

Ecology Learning Center

Charter Contract

Effective July 1, 2025

ECOLOGY LEARNING CENTER - CHARTER CONTRACT TABLE OF CONTENTS

1.	ESTABLISHMENT OF SCHOOL.....	1
1.1	Charter	1
1.2	Effective Date; Term.....	2
2.	SCHOOL GOVERNANCE.....	2
2.1	Governance; Governing Board; By-Laws	2
2.2	Code of Ethics	2
2.3	Public Records and Public Meetings	2
2.4	Contracting with Educational Service Providers	2
2.5	Complaint Policy.....	3
3.	OPERATION OF SCHOOL	3
3.1	Mission Statement.	3
3.2	Age; Grade Range; Number of Students	3
3.3	Admissions; Enrollment.....	3
3.4	Educational Program and Curriculum	3
3.5	Evaluation of Students.....	4
3.6	Performance Framework.....	4
3.7	School Calendar; Days and Hours of Operation	5
3.8	Student Disciplinary Code	5
3.9	Special Education	5
3.10	Student Welfare and Safety.....	6
3.11	Transportation.....	6
3.12	Health Services	6
3.13	Food Service.....	6
3.14	Facilities	6
3.15	Attendance	7
3.16	Student Records	7
4.	PERSONNEL.....	7
4.1	Personnel Policies; Staff Responsibilities	7
4.2	Educator Certification	7
4.3	Criminal History Review	7
4.4	Collective Bargaining.....	7
5.	FINANCIAL OPERATIONS OF SCHOOL.....	8
5.1	Fiscal Year.....	8
5.2	Management and Financial Controls.....	8
5.3	Funding.....	8
5.4	Debt.....	8
5.5	Audit.....	8

5.6	Financial Records.....	8
5.7	Assets and Funds.....	9
5.8	Insurance	9
5.9	Commission Expenses.....	9
6.	MONITORING, OVERSIGHT AND INTERVENTION	9
6.1	Monitoring and Oversight	9
6.2	Records	10
6.3	Complaints Received by School	10
6.4	Complaints Received by Commission	10
6.5	Commission Response	10
6.6	Grounds for Revocation.....	10
6.7	Process for Resolution of Compliance Issues; Revocation.....	10
7.	OTHER COVENANTS AND WARRANTIES.....	11
7.1	Application; Commission's Reliance.....	11
7.2	Compliance with Laws and Regulations.....	11
7.3	Religious practices	11
7.4	Non-discrimination	11
8.	CHANGES	11
8.1	Changes Requiring Notice to the Commission	11
8.2	Changes Requiring Notice and Prior Approval by the Commission	12
8.3	Changes Requiring Amendment of the Charter	12
9.	RENEWAL; DISSOLUTION.....	12
9.1	Renewal Process.....	12
9.2	Denial of Renewal.....	13
9.3	Dissolution.....	13
10.	MISCELLANEOUS	13
10.1	Entire Agreement.....	13
10.2	Integration	13
10.3	Notices	13
10.4	Disclaimer of Liability.....	13
10.5	Indemnification	14
10.6	Waiver.....	14
10.7	Assignment.....	14
10.8	Governing Law.....	14
10.9	Severability	14
10.10	Construction	15
10.11	Ratification	15

Exhibit A Initial Charter Application
Exhibit A-1 2024 Renewal Application
Exhibit B Terms of Operation
Exhibit C Performance Framework
Exhibit D Monitoring Plan for Second Charter Term
Exhibit E Closure Plan

EXHIBIT A

Original Charter Application

(The Maine Charter School Commission maintains this file electronically.)

EXHIBIT A-1

2024 Renewal Application

(The Maine Charter School Commission maintains this file electronically.)

MAINE CHARTER SCHOOL COMMISSION

CHARTER CONTRACT

This Charter Contract (the "Charter") is executed on this **17th** day of **June, 2025** by and between the Maine Charter School Commission (the "Commission") and the Ecology Learning Center, a Maine nonprofit corporation located at 230 Main Street, Unity, ME (the "Applicant") to operate the Ecology Learning Center (the "School"), a public charter school under the Maine charter school law, 20-A M.R.S. § 2401 *et. seq.* The Commission and the Applicant are referred to collectively throughout the Charter as the "Parties."

WHEREAS, the Maine Legislature has authorized the establishment of public charter schools; and

WHEREAS, the Maine Charter School Commission has the authority to authorize charter schools pursuant to 20-A M.R.S § 2405(1)(B); and

WHEREAS, the Applicant is a nonprofit corporation organized under 13-B M.R.S. § 101 *et. seq.*; and

WHEREAS, on **September 10, 2019**, the Commission approved the Applicant's application for the proposed School (the "Application") set forth in Exhibit A attached hereto; and

WHEREAS, on **October 8, 2024**, the Commission approved the Applicant's renewal application for the proposed School as set forth in Exhibit A-1 attached hereto; and

WHEREAS, the Parties intend that this Charter serve as a contract that governs the operation of the School described herein;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the sufficiency of which is hereby acknowledged, the Parties agree as follows:

SECTION 1: ESTABLISHMENT OF SCHOOL

1.1 Charter. This Charter, which explicitly incorporates the terms of, and content set forth in, the Application, as well as all supporting documents and assertions by the Applicant in support of the Application, shall be binding on the Applicant and the Commission and shall be construed in accordance with all laws and regulations applicable to Maine charter schools.

1.2 Effective Date; Term. This Charter is effective on the date of execution. It shall continue for five (5) years, except it shall terminate on June 30, 2030, unless earlier revoked, surrendered, or renewed.

SECTION 2: SCHOOL GOVERNANCE

2.1 Governance; Governing Board; By-Laws. The School shall be governed by its Governing Board (the "Board"). The Board shall be called the Governing Board. The Board shall be responsible for all functions of the School in accordance with applicable law and the terms and conditions set forth in this Charter. The Board shall have the authority to decide matters related to the operations of the school including, but not limited to, budgeting, curriculum, and operating procedures and shall have final authority for the academic performance of the School. The Board shall be established and operate pursuant to the following requirements and restrictions:

- (a) The Board shall operate pursuant to the by-laws of the School whether such by-laws be those initially submitted to the Commission or as amended (initially or as amended, the "By-laws"), as well as all applicable laws and regulations.
- (b) Board members shall receive no compensation other than reimbursement of actual expenses incurred while fulfilling official duties as a member of the Board. No member of the Board shall hold any office or employment from the Board or the Charter School while serving as a Board member.

2.2 Code of Ethics. The School, its Board, officers and employees shall adhere to a duly adopted code of ethics and conflict of interest policy, including provisions related to nepotism and consistent with the provisions of this section and of applicable law. The School shall disseminate the code in written form to each of its Board members, officers and employees.

2.3 Public Records and Public Meetings. Records of the School shall be considered public records pursuant to Maine's Freedom of Access Act, 1 M.R.S. 401 *et. seq.*, (the "Act") and shall be made available for public inspection and copying, pursuant to the Act. Meetings of the School's Board shall constitute public meetings and must comply with all applicable provisions of the Act.

2.4 Contracting with Educational Service Providers. The School may not contract with an educational service provider without agreeing to the terms of Appendix 1, which must be attached to this Charter and incorporated herein.

2.5 Complaint Policy. The School shall maintain a complaint policy to receive and handle complaints. The School shall have the power to amend the complaint policy in any way it deems necessary and appropriate, so long as, such amendments are approved by the Board and are consistent with applicable law and due process. A copy of the School's complaint policy shall be distributed to the parents and/or guardians of students enrolled in the School and made readily available to all others requesting a copy.

SECTION 3: OPERATION OF SCHOOL

3.1 Mission Statement. The School shall operate under the mission statement set forth in the Application.

3.2 Age; Grade Range; Number of Students. The School shall provide instruction to pupils in such ages and grades as set forth in the Application, and in such numbers in each year of operation in accordance with the Terms of Operation attached hereto as Exhibit B.

3.3 Admissions; Enrollment. The School shall have in place and implement comprehensive policies for admission, enrollment, and attendance, which shall be approved by the Board and shall be fully consistent with applicable law and Chapter 140 of the Department of Education's regulations. Such policies shall provide in detail the procedures and practices used by the School in regards to admission, enrollment, attendance and withdrawal, including, *inter alia*, the period in which applications for admission shall be timely, how to obtain an application for admission, the practices in operating the random selection process, the maintenance of a wait list, and the implementation of the preferences allowed by law. Any changes to such policies must be consistent with applicable law and regulation, and the School must report such changes to the Commission. The School shall utilize reasonable outreach and marketing measures to make potential applicants throughout the School's catchment area aware of opportunities for enrollment at the school. Student recruitment and enrollment decisions shall be made in a nondiscriminatory manner and without regard to race, ethnicity, national origin, religion, gender, sexual orientation, income level, disabling condition, proficiency in the English language or academic or athletic ability.

3.4 Educational Program and Curriculum. The School shall implement an educational program and curriculum that meet or exceed state standards consistent with the program and curriculum presented in the Application. The School may revise and amend the educational program and curriculum at its discretion without requiring approval from the Commission or amendment of the Charter provided that such amendments do not indicate a material change to the school's mission or its pupil performance standards.

3.5 Evaluation of Students. The School shall implement the plan for assessment of student performance contained in the Application and shall administer the statewide assessment consistent with the laws and regulations of the state. The School shall certify annually that its students have participated in the statewide assessment program.

3.6 Performance Framework.

- (a) The Performance Framework shall be incorporated into the Charter as Exhibit C. The Performance Framework shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and organizational performance metrics set forth in the Application and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the Commission and will be binding on the School. Material amendments to the Performance Framework shall require approval by the Commission.
- (b) The Commission shall monitor and periodically report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. Such reporting shall take place at least annually.
- (c) The School's performance in relation to the indicators, measures, metrics and targets set forth in the Performance Framework shall provide the basis upon which the Commission will decide whether to renew the School's Charter at the end of the Charter term.
- (d) The Parties intend that, where this Charter references or is contingent upon state or federal laws, that they be bound by any applicable modifications or amendments to such laws upon the effective date of said modifications or amendments. The specific terms, form and requirements of the Performance Framework may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements as set forth in law or other circumstances that make assessment based on the existing Performance Framework requirements impracticable. In the event that such modifications or amendments are required, the Commission will use best efforts to apply expectations for school performance in a manner as consistent as possible with those set forth in the Performance Framework.

