCHOOL

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✓ Yes ___ No

Print Name: Amina Omar

Sign Name: Amina Omar

City you live in: Lewiston ME 04040

L-A ACADEMY
CHARTER SCHOOL

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Print Name: Hussein a hmed

Sign Name: Hussein ahmed

City you live in: Lewiston me 04240

L-A ACADEMY
CHARTER SCHOOL

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Print Name: Sabra Dima

Sign Name: Sabra Dima

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

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✓ Yes ___ No

Print Name: Mohamed Abuka

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

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✓ Yes ___ No

Print Name: Mohamed Dekoul

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
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___Extra-curricular activities ___Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___Yes ___No

Print Name: Dahir Ali

Sign Name: _____

City you live in: Lewist

L-A ACADEMY
CHARTER SCHOOL

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Print Name: Abdiwali Aden

Sign Name: _____

City you live in: Lewiston Maine

L-A ACADEMY
CHARTER SCHOOL

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✓ Other _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Ayan mohamed

Sign Name: Ayan Mohamed

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

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____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Sacida Ali Yassin

Sign Name: Sacida A. Yassin

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Simayl Farrah

Sign Name: X Simayl

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s) (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Sahro Abdi

Sign Name: X Sahro A

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Yasmin Abdi

Sign Name: X

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

✓ Curricular Program ____ College readiness

____ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____ Yes ✓ No

Print Name: Faka Ismael

Sign Name: X Faka Ismael

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes ✓ No

Print Name: Maryan Muse

Sign Name: X Maryan Muse

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

___Yes ✓ No

If yes, in what field?

___Curricular Program ___College readiness

___Extra-curricular activities ___Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___Yes ✓ No

Print Name: Hawa Iivan

Sign Name: H. L.

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 6 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Scott Hall

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: AHMED ADAM

Sign Name: [illegible]

City you live in: LEWISTON

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Hassan Farah

Sign Name: Hassan Farah

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8 (4)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Abdiwadir Noor

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Hassan Alew

Sign Name: Hassan

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

__✓__Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

__✓__Yes ____No

If yes, in what field?

____Curricular Program __✓__College readiness

__✓__Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

__✓__Yes ___No

Print Name: Ahmed Adan

Sign Name: Ahmed

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Jelle Gure

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Mohamed Isse

Sign Name: [signature]

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: JAKOB

Sign Name: ABDIRHAKIM

City you live in: LEWISTON

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: Science.

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: MUSTAFA MAHAMUD

Sign Name: Mustafa Mahamud

City you live in: lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

X Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ___ No

If yes, in what field?

X Curricular Program X College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

X Yes ___ No

Print Name: Muhammad WARMahaVye

Sign Name: Muhammad ATAB

City you live in: Lewiston ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: sciences and math

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Abdikadir Mahamed

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) (7) (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Abdirahman Qambi

Sign Name: Abdirahman Qambi

City you live in: Auburn, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Saleh

Sign Name: Saleh mahamud

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Abdullahi Abdi

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Nimo Osman

Sign Name: X Nimo Osman

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

✓ Other: STEM

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Lepage

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Haimo

Sign Name: Haimo

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Abdirahman Diriye

Sign Name: Abdirahman

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___No

If yes, in what field?

✓ Curricular Program ___College readiness

___Extra-curricular activities ___Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Salha Mohamed

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Anab Arab

Sign Name: X Anab

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Fartun Ahmed

Sign Name: Fartun Ahmed

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

___Yes ✓ No

If yes, in what field?

___Curricular Program ___College readiness

___Extra-curricular activities ___Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___Yes ✓ No

Print Name: Amina Mohamed Abdi

Sign Name: X A. M. A.

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

✓ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Safaa Nuur

Sign Name: Saafa Nuur

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes. I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field:

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes ✓ No

Print Name: Kayla Abdi

Sign Name: X L.A.

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

___Yes ✓ No

If yes, in what field?

___Curricular Program ___College readiness

___Extra-curricular activities ___Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___Yes ✓ No

Print Name: Fatuma Mohamed

Sign Name: Fatuma

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

____Curricular Program ____College readiness

✓ Extra-curricular activities ✓ Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Donald Saviton

Sign Name: Donald Saviton

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

grand Parent

✓ Yes, I am a parent of a child(ren) in grade(s): 5 ✓ 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: CARMEN SAINDON

Sign Name: Carmen Saindon

City you live in: Lewiston Me.