3.7 School Calendar; Days and Hours of Operation. The days and hours of operation of the School shall be determined by the School subject to the following restrictions:

- (a) The School shall implement the calendar and days and hours of operation as set forth in the Application. The school year shall begin on July 1st and end on June 30th with a minimum of 175 instructional days. In no event shall the School provide less instructional time during a school year than is required of other public schools.
- (b) To allow parents to determine whether the School's program is appropriate for their child(ren), the School shall, in each year of the Charter, determine the days and hours of operation of the School for the next school year by May 15th of the then current school year and shall make such information readily available to parents seeking to enroll their child(ren) in or return their child(ren) to the School and provide a copy of such material to the Commission. The School shall not thereafter for the next school year make any material changes to the days and hours of operation of the School from those determined on each May 15th date that have the effect of shortening the number of days of instruction or hours in which such instruction is provided without obtaining the prior written permission of the Commission, it being understood that such permission shall not be forthcoming except for good cause shown.

3.8 Student Disciplinary Code. The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. In the first year of operation, the discipline policy must be consistent with the discipline policy outlined in the Application and adopted by the Board following initial approval of the Application. Thereafter, if the School seeks modifications to the student disciplinary code, it will be required to notify the Commission of such change.

3.9 Special Education.

- (a) The School shall ensure that the needs of children with disabilities are met in compliance with all applicable federal and state laws. The School shall be designated a local education agency (LEA) for purposes of meeting special education requirements pursuant to the Individuals with Disabilities Education Act (IDEA). As such, the School shall comply with

all requirements of Maine's Unified Special Education Regulation ("Chapter 101") applicable to school administrative units. The School shall participate in all MDOE-required monitoring activities, and submit all data and information deemed necessary by the MDOE in order to fulfill its general supervisory authority over special education in a timely manner.

- (b) The School shall immediately notify the Commission if it is the subject of a request for a complaint investigation or a due process hearing. The School shall provide the Commission with copies of any Complaint Investigation Report or Hearing Decision involving the School. If the School enters into a resolution agreement, mediation agreement, or any other settlement of a special education matter, the School shall include the Commission as a party entitled to receive a copy of the final agreement.

3.10 Student Welfare and Safety. The School shall comply with all applicable federal and state laws concerning student welfare, safety and health, including but not limited to state laws regarding the reporting of child abuse, accident prevention and disaster response, and any applicable state and local regulations governing the operation of school facilities.

3.11 Transportation. The School shall be responsible for providing student transportation consistent with the plan proposed in the Application.

3.12 Health Services. The School shall provide such health services as are set forth in the Application or their equivalent, so long as the services provided meet applicable law.

3.13 Food Services. The School shall provide food services consistent with or equal to those outlined in the Application.

3.14 Facilities.

- (a) The building(s) in which the School is to be located shall be known as the School's facilities (the "Facilities"). The Facilities shall meet all applicable health, safety and fire code requirements and shall be of sufficient size to safely house anticipated enrollment. All Facilities shall conform to the applicable provisions of the Americans with Disabilities Act and any other federal or state requirements applicable to public schools. The Commission or its designee may, at the Commission's discretion, conduct a health and safety inspection of the Facilities at any time.
- (b) The School shall provide the Commission with a written, signed copy of the lease, purchase agreement and/or such facilities agreement (the

"Facilities Agreement") for the primary facilities and any ancillary facilities identified by the School and such certificates and permissions as are necessary to operate the Charter School in the proposed Facilities for at least the first year of the School's operation. In the event that an adequate Facilities Agreement and/or necessary certificates and permits are not in place, the Charter School may not provide instructions at the Facilities.

- (c) The location of the Facilities shall be identified in the Terms of Operation attached hereto as Exhibit B.

3.15 Attendance. The Charter School shall maintain contemporaneous records to document student attendance and shall make such records available for inspection at the Commission's request.

3.16 Student Records. The School shall comply with applicable federal and state laws and regulations for maintenance, security and transmittal of school records including as provided for under section 20-A M.R.S. §§ 6001, 6001-A and 6001-B, and the Family Educational Rights and Privacy Act (FERPA).

SECTION 4. PERSONNEL

4.1 Personnel Policies; Staff Responsibilities. The School shall make available to the Commission in written form its hiring and personnel policies and procedures, including the qualifications required by the School in the hiring of teachers, school administrators and other school employees as well as a description of staff responsibilities.

4.2 Educator Certification. The School may employ non-certified teachers pursuant to 20-A M.R.S. § 2412(6); however, the School may not employ teachers or other instructional personnel whose certificate, authorization or approval has been revoked or is currently suspended.

4.3 Criminal History Review. Any person directly or indirectly employed by the School (including, to the extent required by law, an individual who is a contractor or subcontractor who performs work at the School) must comply with 20-A M.R.S. § 6103. No member of the Board or person employed or otherwise associated with the School who has been convicted of, or has pleaded *nolo contendere* to, a crime related to misappropriation of funds or theft shall be engaged in direct processing of School funds unless approved in writing by the Commission.

4.4 Collective Bargaining. In all cases when the School is a party to a collective bargaining agreement, the School must provide a copy thereof to the Commission including any extensions and side letters.

SECTION 5. FINANCIAL OPERATIONS OF SCHOOL

5.1 Fiscal Year. The School shall operate on a fiscal year that begins on July 1 and ends on June 30.

5.2 Management and Financial Controls. The School shall at all times maintain appropriate governance and managerial procedures and financial controls; including but not limited to the identification of a professionally qualified chief financial officer or school business administrator and the resources and professional assistance needed to provide financial information upon the request of the Commission and participate in the independent annual audit required by 20-A M.R.S. § 2412-A.

5.3 Funding. The School shall receive public funds directly from the Department of Education in accordance with the governing law and regulations. The School may not charge tuition and may only charge such fees as may be imposed by noncharter public schools in the state other than in situations covered by 20-A M.R.S.A. §2412(4)(C) with respect to out of state student.

5.4 Debt. The School is authorized to incur debt in anticipation of receipt of public or private funds including borrowing to finance facilities and other capital items. Any new incursion of debt or borrowing in excess of the amount contained in the Application other than ordinary trade credit shall constitute a material amendment to this Charter requiring prior Commission approval based on the School's demonstration of a satisfactory plan for repayment.

5.5 Audit. The School shall retain an independent certified public accountant or certified public accounting firm licensed in the State to perform an annual audit that complies with 20-A M.R.S. § 2412-A. The cost of the audit shall be borne entirely by the School. Copies of the initial report, the final report, and all correspondence regarding corrective action must be sent to the Commission at the same time it is sent to the Commissioner of Education.

5.6 Financial Records. The School shall maintain all books, documents, payrolls, papers, accounting records and all other evidence pertaining to this agreement for the duration of this Charter and for seven (7) years after the conclusion of the end of the fiscal year to which they pertain. All records of the School are subject to inspection and production as required for fulfillment of the Commission's oversight duties. The School shall make records available to authorized representatives of the Maine Department of Education or the United States Department of Education as required by applicable state and federal laws. If the Charter is revoked, non-renewed or surrendered, or the School otherwise ceases operations, the School shall manage all financial records consistent with its Closure Plan.

5.7 Assets and Funds. The School shall maintain a complete and current inventory of all school property and shall update the inventory annually. The School shall take reasonable precautions to safeguard assets acquired with public funds. If the Charter is revoked, non-renewed or surrendered, or the School otherwise ceases to operate, any public funds remaining after satisfaction of outstanding obligations to employees and creditors must be paid to the Treasurer of the State of Maine to the extent required by 20-A M.R.S. § 2411(8)(B). If the Charter is revoked, non-renewed or surrendered, or the School otherwise ceases to operate, any remaining private funds shall be disposed of consistent with Maine nonprofit organization law provided that the School must maintain records demonstrating that such funds are not public funds. If the Charter School's records fail to establish clearly whether an asset was acquired with of public funds, the asset shall be deemed to be a public asset.

5.8 Insurance. The School shall maintain, at its sole cost and expense and in the amounts contained in Exhibit B, policies in the areas of Worker's Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over the School's employees, and employer's liability insurance; Comprehensive General Liability insurance; Comprehensive Automobile Liability insurance; risks of direct physical loss or Fire and EC Property insurance, to include Business Interruption, for building used by the School to fulfill the purposes of this Charter and any contents acquired by the School with public funds; Errors and Omissions Liability insurance (may be provided as part of general liability); the chief financial officer(s) of the School shall maintain a surety bond in the amount of at least \$250,000; Cyber Insurance/Data Breach; Inland Marine to cover watercraft, aircraft, and specialized equipment; any and all policies of insurance maintained by the School pursuant to this Section shall be deemed primary to any potentially applicable policy or policies of insurance maintained by the Commission and/or their respective officers, agents, employees and representatives; and the School shall provide copies of all required policies of insurance and certificates of coverage to the Commission annually prior to the first day of school. All of these contracts shall name the School as the insured party.

5.9 Commission Expenses. The Commission shall be entitled to receive from the Charter School up to three percent (3%) of the annual per-pupil allocation received by the Charter School pursuant to 20-A M.R.S. § 2405(5)(B) to cover the cost of overseeing the Charter School.

SECTION 6. MONITORING, OVERSIGHT AND INTERVENTION

6.1 Monitoring and Oversight. The School and the Board acknowledge that the Commission, or its authorized agents, has the right to visit, announced or unannounced, examine into and inspect the School and its records. To permit the Commission to fulfill this oversight function and ensure that the School is in compliance with all applicable laws and regulations and the terms and conditions of

this Charter, the School agrees to abide by the requirements and activities contained in the Monitoring Plan attached hereto as Exhibit D.

6.2 Records. Upon request, the Charter School shall report and/or make available to the Commission any information necessary to confirm ongoing compliance with this Charter, including but not limited to cumulative files and/or student records. Student records may include but are not limited to emergency contact information, health and immunization data, class schedules, attendance summaries, disciplinary actions and academic performance, standardized assessment results and documentation required pursuant to state and federal law. The School shall authorize the Commission to access student assessment data directly from the Department of Education.

6.3 Complaints Received by School. The School shall promptly forward to the Commission any formal complaints or concerns received by the School, including but not limited to complaints filed with the Office for Civil Rights, Maine Human Rights Commission, and Equal Employment Opportunity Commission, and/or formal grievances filed by any party with the Board.

6.4 Complaints Received by Commission. The Commission shall promptly forward to the School any complaints or concerns received by the Commission about the School along with a timetable and/or deadline by which the School must respond.

6.5 Commission Response. To the extent that concerns, or complaints received by the School may trigger Commission intervention, including revocation or non-renewal of the Charter, the Commission may monitor the School's handling of such concerns or complaints. In such cases, the Commission may request, and the School shall provide information regarding the school's actions in responding to those concerns or complaints. The Commission may elect to delay intervention until another state or federal investigation is completed and may accelerate the level of intervention based on the conclusions of the state or federal investigation.

6.6 Grounds for Revocation. The Commission may revoke the Charter pursuant to any and all statutory and regulatory authority conferred upon the Commission, including but not limited to 20-A M.R.S. 2411(6)(A).

6.7 Process for Resolution of Compliance Issues; Revocation. If the School's performance or compliance with the law or this Charter is deemed unsatisfactory in the sole discretion of the Commission, the Commission shall provide the School with written notice and give the School 10 days to either correct the issues identified or propose a corrective action plan ("CAP") in a form required by the Commission. If the School fails to timely respond, or the Commission determines that the proposed CAP or other response is insufficient, the Commission may specify a CAP for the

School. Execution of the terms and conditions of any CAP put in force shall be deemed binding on the School as a condition of continuing to operate pursuant to this Charter and the school shall be placed on probationary status until the terms of the CAP are satisfied. Failure to complete the CAP within the timeframe provided in the CAP or make timely response to the notice provided herein from the Commission shall be deemed grounds for revocation of the Charter pursuant to 20-A M.R.S. 2411(6)(A)(1).

SECTION 7. OTHER COVENANTS AND WARRANTIES

7.1 Application; Commission's Reliance. The Applicant represents that the Application constitutes an accurate representation of all aspects of the School's operations except for those matters specifically addressed in the Charter. The Applicant recognizes that the Commission has entered into the Charter upon reliance on the statements in the Application, oral representations, and additional materials provided by the Applicant during the application process. The Applicant further represents that all that all such oral representations and written materials are materially accurate and any material inaccuracy or deviation in the operation of the School constitutes a breach of the Charter subject to sanction or revocation of the Charter.

7.2 Compliance with Laws and Regulations. The School shall operate at all times in accordance with Chapter 112 of Title 20-A and other applicable laws, rules and regulations and shall meet the same health and safety, civil rights, and student assessment requirements as are applicable to noncharter public schools.

7.3 Religious practices. The School may not engage in any religious practices in its educational program, admissions or employment policies or operations.

7.4 Non-discrimination. The School may not discriminate against any person on the basis of race, color, sex, sexual orientation, physical or mental disability, religion, age, ancestry or national origin or on any other basis that would be unlawful if done by a noncharter public school.

SECTION 8. CHANGES

8.1 Changes Requiring Notice to the Commission. The following changes require the School to provide notice to the Commission:

- (a) Changes in membership of the Board, advisory committee(s) or school administrators;

- (b) Changes to the mailing address, telephone and/or fax number of the School, or other contact information (including email) provided that such changes do not constitute a change to the location of the School; and
- (c) Minor revisions and/or amendments to the instructional methods or curriculum that do not affect the School's mission or pupil performance standards.

8.2 Changes Requiring Notice and Prior Approval by the Commission. The following changes require notice and prior approval by the Commission:

- (a) Changes in the structure of the Board or the competencies of its membership;
- (b) Amendments to the School's By-laws; and
- (c) Changes to the mission statement.

8.3 Changes Requiring Amendment of the Charter. Any change not identified in Sections 8.1 and 8.2 above, including, but not limited to, the changes below, require amendment of the Charter:

- (a) Changes in legal status or ownership of the School;
- (b) Variances in enrollment greater than allowed in the Terms of Operation;
- (c) Changes in grade levels served;
- (d) Changes in the location of, or changes or additions to, the Facilities;
- (e) Substantial changes to the instructional methods or curriculum that affect the school's mission;
- (f) Changes to the performance expectations; and
- (g) New incursion of debt beyond that described in the Application other than ordinary trade credit.

SECTION 9. RENEWAL; DISSOLUTION

9.1 Renewal Process. This charter may be considered for renewal. The Commission's process for deciding whether to renew this Charter is contained in Chapter 3 of the Commission rules.

9.2 Denial of Renewal. In the event that this Charter is not renewed, then the Parties to the Charter shall fulfill their respective obligations hereunder to the end of the term of this Charter, and the School shall follow the procedures for dissolution established by the School's closure plan.

9.3 Dissolution. In the event of termination of the Charter, whether prematurely or otherwise, the School shall follow the closure plan included in the Application.

SECTION 10. MISCELLANEOUS

10.1 Entire Agreement. The Charter, including all exhibits and appendices, as well as the statements and representations described in Paragraph 7.1 contain the entire agreement of the Parties, and neither party shall be bound by any statement or representation not contained therein. To the extent that any conflict or incompatibility exists between the Application and the other terms of this Charter, such other terms of this Charter shall control.

10.2 Integration. Insofar as practicable, all terms of Exhibits B through D to this Charter shall be interpreted in such a way as to be consistent at all times with the body of the Charter. While Exhibit A may be referred to for guidance in the event of uncertainty about the meaning of the terms of this Charter, in no event shall the language of Exhibit A take precedence over inconsistent language in the body of the Charter or Exhibits B through D.

10.3 Notices. Any notice, demand, request or submission from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if and as of the date, it is delivered by hand, overnight courier, facsimile (with confirmation), by electronic mail as an attachment thereto with a valid electronic signature or an electronic image of a physical signature (.pdf format) or within three (3) business days of being sent by registered or certified mail, postage prepaid, to the relevant parties. The mailing address of the Commission is: 182 State House Station, Augusta, ME 04333-0182.

10.4 Disclaimer of Liability. The Parties acknowledge that the School is not acting as the agent of, or under the direction and control of the Commission, and that the Commission does not assume liability for any loss or injury resulting from the acts or omissions of the School, its directors, trustees, agents, or employees. The School acknowledges that it is without authority to extend the faith and credit of the Commission to any third party. The School shall clearly indicate to contractors, vendors, and other entities and individuals that the obligations of the School under

agreement or contract are solely the responsibility of the School and are not the responsibility of the Commission.

10.5 Indemnification. The School shall defend, indemnify, and hold harmless the Commission and its officers, directors, agents and employees from any and all claim, costs, demands, expenses, injuries, liabilities, losses, proceedings, suits and damages of every kind and description, including but not limited to attorneys' fees and or litigation expenses which may be brought or made against or incurred by the Commission on account of any action of the School, its employees, agents, contractors, or assigns. In no event shall the school have an obligation to indemnify for such portion of any claims arising out of or resulting from (i) the Commission's negligence or unlawful act or omission, or (ii) action by the School taken in reasonable reliance upon an instruction or direction given by a person acting on behalf of the Commission in material compliance with this Charter. The provisions or limits of insurance required under this Charter shall not limit the liability of the School.

10.6 Waiver. No waiver shall be deemed to have been made by either party unless expressed in writing and signed by the waiving party. The Parties expressly agree that they shall not assert in any action relating to the Charter that any implied waiver occurred between the Parties that was not expressed in writing. The failure of either party to insist in any one or more instances on strict performance of any terms or conditions of this Charter shall not constitute a waiver or relinquishment for the future of that term or condition, but the same shall continue in full force and effect even if the Party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it. No waiver by either party of any one or more of its rights and remedies under the Charter shall be deemed to be a waiver of any prior or subsequent rights or remedies under the Charter or at law.

10.7 Assignment. This Charter may not be assigned or delegated by the Applicant(s) without the Commission's express written approval. A violation of this provision shall constitute a breach and shall be grounds for immediate revocation of the Charter. No assignment or delegation of any contractual duty shall in any case release the School of liability under this Charter.

10.8 Governing Law. This charter shall be governed by and construed in all respects in accordance with the laws, statutes and regulations of the State of Maine. Any legal proceedings against the Commission shall be brought in an administrative forum or a court of competent jurisdiction in the State of Maine. As a condition of this Charter, the Applicant consents to personal jurisdiction in the State of Maine.

10.9 Severability. The provisions of this Charter are severable. The invalidity or unenforceability of any particular provision of this Charter shall not affect the remainder of said provision or any other provisions, and this Charter shall be construed

in all respects as if such invalid or unenforceable provision or part thereof had been omitted.

10.10 Construction. This Charter shall be construed fairly as to both Parties and not in favor of or against either party, regardless of which party prepared the Charter.

10.11 Ratification. The Board shall pass a board resolution acknowledging the terms and conditions of this charter as agreed to by the signature of the Board President.

Maine Charter School Commission

Signed by:

Norm Higgins

6/18/2025

DCD3858F0ACD409...

Date

By: Norman E. Higgins
Title: Chair, Maine Charter School Commission

Ecology Learning Center

Signed by:

Josh Kercsmar

6/17/2025

41D57A8E62C1458...

Date

By: Josh Kercsmar
Title: Board Chair, Ecology Learning Center

EXHIBIT B

Terms and Conditions

EXHIBIT B**TERMS OF OPERATION - ECOLOGY LEARNING CENTER**1. Enrollment projections; number of students.