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 (6) 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Ruth Bruce

Sign Name: _____

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

no children

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ____No

If yes, in what field?

X Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

X Yes X No

Print Name: Nancy Boilard

Sign Name: Nancy Boilard

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: DIANA CARSON

Sign Name: _____

City you live in: AUBURN

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: [illegible]

Sign Name: _____

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ___ Technology

✓ Other: Special Education + Gifted and talented

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Kevin Flery

Sign Name: Kevin Flery

City you live in: Minot

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

___ Extra-curricular activities ✓ Technology

✓ Other: Special Education

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Michelle Fleury

Sign Name: Michelle Fleury

City you live in: Minot

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: ADAM HASSAN

Sign Name: AHASSAN

City you live in: LEWISTON, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

✓ Curricular Program ____ College readiness

✓ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____ No

Print Name: ABDIKADIR GABO

Sign Name: ABDIKADIR GABO

City you live in: Lewiston, Me

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: AHMED BARAKI

Sign Name: _____

City you live in: LEWISTON, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

✓ Curricular Program ____ College readiness

✓ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____ No

Print Name: Abdirahman Nour

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 ✓ 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

____ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____ No

Print Name: Mohamed Shemit

Sign Name: [illegible]

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

____ Curricular Program ____ College readiness

✓ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____ No

Print Name: Sahel Mohamed

Sign Name: Sahel Mohamed

City you live in: Auburn. ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

____ Curricular Program ✓ College readiness

✓ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____ No

Print Name: Nadha Dabar

Sign Name: Nadha Dabar

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

____ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ____ No

Print Name: Abdi Ali

Sign Name: Abdi Ali

City you live in: Lewiston, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

child is infant

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ____No

If yes, in what field?

X Curricular Program X College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes X No

Print Name: Jessica Pomerleau

Sign Name: Jessica Pomerleau

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

no kids

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ____No

If yes, in what field?

X Curricular Program

X College readiness

X Extra-curricular activities

X Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ___No

Print Name: Michell Harris

Sign Name: [illegible]

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

____ Curricular Program ✓ College readiness

____ Extra-curricular activities ____ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____ Yes ✓ No

Print Name: Janie Roa

Sign Name: Janie Roa

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

X Yes, I am a parent of a child(ren) in grade(s): 5 6 X 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ____No

If yes, in what field?

____Curricular Program X College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

X Yes ___No

Print Name: Cynthia L Richardson

Sign Name: Cynthia L Richardson

City you live in: No Monmouth

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

____Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No Grand Parent

Print Name: LARRY LACHANCE

Sign Name: Larry Lachance

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ____No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Christiste Lachance

Sign Name: Christine Lachance

City you live in: Lewiston, ME 04240

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ____No

If yes, in what field?

X Curricular Program X College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes X No I don't have kids... I would be interested in teaching at it though.

Print Name: LeAnn Abbott

Sign Name: LeAnn Abbott

City you live in: Mars Hill, Me

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ____No

I don't have children

If yes, in what field?

____Curricular Program X College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ___No

Print Name: Justin Fereshetian

Sign Name: Justin P. Fereshetian

City you live in: Turner

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

N/A Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____ No

If yes, in what field?

____ Curricular Program ✓ College readiness

____ Extra-curricular activities ✓ Technology

____ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____ Yes ✓ No

Print Name: Brian Lowell

Sign Name: Brian Lowell

City you live in: Sabattus

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

✓ Other: not currently involved, however, I support options for charter schools

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ____No Not applicable

Print Name: Deb. Wagemann

Sign Name: Deb Wagemann

City you live in: Oxford

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Kathyn Haugh Potter

Sign Name: Kathyn Potter

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 7 (8)

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ___ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Trisha Brennan

Sign Name: Trisha Brennan

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

NA Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ___ No

If yes, in what field?

X Curricular Program

X College readiness

X Extra-curricular activities

X Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes ___ No

Print Name: Maureen M. Aube

Sign Name: [illegible]

City you live in: Auburn

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

X Yes, I am a parent of a child(ren) in grade(s): 5 6 X 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ____No

If yes, in what field?

____Curricular Program X College readiness

X Extra-curricular activities X Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

X Yes ___No

Print Name: Richard Ricker

Sign Name: Richard Ricker

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

____Curricular Program ✓ College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No NO CHILDREN IN SCHOOL

Print Name: JACKIE RICKER

Sign Name: Jackie Ricker

City you live in: Lewiston, Me.