CHARTER YEAR	ACADEMIC YEAR	GRADES SERVED	PROJECTED # of STUDENTS
Year 1	2025-2026	9-12	120
Year 2	2026-2027	9-12	120
Year 3	2027-2028	9-12	120
Year 4	2028-2029	9-12	120
Year 5	2029-2030	9-12	120

The School may enroll a number of students different from the projected number above so long as the number of students enrolled does not exceed 110% of the total projected number, or fall below 90% of the projected number, for all programs at any time.

2. Facilities.

- a. The location of the Facility shall be 230 Main Street, Unity, ME 04988

3. Insurance Coverage. The following coverage shall be maintained at the School's expense:

- a. Worker's Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over the School's employees, and employer's liability insurance with a minimum limit of \$500,000.
- b. Comprehensive General Liability insurance with a minimum combined single limit of \$1,000,000 each occurrence. This policy shall cover allegations of sexual abuse, molestation, and employment practices liability (unless covered elsewhere).
- c. Comprehensive Automobile Liability insurance with a combined single limit for bodily injury and property damage as required by Maine law with respect to the School's operated, owned, and hired or non-owned vehicles assigned to our used in performance of programs or services offered by the school.
- d. Risks of direct physical loss or Fire and EC Property insurance, to include Business Interruption, for buildings used by the School to fulfill the purposes of this Charter and any contents acquired by the School with public funds. The insurance obtained by the School shall name the Commission as a loss payee.
- e. Errors and Omissions Liability insurance shall conform to the following requirements (may be provided as part of general liability):

- i. Cover the School for potential liability arising out of the rendering or failure to render professional services in the performance of the Charter including all services related to financial management and indemnification.
 - ii. Be subject to a maximum deductible not to exceed \$100,000 per claim.
 - iii. Maintain minimum limits of no less than \$1,000,000 per claim/annual aggregate.
- f. The chief financial officers of the School shall maintain a surety bond in the amount of at least \$250,000.
- g. Cyber Insurance/Data Breach
- h. Inland Marine to cover watercraft, aircraft, and specialized equipment.
- i. Any and all policies of insurance maintained by the School pursuant to this Section shall be deemed primary to any potentially applicable policy or policies of insurance maintained by the Commission and/or their respective officers, agents, employees and representatives. The Commission may specify that it be named as "separately insured."
- j. The School shall provide copies of all required policies of insurance and certificates of coverage to the Commission annually prior to the first day of school.

All of the above contracts shall name the School as the insured party.

EXHIBIT C

Performance Framework



CONTRACT AMENDMENT – PERFORMANCE FRAMEWORK

This Charter Contract Amendment is executed on this 9th day of April 2024, by and between the Maine Charter School Commission and **Ecology Learning Center**, to replace the Performance Framework, Exhibit C of the Charter Contract with the Performance Framework version below. This revised framework is in effect for the 2023-24 school year.

Maine Charter School Commission

DocuSigned by:

Norm Higgins

DCD3858F0ACD409...

Norman E. Higgins, Commission Chair

4/20/2024

Date

Ecology Learning Center

DocuSigned by:

Elizabeth Alma

AC5638006AB5459...

Beth Alma, Board Chair

4/20/2024

Date

DocuSigned by:

Leza Packard

190BC43E72404C3...

Leza Packard, Head of School

4/20/2024

Date

Ecology Learning Center

APPROVED BY THE COMMISSION on Feb. 13, 2024



PERFORMANCE FRAMEWORK

Charter school authorizers are responsible for maintaining high standards for school performance, upholding school autonomy, and protecting student and public interests. Using a performance contract as both a guide and a tool, the Maine Charter School Commission maintains high standards and manages charter school performance—not by dictating inputs or controlling processes—but by setting expectations and holding charter districts accountable for results. The Maine Charter School Commission engages in responsible and effective performance management by ensuring charter districts have the autonomy to which they are entitled and the public accountability for which they are responsible.

The Maine Charter School Commission's relationship with the charter districts it authorizes begins with a bargain for performance. The Maine Charter School Commission agrees to entrust a charter district's governing board with public dollars and public school students and to give it broad autonomy over how it achieves agreed-upon goals. In return, the school's board commits to achieving specified results, managing public funds responsibly, complying with its legal obligations, and providing a quality education to the students in its care.

In order for this bargain of autonomy in exchange for accountability to work, it is essential that the Maine Charter School Commission establish, maintain, and enforce high performance standards for all schools in its portfolio. This includes not only holding schools accountable for the academic performance of all of their students, which should always be the primary measure of quality, but also holding schools accountable for financial and organizational performance. The critical first step in effective performance management is to set and communicate clear and rigorous expectations for performance. Schools need clearly defined standards, so they know what is expected of them, and the Maine Charter School Commission needs them to manage performance effectively by holding schools accountable for outcomes without attempting to control inputs.

The National Association of Charter School Authorizers' (NACSA's) Principles & Standards for Quality Charter School Authorizing

(2012) emphasizes that a quality authorizer establishes standards for school performance that are clear, quantifiable, rigorous, and attainable. NACSA also recommends that authorizers develop and formally adopt a Performance Framework that includes academic, financial, and organizational performance measures for use by schools and authorizers to establish expectations, guide practice, assess progress, and inform decision making over the course of the charter term and at renewal or revocation.

The three areas of performance covered by the framework—academic, financial, and organizational, form the backbone of the Maine Charter School Commission's performance management system. This framework enables effective performance management and promotes school success by establishing and communicating performance expectations for all schools in the MCSC's portfolio in a way that is objective, transparent, and directly related to school quality.

The Performance Framework benefits both the Maine Charter School Commission and charter districts it authorizes. The framework promotes transparency and objectivity in authorizing and protects school autonomy. It enables charter school performance contracting to function as intended by providing both charter districts and the Maine Charter School Commission with clarity about expected outcomes, objective evidence of achievement, and a comprehensive tool for evaluating results.

The framework promotes transparency and objectivity by putting the authorizer on record and schools, parents, stakeholders, and the public on notice about the performance standards that will be used to evaluate whether or not a school is successful and is living up to its end of the charter bargain. The framework helps to establish expectations at the beginning of the school's operation so that there will be no surprises when a school is held accountable for meeting them over the course of the charter term and at renewal.

The framework protects school autonomy by clarifying in objective terms the performance data the Maine Charter School Commission will collect and the outcomes that it expects and will evaluate. The framework helps to establish the boundaries of the parties' relationship and define the rights and responsibilities of both the charter school and the Maine Charter School Commission.

SECTION 1: STUDENT ACHIEVEMENT

Student Performance: The school consistently makes progress in student academic achievement for all students.

FRAMING QUESTIONS:

Is the school an academic success?

Is the school adequately preparing students for their desired post-secondary outcomes?

Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, ELA	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
			Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
			Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			Not Meeting Expectations <-15% of state average of schools “at or above state expectation”

1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	<p>Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.</p> <p>Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.</p>	<p>Exceeding Expectations ≥5% of state average of schools “at or above state expectation”</p> <p>Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”</p> <p>Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”</p> <p>Not Meeting Expectations <-15% of state average of schools “at or above state expectation”</p>
1.1c	Proficiency by subgroup, Through-Year Assessment, ELA	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels.</p> <p>Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency.</p> <p>Comparable subgroups include: Students on IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity</p> <p><i>*To be reported, subgroups must have at least 10 students.</i></p>	<p>Exceeding Expectations ≥5% of state average of schools “at or above state expectation” for comparable subgroup</p> <p>Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation” for comparable subgroup</p>

			Approaching Expectations Between $\geq -15\%$ and $< -5\%$ of state average of schools “at or above state expectation” for comparable subgroup
			Not Meeting Expectations $< -15\%$ of state average of schools “at or above state expectation” for comparable subgroup
1.1d	Proficiency by subgroup, Through-Year Assessment, Math	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels.</p> <p>Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency.</p> <p>Comparable subgroups include: Students on IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity</p> <p><i>*To be reported, subgroups must have at least 10 students.</i></p>	Exceeding Expectations $\geq 5\%$ of state average of schools “at or above state expectation” for comparable subgroup
			Meeting Expectations Between $\geq -5\%$ and $< 5\%$ of state average of schools “at or above state expectation” for comparable subgroup
			Approaching Expectations Between $\geq -15\%$ and $< -5\%$ of state average of schools “at or above state expectation” for comparable subgroup

			Not Meeting Expectations <-15% of state average of schools “at or above state expectation” for comparable subgroup
1.2	Reading on Grade Level - 3rd Grade	NOT APPLICABLE	The Commission will monitor a charter school’s percentage of students reading on grade level at the end of third grade.
1.3.a	Student Academic Growth: NWEA MAP Growth 3rd-8th <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i>	NOT APPLICABLE	Exceeding Expectations Exceeds 55% Meeting Expectations Between 45%-54.9% Approaching Expectations Between 35%-44.9% Not Meeting Expectations Below 35%
1.3.b	Student Academic Growth: NWEA MAP Growth 3rd-8th <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i>	NOT APPLICABLE	Exceeding Expectations Exceeds 55% Meeting Expectations Between 45%-54.9% Approaching Expectations Between 35%-44.9% Not Meeting Expectations Below 35%

	Assessment)		
1.3.c	<p>Student Academic Growth: NWEA MAP Growth 3rd-8th</p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p>	NOT APPLICABLE	<p>Exceeding Expectations Exceeds 55%</p>
			<p>Meeting Expectations Between 45%-54.9%</p>
			<p>Approaching Expectations Between 35%-44.9%</p>
			<p>Not Meeting Expectations Below 35%</p>
1.4a	<p>Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th</p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p>	NOT APPLICABLE	<p>Exceeding Expectations Exceeds 55%</p>
			<p>Meeting Expectations Between 45%-54.9%</p>
			<p>Approaching Expectations Between 35%-44.9%</p>
			<p>Not Meeting Expectations Below 35%</p>
1.4b	<p>Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-</p>		<p>Exceeding Expectations Exceeds 55%</p>
			<p>Meeting Expectations Between 45%-54.9%</p>

	8th <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i>	NOT APPLICABLE	Approaching Expectations Between 35%-44.9%
			Not Meeting Expectations Below 35%
1.4c	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i>	NOT APPLICABLE	Exceeding Expectations Exceeds 55%
			Meeting Expectations Between 45%-54.9%
			Approaching Expectations Between 35%-44.9%
			Not Meeting Expectations Below 35%
1.5	4 Year High School Completion	4-year high school graduation rate (current cohort) Schools will meet annual goals*: 2023- 86% 2024- 87% 2025- 87% 2026- 88% 2027- 88% 2028- 89% 2029- 89%	Exceeding Expectations Exceeds 90%
			Meeting Expectations Meets annual target
			Approaching Expectations Less than 5% below target
			Not Meeting Expectations 5% or more below target

		<p>2030- 90%</p> <p><i>*The state of Maine goal is 90% graduation rate by the end of 2030.</i></p> <p>Maine Department of Education Graduation Rates by Year</p>	
1.5a	5- and 6-Year High School Completion	<p>5- and 6-year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*:</p> <p>2023- 86%</p> <p>2024- 87%</p> <p>2025- 87%</p> <p>2026- 88%</p> <p>2027- 88%</p> <p>2028- 89%</p> <p>2029- 89%</p> <p>2030- 90%</p> <p><i>*The state of Maine goal is 90% graduation rate by the end of 2030.</i></p> <p>Maine Department of Education Graduation Rates by Year</p>	Exceeding Expectations Exceeds 90%
			Meeting Expectations Meets annual target
			Approaching Expectations Less than 5% below target
			Not Meeting Expectations 5% or more below target
1.6.a	Post-Secondary Readiness	<p>School will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • Accuplacer The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or; • SAT scores of EBRW 530 or higher and 520 or higher in math or; • ASVAB score of 31 or higher. <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p>	Exceeding Expectations 85% or more students are meeting or exceeding the goal in both reading and math

			Meeting Expectations 75%-85% of students are meeting or exceeding the goal in both reading and math
			Approaching Expectations 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in reading OR math, but not both. Not Meeting Expectations: 60% or fewer students are meeting or exceeding the goal in both reading and math
			Not Meeting Expectations 60% or fewer students are meeting or exceeding the goal in both reading and math
1.6.b	Post-Secondary Readiness: Subgroups	<p>Student subgroups will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • <u>Accuplacer</u> The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or; • <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math or; • <u>ASVAB score</u> of 31 or higher. <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p>	Exceeding Expectations 85% or more students are meeting or exceeding the goal in both reading and math

		<i>*To be reported, subgroups must have at least 10 students.</i>	Meeting Expectations 75%-85% of students are meeting or exceeding the goal in both reading and math
			Approaching Expectations 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in reading OR math, but not both.
			Not Meeting Expectations 60% or fewer students are meeting or exceeding the goal in both reading and math
1.6.c	Post-Secondary Readiness: Post-Secondary Activity	At the end of their graduating year, 70% -80% of each schools' students will have successfully ¹ participated in at least one post-secondary activity such as (<u>and not limited to</u>) college course, Advanced Placement course, certificate program, career technical coursework or internship.	Exceeding Expectations Exceeds 80%
			Meeting Expectations 70% - 79.9%
			Approaching Expectations 60% - 69.9%
			Not Meeting Expectations Fewer than 60%
1.6.d	Post-Secondary Readiness: FAFSA	The Commission will monitor a charter school's ability to support students with FAFSA completion.	School has reported the annual rates and provided

¹ Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

		Schools will report annual rates and school-supported opportunities for FAFSA support.	opportunities for FAFSA support
1.7	Student Attendance	<p>Chronic absenteeism rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school.²</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p> <p>PreK rates are not part of MDOE's chronic absenteeism calculations. Schools will report PreK chronic absenteeism rates, though this target outcome will not be rated.</p>	Exceeding Expectations Fewer than 10%
			Meeting Expectations 10%-18%
			Approaching Expectations 17.9% - 25%
			Not Meeting Expectations Greater than 25%

RATINGS AND EVALUATION IN THIS SECTION IS DEPENDANT ON PERFORMANCE IN THE PREVIOUS SECTION

Program Delivery: The school delivers a high-quality academic program that meets the needs of all students.

(Only used for a Charter District Leadership's evaluation when **two** CRITERIA in SECTION 1 are Approaching Expectations or Does Not Meet Expectations for **two or more evaluation cycles in the same criteria**.)

Criterion	Indicator	Target	Rating
1.8	Curriculum	The school's documented curriculum is aligned to the Maine Learning Results; is aligned vertically between grades and horizontally across classrooms at the same grade level; provides lessons and materials that	Refer to the Commission's Intervention Protocol. Schools will likely be required to

² Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

		represent a variety of cultures and perspectives; and supports opportunities for all students to master these skills and concepts. The curriculum is regularly reviewed and revised.	submit a self-assessment and the Commission conducts classroom observations, interviews/focus groups/document review as applicable to analyze each Program Delivery Component.
1.9	Instruction	The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students and reflect cultural proficiency. Instruction fosters student engagement. Classroom environments are conducive to learning.	
1.10	Assessment	Teachers and administrators use disaggregated qualitative and quantitative data to modify instruction to improve academic and non-academic outcomes for all students and subgroups. School staff and administrators use disaggregated data to evaluate the quality and effectiveness of its program to serve all students and modify the program in order to improve student outcomes.	
1.11	Support for All Learners	The school has a proactive system (such as MTSS/RTI) to effectively identify and address all students' strengths and needs for academic, behavioral, and social-emotional development through a tiered support model, as well as providing Special Education and English Learner services as required by law. Data and progress monitoring are used to ensure that all students across all subgroups have equal access and equitable support, interventions, and resources to achieve, grow, and advance. The school regularly uses data to evaluate and modify its support programming to ensure student success.	

If the school has more than 18% students chronically absent OR the school maintains approaching for 2 successive accountability cycles, MCSC will measure:

1.12 is only used for an Charter District Leadership's evaluation when, on CRITERIA 1.7, the school is above 18% students chronically absent OR the school maintains approaching expectations for 2 successive accountability cycles.

1.12	Student Attendance	Chronic absenteeism rate	Chronic absenteeism as it relates to the state average Absentee trends over time (growth)/ability to change trends
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SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT

The school creates safe, positive, healthy, culturally responsive, inclusive, and welcoming learning environments. These environments cultivate supportive, authentic relationships and a strong sense of belonging and connection, which value the diverse assets and voices of all students, staff, and families.

Framing Question:

Does the school provide the conditions for students to be successful?

Criterion	Indicator	Target	Rating
2.1	State Compliance	<p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p>	No rating is provided for <i>Criterion 2.1: State Compliance</i> . Site visit reports that include a section for this criterion identify specific concerns the school must address.

2.2	Family Engagement: Panorama School Climate Survey-Family Results	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Safety, and School Fit</i></p>	Exceeding Expectations 3 of the 3 required scales are 50% or higher when compared to like schools
			Meeting Expectations 2 of the 3 required scales are 50% or higher when compared to like schools
			Approaching Expectations 1 of the 3 required scales are 50% or higher when compared to like schools
			Not Meeting Expectations 0 of the 3 required scales are 50% or higher when compared to like schools OR participation rate is less than 35%
2.3	School Climate: Panorama School Climate Survey-Student Results	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i></p>	Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools
			Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools
			Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools
			Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools OR participation rate is less than 75%

2.4	School Climate: Panorama School Climate Survey-Teacher Results	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p>	Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools
			Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools
			Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools
			Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools OR participation rate is less than 75%
2.5	School Climate: Panorama School Climate Survey-Staff Results	<p>Results from at least 4/4 of the required scales* on the Staff Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p>	Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools
			Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools
			Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools

			Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools OR participation rate is less than 75%
2.6	School Climate: Panorama Survey Action Plan	Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	Meeting Expectations School develops and implements plan
			Approaching Expectations School develops and partially implements plan
			Not Meeting Expectations School does not develop or does not implement plan

RATINGS AND EVALUATION IN THIS SECTION IS DEPENDANT ON PERFORMANCE IN THE PREVIOUS SECTION

Capacity: The school sustains a well-functioning organizational structure and creates a professional, inclusive, respectful, and welcoming working climate for all staff.

Only use for a Charter District Leadership's evaluation when **two of the** CRITERIA in SECTION 2 fall into Approaching Expectations or Does Not Meet Expectations for **two or more evaluation cycles in the same criteria.**

Criterion	Indicator	Target	Rating
2.7	School Systems and Leadership	The school's leadership team implements school academic programming and operations in a manner to meet a clearly defined mission and set of goals. The school defines and delineates clear roles and responsibilities among leaders, staff, management, and board of trustee members. The school has clear and well-understood systems for decision-	Refer to the Commission's Intervention Protocol. School will likely be required to submit a self-assessment and the Commission staff

		<p>making and communication processes among all members of the school community.</p> <p>School leadership fosters a culture of accountability, trust, and collaboration with school stakeholders to promote joint responsibility for student learning. Based on data, school leadership takes concrete and ambitious steps to close identified achievement, access, and opportunity gaps. School leadership sets goals and establishes systems and structures for the recruitment, development, and retention of educators reflective of the racial and ethnic composition of the students and families it serves. School leadership ensures an inclusive, respectful environment for all staff.</p>	<p>conducts interviews/focus groups/document review as applicable to analyze each Capacity Component.</p>
2.8	Professional Climate	<p>The school staff frequently collaborate and engage in professional development to improve implementation of the curriculum and instructional practice. The school implements a comprehensive professional learning culture that supports the development of effective educators. The school develops staff capacity to examine and dismantle implicit biases and systemic inequalities in order to create environments in which all students can deeply learn, grow, and thrive.</p> <p>All school staff are provided the tools and resources to perform their responsibilities and meet expectations for performance. An objective and transparent system is in place for monitoring individual staff performance against established expectations, which includes a formal process of evaluation for all employees, including teachers.</p>	

SECTION 3: ORGANIZATIONAL SUSTAINABILITY

Effective Governing Boards: Members of the Governing Board uphold their responsibilities under Maine law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.