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

✓ Other: STEM

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No

Print Name: Jackson

Sign Name: [illegible]

City you live in: Lewiston,

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

N/A Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

____Yes ✓ No

If yes, in what field?

No Curricular Program

Yes College readiness

No Extra-curricular activities

No Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Nancy Maher

Sign Name: Nancy Maher

City you live in: Lewiston

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

NA Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

NA Yes ___ No

Print Name: CLAIRE PINETTE

Sign Name: Claire Pinette

City you live in: Lewiston Me

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

N/A Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

✓ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes N/A No

Print Name: Ron LaBlanc

Sign Name: Ronald A. LaBlanc

City you live in: Lewiston, ME 04240

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

NA Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes ___ No NA

Print Name: HILDA CARD

Sign Name: Hilda Card

City you live in: Lewiston Me.

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

N/A ____Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

_X_Yes ____No

If yes, in what field?

____Curricular Program _X_College readiness

____Extra-curricular activities _X_Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ___No N/A

Print Name:_____

Sign Name: _____

City you live in: _____

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

N/A Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ✓ College readiness

___ Extra-curricular activities ___ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

___ Yes ___ No N/A

Print Name: Catherine Bonsey

Sign Name: Catherine Bonsey

City you live in: North Berwick, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

N/A Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

✓ Curricular Program ✓ College readiness

___ Extra-curricular activities ✓ Technology

___ Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___ No If I had children, I'd

Print Name: Kathie A. Morris

Sign Name: Kathie A. Morris

City you live in: North Berwick, ME

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

✓ Yes, I am a parent of a child(ren) in grade(s): (5) 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

___Yes ✓ No

If yes, in what field?

___Curricular Program ___College readiness

___Extra-curricular activities ___Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

✓ Yes ___No

Print Name: Dan Farbrother

Sign Name: [illegible]

City you live in: Topsham

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 6 - 12) in the Lewiston-Auburn Area.

N/A Yes, I am a parent of a child(ren) in grade(s): 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ___ No

If yes, in what field?

___ Curricular Program ___ College readiness

___ Extra-curricular activities ___ Technology

___ Other: Not Sure

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

N/A

___ Yes ___ No

Print Name: Warren Cullen

Sign Name: [illegible]

City you live in: BRUNSWICK

L-A ACADEMY
CHARTER SCHOOL

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Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ____No

If yes, in what field?

X Curricular Program X College readiness

____Extra-curricular activities ____Technology

X Other: Teacher Engagement

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ____No X N/A

Print Name: Marjorie Helmbolt

Sign Name: M. B. Helmbolt

City you live in: Brunswick

L-A ACADEMY
CHARTER SCHOOL

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Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ____No

If yes, in what field?

____Curricular Program X College readiness

____Extra-curricular activities ____Technology

X Other: Get Rid of Lap tops & teach

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ___No N/A

Print Name: Duane Helmbolt

Sign Name: Duane Helmbolt

City you live in: Brunswick ME

L-A ACADEMY
CHARTER SCHOOL

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✓ Yes ____No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Insun Deane

Sign Name: [illegible]

City you live in: Brunswick

L-A ACADEMY
CHARTER SCHOOL

Educational Improvement Survey

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n/a Yes, I am a parent of a child(ren) in grade(s): 5 6 (7) 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

X Yes ___No

If yes, in what field?

___Curricular Program ___College readiness

___Extra-curricular activities ___Technology

___Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

n/a Yes ___No

Print Name: Rick E Pierce

Sign Name: [illegible]

City you live in: BRUNSWICK

L-A ACADEMY
CHARTER SCHOOL

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Do you think the level of education provided by schools in your neighborhood needs improvement?

✓ Yes ____No

If yes, in what field?

____Curricular Program ✓ College readiness

____Extra-curricular activities ✓ Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: Stephen M White

Sign Name: Steph M White

City you live in: Brunswick, Me

L-A ACADEMY
CHARTER SCHOOL

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X Yes ____No

If yes, in what field?

X Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes X No

Print Name: Dawn Burton

Sign Name: Dawn Burton

City you live in: Brunswick

L-A ACADEMY
CHARTER SCHOOL

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____Yes ✓ No

If yes, in what field?

____Curricular Program ____College readiness

____Extra-curricular activities ____Technology

____Other: _____

Would you have interest in enrolling your children in the Lewiston-Auburn Academy Charter School, a proposed charter public school to open in September 2014?

____Yes ✓ No

Print Name: CHRIS CARSON

Sign Name: Christopher Carson

City you live in: Auburn