Facilities: The school maintains a facility that allows the school's mission to excel.

Framing Question:

Is the school an effectively run and sustainable organization?

Criterion	Indicator	Target	Rating
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board's bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed 	<p>Lower Risk</p> <p>Board has fulfilled contract obligations as charter contract holder in the State of Maine</p>
			<p>Moderate Risk</p> <p>Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school</p>

		<p>to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability.</p> <p>Focus on Improvement</p> <ul style="list-style-type: none"> The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer. 	
			<p>High Risk</p> <p>Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols</p>
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year ³ in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	<p>Meeting Expectations</p> <p>6 or more meetings</p>
			<p>Not Meeting Expectations</p> <p>5 or fewer meetings</p>

³ A school year is July 1 – June 30

3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ⁴ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.	Meeting Expectations All minutes and agendas posted timely
			Approaching Expectations 1-2 items not posted timely
			Not Meeting Expectations 3 or more not posted timely
3.4	Reporting Accuracy and Timeliness	80%-90% of reports are submitted on time and are accurate and complete.	Exceeding Expectations More than 90% of reports are submitted on time and are accurate and complete
			Meeting Expectations 80%-89.9% of reports are submitted on time and are accurate and complete
			Approaching Expectations 70%-79.9% of reports are submitted on time and are accurate and complete
			Not Meeting Expectations Fewer than 70% of reports are submitted on time and are accurate and complete

⁴ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK)	Exceeding Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc. and has completed 100% of required courses
			Meeting Expectations 100% of required courses have been taken and evidence is provided
			Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided
			Not Meeting Expectations Less than 80% of required courses have been completed
3.6	Facility meets Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §§ 1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S. §§ 6302, 6501; Maine DOE Rule Chapter 125.5.10 Public School Approval Requirements and Citation Chart	Exceeding Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED and it approved by the Board

			Meeting Expectations Certified as required and approved by the Board
			Not Meeting Expectations Not certified as required
3.7	Facility supports Programming	The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.	Meeting Expectations Facility provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation
			Approaching Expectations Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation
			Not Meeting Expectations Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation

SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY

The school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.

Framing Question:
Is the school financially viable?

Criterion	Indicator	Target	Rating
4.1.a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities</i>	Lower Risk Greater than 1.5
			Moderate Risk 1.0 - 1.5
			High Risk Less than 1
4.1.b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i>	Lower Risk 60 or more days
			Moderate Risk 30-60 days
			High Risk Fewer than 30 days
4.1.c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk Variance is between 2 and 5%

			High Risk Variance is greater than 5% of the projected enrollment
4.1.d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower Risk Not in default and not delinquent
			Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors
			High Risk In default and/or delinquent and has not obtained waivers from lenders and/or lessors
4.2.a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i>	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin \geq -10%
			High Risk Aggregated Three-Year Total Margin is negative OR the current year Total Margin is $<$ -10%

4.2.b	Debt to asset ratio (Sustainability Measure)	<p>The debt to asset ratio will be less than 90%.</p> <p><i>Total Liabilities divided by Total Assets</i></p>	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%
4.2.c	Cash Flow (Sustainability Measure)	<p>Charter District Leadership maintains a positive cumulative 2-year cash flow.</p> <p><i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i></p>	Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			Moderate Risk A positive cumulative 2-year cash flow
			High Risk Does not have a positive cumulative 2-year cash flow
4.2.d	Financial Obligations Coverage Ratio (Sustainability Measure)	<p>Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.</p> <p><i>(Net Surplus + Depreciation + Interest + Lease Expense) / (Annual Principal + Interest + Lease Payments)</i></p>	Lower Risk Exceeds 1.1
			Moderate Risk Is 1.0 to 1.1
			High Risk Is less than 1.0
4.3	Financial Planning and Budgeting	<p>School publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved.</p> <p>The 3-year annual financial plan is due on June 30th.</p>	Meeting Expectations School annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.

			Not Meeting Expectations School has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
<p><i>If Oct 1st number is 10% or more below the contracted enrollment, the school must submit a Recruitment Plan and Supporting Materials to the Commission by January 1st.</i></p> <p>4.4 is only used when, on CRITERIA 4.1c, the school is 10% or more below the contracted enrollment on October 1st.</p>			
4.4	Student Recruitment and Enrollment	The school has a recruitment strategy that yields consistent enrollment within the charter's contracted enrollment range.	Commission reviews Oct 1st enrollment figure.

SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE

Mission and Key Design Elements: The school is faithful to its mission, implements the key design elements outlined in its charter.

Access: The school ensures access for all students eligible to attend the school. Student enrollment and persistence is a leading indicator of school health.

Criterion	Indicator	Target	Rating
5.1	Mission and Key Design Implementation	1. The school demonstrates its approved mission. 2. The school implements the key design elements* in the approved charter and any subsequently	Meeting Expectations School is implementing the mission and design elements as outlined in the charter and amendments

		<p>approved amendments in a manner that serves all of its students.</p> <p>3. The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p>	<p>Approaching Expectations School is partially implementing the mission and design elements as outlined in the charter and amendments</p> <p>Not Meeting Expectations School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
		<p><i>* Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible⁵ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day.⁶</p>	<p>Exceeding Expectations 90% or more</p> <p>Meeting Expectations 85% - 89.9%</p> <p>Approaching Expectations 75% - 84.9%</p> <p>Not Meeting Expectations Fewer than 75%</p>
5.3	Student Persistence - Year-to-year	<p>Recurrent enrollment from one year to the next</p> <p>85% or more of eligible students enrolled on the last day of school will have completed an Intent to</p>	<p>Exceeding Expectations 90% or more</p> <p>Meeting Expectations 85% - 89.9%</p>

⁵ Student residing in the state of Maine

⁶ Student Count day is October 1.

		Reenroll form for the following SY by the last day of school.	Approaching Expectations 75% - 84.9%
			Not Meeting Expectations Fewer than 75%

SECTION 6: SCHOOL CUSTOMIZATION

- Schools will work with the Commission to design and execute customized criteria that enhances the context and connection to the school's mission.

Criterion	Indicator	Target	Rating
6.1.a	Passion Projects	The intended outcome of week-long winter Passion Projects is to guide students to explore and develop an independent interest that will prepare them for future education and employment opportunities. Students will gain skills in project planning, completion, and presentation. They will strengthen skills in organization, public speaking, and self-reflection.	Exceeding Expectations With a goal of 95%, at least 75% of students will earn an overall score of 80%-100% on their week-long winter Passion Project.
		This goal meets the school's mission by immersing students in an "authentic real-world learning" project of their choice, seeking "mentorship", and identifying a need or challenge in their community.	Meeting Expectations With a goal of 95%, at least 65% of students will earn an overall score of 80%-100% on their week-long winter Passion Project.
		We will measure our goal using a rubric and narrative reflection. The rubric will provide quantitative data by measuring four categories (planning, process, product, presentation). The narrative reflection will provide qualitative data by asking students to write about the quality of their work, how they would re-do or revise	Approaching Expectations With a goal of 95%, at least 55% of students will earn an overall score of 80%-100% on

		their project, and what they learned about themselves throughout the Passion Project.	their week-long winter Passion Project.
			Not Meeting Expectations With a goal of 95%, lower than 45% of students earn an overall score of 80%-100% on their week-long winter Passion Project.

Acknowledgements:

The Maine Charter School Performance Framework was developed with the support and collaboration of our partners. In particular, we would like to acknowledge the team at the Massachusetts Department of Elementary and Secondary Education that developed the Massachusetts Charter School Performance Criteria, from which we adopted much of our Program Delivery, Capacity, School Leadership, Governing Board, and Mission and Key Design Elements language. For their thoughtful feedback and contributions, we would like to thank the National Association of Charter School Authorizers, the National Charter Schools Institute, WestEd, the Charter School Resource Center, Ryan Marks at the Colorado Charter Schools Institute, Dr. Kenneth Holder at Northern Michigan University, and Erin Kupferberg at Verite Educational Services. Finally, we would like to thank the Maine Charter Schools for their feedback, continued partnership, and for the work they do on behalf of the students and families in Maine.

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EXHIBIT D

Monitoring Plan

EXHIBIT D

Maine Charter School Commission Public Charter School Monitoring Plan For Second Charter Term

Ecology Learning Center

1. Complaints Received by the Charter School:

The School shall adopt and maintain a policy regarding the receipt and resolution of public concerns and complaints. The School shall keep records of complaints received and their resolution and shall make those records available to the Commission annually.

2. Reporting on Targets in Performance Indicators

Annually, the Commission will be provided documentation, data, and analysis relative to the school's performance indicators listed below. The School may be required to meet with the Commission or its staff to review these data.

- i. Student Achievement
- ii. School Climate and Family Engagement
- iii. Organizational Sustainability
- iv. Financial Management and Viability
- v. School Mission and Student Persistence
- vi. School Customization

3. Teacher Certification and Qualification

Annually, the school will provide the Commission with a list of employees, with information to include: date of hire, position held, subjects taught, Criminal History Record Check approval from the Maine Department of Education, Teacher Certification with certification area and expiration date (if applicable). If a teacher is not certified through the MDOE the Commission will be provided with the reason as to why the teacher is not certified (planning to become certified within 3 years of date of hire or "other qualified" with advanced degree, professional certification or unique expertise or experience in the curricular area in which they teach). Schools will develop a policy for the employment of teachers who are not certified but have an advanced degree, professional certification, or unique expertise or experience in the curricular area in which they teach.

4. Special Education Compliance Review

The School will provide the Commission notification of a due process complaint or a request for due process hearing **within five business days** of receiving the complaint or request. The Commission will monitor the School's response and any subsequent plan for correction of noncompliance.

5. Social and Academic Climate, including Academic Discipline

- Copies of any expulsion records will be provided to the Commission **within ten business days** of any action taken by the governing board.
- Annually, the School will post to its website its current parent-student handbook and related policies before the start of the school year. The school will send documentation to the Commission highlighting any changes from the previous school year.

Target date: prior to the start of the school year

- Commission members or Commission staff may meet with a representative group of parents, staff, students and community members and/or volunteers for the purposes of receiving feedback.
- The school will participate in Maine Charter School Commission sponsored surveys for staff, teachers, families, and students.

6. Financial Reports

- The Board will ensure that quarterly financial reports are created and distributed to the governing board and the MCSC. The Board will provide the Commission with evidence of its review and acceptance of the quarterly reports. The School will also submit quarterly reports based on the state accounting system as specified to the Maine DOE and the MCSC. **Due dates:**

- **QTR1 ends on September 30th, due November 15**
- **QTR2 ends on December 31st, due February 15**
- **QTR 3 ends March 31, due May 15**
- **QTR 4 ends June 30, due August 15**

b. The School will complete an annual audit in accordance with standard auditing practices for public schools for the State of Maine Commissioner of the Department of Education.

Due dates:

- **November 1 (on or before) Initial (Audit) Report** to the (DOE) Commissioner.
- **December 30 (on or before) Audit Report (complete)** to the (DOE) Commissioner within 6 months after the end of an audit period.

c. The school will provide a revised annual financial plan, based on known and projected enrollments, including anticipated grant, foundation and fundraising revenues.

Due date: October 31

7. Governance Reports

- The school's governing board chair and the chief school executive may be required to host an on-site visit and meeting with the Commission to discuss the role of the board in exercise of its oversight responsibilities to the school and its students and families.

- The School will post governing board meeting agendas and meeting minutes on its website.
- The school will post and maintain on its website all governing board approved policies.

8. Standards and Processes for Revocation of a Contract

- If at any time the Commission determines, as the result of receiving a complaint or on its own review of the information obtained through the monitoring process, that it has significant concerns regarding the School's failure to comply with the terms of the charter contract or governing law, or concerns regarding the school's ability to meet its performance targets, the Commission will deliver a Letter of Concern to the governing board of the School. Such notice shall identify the specific concerns, stating that the concerns represent potential violations of law or the Charter that could lead to sanctions by the Commission up to and including revocation of the Charter. The Commission shall require a written response within ten calendar days of receipt of the notice by the School.
- If the inquiry indicates unsatisfactory compliance the Commission shall direct the School to submit a Corrective Action Plan (CAP) to the Commission within ten calendar days of receipt of the request by the School.
- If the School's response to the CAP does not address the concerns the Commission shall place the school on probation and/or issue sanctions. Sanctions could include revocation of charter.
- If the Commission places the school on probation or issues sanctions the Commission will schedule an interview and public hearing to discuss the concerns identified by the Commission and the response as filed by the School.
- For no fewer than five business days after the interview and hearing, the Commission will receive any further written comments from the School and/or the public.
- After the additional response/comment period described above, the Commission will have thirty business days to issue a letter of findings including either 1) conditions for the continued operation of the School including timelines for required remediation, or 2) the time and date under which the school is ordered to begin implementation of the Closure Plan. Subsequent failure on the part of the School to comply with the conditions and timelines for continued operation without seeking additional assistance or relief from the Commission will result in notice of the time and date under which the School is ordered to begin implementation of the Closure Plan.

9. Emergency Closure

The Commission may order an emergency closure of the school upon a finding that the health, welfare or safety of pupils enrolled is at imminent risk.

EXHIBIT E

Closure Plan

Maine Charter School Commission

CHARTER SCHOOL CLOSURE PLAN

IMMEDIATE ACTIONS

Action Item		Responsible for Completing	Targeted Completion Date	Status
1	Create “Charter School Closure: Frequently Asked Questions” General document from MCSC outlining Authorizing Board’s policies, commitment to quality authorizing through supporting the transition of students and staff to new settings, overview of transition steps, general timelines, checklist for parents transitioning to a new school in the next school year and MCSC contact information.	MCSC Lead	Prior to MCSC’s vote to close the charter school or immediately upon school board’s vote to close the school.	
2	Establish Transition Team and Assign Roles A team dedicated to ensuring the smooth transition of students, staff and close down of the school’s business populated by MCSC staff in conjunction with board members and staff of the closing charter school. Team to include: <ul style="list-style-type: none"> • Lead person from MCSC Staff; • MCSC liaison to charter school; • Charter School Board Chair; • Lead Administrator from the Charter School; • Lead Finance person from the Charter School; • Lead person from the Charter School Faculty; • Lead person from the Charter School Parent Organization. 	MCSC Lead and School Board Chair	Within 24 hours of MCSC or the school board’s vote to close the charter school	
3	Assign Transition Team Action Item Responsibilities Distribute contact information to all transition team members, set calendar for meetings and assign dates for completion of each charter school closure item.	MCSC Lead and School Board Chair	Within 48 hours of vote to close the charter school	
4	Initial Closure Notification Letter: Parents & School Distribute letter to faculty, staff and parents outlining: <ul style="list-style-type: none"> • Closure decision; • Timeline for transition; and • Contact information. 	MCSC Lead and School Board Chair	Within 24 hours of vote to close the charter school	
5	Initial Closure Notification Letter: State & Local Agencies	MCSC Lead and School Board Chair	Within 24 hours of vote to close the charter school	

	<p>Letter to state education agency as well as nearby school districts and town officials of nearby towns to include:</p> <ul style="list-style-type: none"> • Notification materials distributed to parents; • Notification materials distributed to faculty and staff; and • Authorizing board decision materials, resolution to closes school, copy of any termination agreement (if applicable). 			
6	<p>Initial Closure Notification Letter: Commissioner and Legislature (see 20-A 2411(7))</p> <p>Letter to Commissioner and Legislature to include:</p> <ul style="list-style-type: none"> • The action taken; • Reason for the decision to close the charter school; • Authorizing board decision materials, resolution to close school, copy of any termination agreement (if applicable). 	MCSC Lead	Within 24 hours of vote to close the charter school	
7	<p>Talking Points</p> <p>Create talking points for parents, faculty, community and press. Focus on communicating plans for orderly transition of students and staff. Distribute to transition team.</p>	MCSC Lead and School Board Chair	Within 24 hours of vote to close the charter school	
8	<p>Press Release</p> <p>Create and distribute a press release that includes the following:</p> <ul style="list-style-type: none"> • History of school; • Authorizing board closure policies; • Reason(s) for school closure; • Outline of support for students, parents and staff; and • A press point person for MCSC and for the school. 	MCSC Lead and School Board Chair	Within 24 hours of vote to close the charter school	
9	<p>Continue Current Instruction</p> <p>Continue instruction under current program per charter contract until end of school calendar for regular school year.</p>	Charter School Administrator Lead	Continuous after closure vote until end of classes as designated in closure resolution	
10	<p>Terminate Summer Instruction Program</p> <p>Take action to terminate any summer instruction, such as canceling teaching contracts.</p>	Charter School Board Lead and Administrator Chair	Within 48 hours of vote to close the charter school	
11	<p>Secure Student Records</p> <p>Ensure all student records are organized, up to date and maintained in a secure location.</p>	Charter School Administrator Lead	Within 24 hours of vote to close the charter school	

12	Secure Financial Records Ensure all financial records are organized, up to date and maintained in a secure location.	Charter School Financial Lead	Within 24 hours of vote to close the charter school	
13	Parent Contact Information Create Parent Contact List to include: <ul style="list-style-type: none"> • Student name; • Address; • Telephone; and • Email, if possible. Provide a copy of the parent contact information to MCSC.	Charter School Administrator Lead	Within 24 hours of vote to close the charter school	
14	Faculty Contact Information Create Faculty Contact List that includes: <ul style="list-style-type: none"> • name; • Position; • Address; • Telephone; and • Email. Provide a copy of the list to MCSC.	Charter School Faculty Lead	Within 24 hours of vote to close the charter school	
15	Convene Parent Closure Meeting Plan and convene a parent closure meeting. <ul style="list-style-type: none"> • Make copies of “Closure FAQ” document available; • Provide overview of MCSC board closure policy and closure decision; • Provide calendar of important dates; • Provide specific remaining school vacation days and date for end of classes; • Present timeline for transitioning students; • Present timeline for closing down of school operations; and • Provide contact and help line information. 	MCSC Lead, Charter School Administrator and Charter School Parent Organization Leads	Within 72 hours of vote to close the charter school	
16	Convene Faculty/Staff Meeting Board Chair to communicate: <ul style="list-style-type: none"> • Commitment to continuing coherent school operations throughout closure transition; • Plan to assist students and staff by making closing as smooth as possible; • Reason(s) for closure; 	Charter School Board Chair, Charter School Administrator Lead, and Charter School Faculty Lead.	Within 72 hours of vote to close the charter school	

	<ul style="list-style-type: none"> • Timeline for transition details; • Compensation and benefits timeline; and • contact information for ongoing questions. <p>Provide MCSC copies of all materials distributed at the Faculty/Staff Meeting.</p>			
17	<p>Maintenance of Location and Communication</p> <p>Establish if the school will maintain the current facility as its locus of operation for the duration of the closing out the school's business, regulatory and legal obligations. In the event the facility is sold or otherwise vacated before concluding the school's affairs, the school must relocate its business records and remaining assets to a location where a responsive and knowledgeable party is available to assist with closure operations. The school must maintain operational telephone service with voice message capability and maintain custody of business records until all business and transactions are completed and legal obligations are satisfied. The school must immediately inform MCSC if any change in location or contact information occurs.</p>	Charter School Board Chair	Ongoing until closure complete	
18	<p>Insurance</p> <p>The school's assets and any assets in the school that belong to others must be protected against theft, misappropriation and deterioration. The school should:</p> <ul style="list-style-type: none"> • Maintain existing insurance coverage until the disposal of such assets under the school closure action plan; • Continue existing insurance for the facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets; • Negotiate facility endurance with entities that may take possession of school facility (lenders, mortgagors, bond holders, etc.); • Continue or obtain appropriate security services; and • Plan to move assets to secure storage after closure of the school facility. <p>The school should maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the school.</p>	Charter school Board Chair and Charter School Financial Lead	Ongoing until all business related to closure is completed	

NOTIFICATIONS				
Action Item		Responsible for Completing	Targeted Completion Date	Status
19	Parent/Guardian Closure Transition Letter Distribute letter with detailed guidance regarding transition plan. Notification should include, but not be limited to: <ul style="list-style-type: none"> • Date of the last day of regular instruction; • Cancellation of any planned summer school; • Notification of mandatory enrollment under state law; • Date(s) of any planned school choice fairs(s); • Listing of the contact and enrollment information for charter, parochial, public and private schools in the area; • Information on obtaining student records pursuant to the state Freedom of Information Law before the end of classes; and • Contact information for parent/guardian assistance/questions. Provide MCSC with a copy of the letter.	Charter School Board Chair and Charter School Administrator Lead	Within 10 days of vote to close the charter school	
20	Staff/Faculty Closure Transition Letter Outline transition plans and timelines for staff, including but not limited to: <ul style="list-style-type: none"> • Commitment of school's board to transitioning staff; • Commitment to positive transition of children into new educational settings; • Any transition to new employment assistance board anticipates providing (such as job fairs); • Timelines for compensation and benefits • Timelines for outstanding professional development issues; • COBRA information; • Pertinent licensure information; • Faculty lead contact information; and • Transition team member contact information. Provide MCSC with a copy of the letter and any accompanying materials.	Charter School Board Chair	Within 10 days of vote to close the charter school	
21	Agency Notifications	MCSC Lead and Charter School Board Chair	Within 10 days of vote to close the charter school	

	<p>The school must satisfy statutory and regulatory obligations to ensure a smooth transition for students. Agency notifications to include:</p> <ul style="list-style-type: none"> • State charter school oversight department; • School finance; • Grants management; • Federal programs office; • State teacher retirement system; • Non-instructional staff retirement system; • Local school district superintendent(s); • State auditor/comptroller/budget office (depending on revenue flow) • Assessment and testing; • Data reporting (student information); • Child nutrition; and • Transportation. 			
22	<p>Union Notification Pursuant to any Collective Bargaining Agreement</p> <p>If applicable, the school should contact legal counsel and work with them to notify any unions of termination of collective bargaining agreements (CBAs) and the pending cessation of instruction, pursuant to the notice requirements set forth in any existing CBA or notice requirements of applicable federal, state and local law. The school should:</p> <ul style="list-style-type: none"> • consult with legal counsel with respect to notice requirements for terminating the CBA and the legal implications with respect to termination of CBAs and the termination of employees connected to the CBAs; • provide a copy of the latest CBA to MCSC; • provide a copy of the notice to MCSC; and • keep MCSC informed of the implications, penalties and damages in connection with any termination of a CBA and ongoing discussions and negotiations with the union in connection with termination. 	Charter School Board Chair	Within one week of vote to close the charter school	
23	<p>Notification of Employees and Benefit Providers</p> <p>The school should establish an employee termination date and:</p> <ul style="list-style-type: none"> • notify all employees of termination of employment and/or contracts; • notify benefit providers of pending termination of all employees; 	Charter School Board Chair and Charter School Financial Lead	Within 45 days of vote to close the charter school	

	<ul style="list-style-type: none"> • notify employees and providers of termination of all benefit programs; • terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e., COBRA), including: <ul style="list-style-type: none"> ○ health care/health insurance; ○ life insurance; ○ dental plans; ○ eyeglass plans; ○ cafeteria plans; ○ 401(k) retirement plans; and ○ pension plans. <p>Specific rules and regulations may apply to such programs, especially teachers' retirement plans, so legal counsel should be consulted.</p> <p>Provide MCSC copies of all materials.</p>			
24	<p>Notification of Education Service Provider (ESP) and Termination of Contract</p> <p>The school must:</p> <ul style="list-style-type: none"> • notify ESP of termination of education program by the school's board, providing the last day of classes and absence of summer programs; • provide notice of non-renewal in accordance with management contract; • request final invoice and accounting to include accounting of retained school funds and grant fund status; and • provide notice that the ESP should remove any property lent to the school after the end of classes and request a receipt of such property. <p>Provide a copy of this notification to MCSC.</p>	Charter School Board Chair	Within three weeks of vote to close the charter school	
25	<p>Notification of Contractors Agreement</p> <p>The school must formulate a list of all contractors with contracts in effect and:</p> <ul style="list-style-type: none"> • notify them regarding school closure and cessation of operations; 	Charter School Financial Lead	Within three weeks of vote to close the charter school	

	<ul style="list-style-type: none"> • instruct contractors to make arrangements to remove any contractor property from the school by a certain date (copying machines, water coolers, other rented property); • retain records of past contracts as proof of full payment; and • maintain telephone, gas, electric, water and insurance (including Directors and Officers liability insurance) long enough to cover the time period required for all necessary closure procedures to be complete. <p>Provide MCSC written notice of such notification.</p>			
26	<p>Notification to Creditors</p> <p>Solicit from each creditor a final accounting of the school's accrued and unpaid debt. Compare the figures provided with the school's calculation of the debt and reconcile.</p> <p>Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.</p> <p>Provide MCSC a written summary of this activity.</p>	Charter School Financial Lead	Within one month of vote to close the charter school	
27	<p>Notification to Debtors</p> <p>Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p> <p>Provide MCSC a written summary of this activity.</p>	Charter School Financial Lead	Within one month of vote to close the charter school	

RECORDS				
	Action Item	Responsible for Completing	Targeted Completion Date	Status
28	<p>Disposition of Records</p> <p>Follow school's board's records retention policy, or a policy does not exist follow the appropriate policy and/or law.</p> <p>In all cases, the school board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> • loans, bonds, mortgages and other financing; • contracts; • leases; • assets and asset sales; • grants (records relating to federal grants must be kept in accordance with 34 CFR 8042.) • governance (minutes, by-laws, policies); • employees (background checks, personnel files); • accounting/audit, taxes and tax status; • employee benefit programs and benefits; and • any items provided for in the closure action plan. 	Charter School Board Chair	Within two months of the end of classes and ongoing	
29	<p>Final Report Cards and Student Records Notice</p> <p>The school must ensure that:</p> <ul style="list-style-type: none"> • all student records and report cards are complete and up to date; • parents/guardians are provided with copies of final report cards and notice of where student records will be sent (with specific contact information); and 	Charter School Administrative and Faculty Lead	One week after the end of classes	

	<ul style="list-style-type: none"> parents/ guardians receive a reminder letter or post card reminding them of the opportunity to access student records under Freedom of Information law. <p>Provide MCSC with a copy of the notice.</p>			
30	<p>Transfer of Student Records</p> <p>As required by state statute, the school must transfer all student records to students' new schools. If a new school is not identified records will be transferred to the student's resident district. Student records to include:</p> <ul style="list-style-type: none"> grades and any evaluation; all materials associated with Individual Education Plans; immunization records; and parent/guardian information. <p>The school must contact the relevant districts of residence for students and notify districts of how (and when) records—including special education records—will be transferred. In addition, the school must create a master list of all records to be transferred and state their destination(s).</p>	<p>Charter School Administrative Lead, Charter School Faculty Lead and Charter School Parent Organization Lead</p>	<p>Within one month after the end of classes</p>	
31	<p>Documenting Transfer of Records</p> <p>Written documentation of the transfer of records must accompany the transfer of all student materials. The written verification must include:</p> <ul style="list-style-type: none"> the number of general education records transferred; the number of special education records transferred; the date of transfer; the signature and printed name of the charter school representative releasing the records; and the signature and printed name of the district (or other entity) recipient(s) of the records. <p>Provide copies of all materials documenting the transfer of student records to MCSC.</p>	<p>Charter School Board Chair and Charter School Administrative Lead</p>	<p>Within one month of the end of classes</p>	
32	<p>Transfer of Testing Materials</p> <p>The school must determine state requirements regarding disposition of state assessment materials stored at the school and return as required.</p> <p>Provide MCSC with letter outlining transference of testing materials.</p>	<p>Charter School Administrative Lead</p>	<p>One week after the end of classes</p>	

FINANCIAL				
Action Item		Responsible for Completing	Targeted Completion Date	Status
33	U.S. Dept. of Education Filings File Federal form 269 or 269a if the school was receiving funds directly from the United States Department of Education. See 34 CFR 80.41. Charter School Financial Lead One week after the end of classes	Charter School Financial Lead	One week after the end of classes	
34	IRS Status If the school has 501(c)(3) status, it must take steps to maintain that status including, but not limited to, the following: <ul style="list-style-type: none"> notification to IRS regarding any address change of the School Corporation; and filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). If the school corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status, and provide a copy to MCSC.	Charter School Board Chair and Charter School Financial Lead	Date to be determined depending on 501(c)(3) status	
35	UCC Search The school should perform a Uniform Commercial Code (UCC) search to determine if there are any perfected security interests and to what assets security interests are attached. Provide a copy of the search to MCSC.	Financial Lead	Within 30 days of vote to close the charter school	
36	Audit	Charter School Board Chair and Charter School Financial Lead	Within 120 days of the end of classes	

	<p>The school must establish a date by which to complete a final close out audit by an independent firm or state auditor as determined by statute.</p> <p>Provide a copy of the final audit to MCSC.</p>			
37	<p>Vendors</p> <p>The school must:</p> <ul style="list-style-type: none"> • create vendor list; and • notify vendors of closure and cancel or non-renew agreements as appropriate. <p>Provide MCSC with a copy of all documents.</p>	Charter School Financial Lead	Within 45 days of vote to close the charter school	
38	<p>Inventory</p> <p>The school must:</p> <ul style="list-style-type: none"> • create a fixed asset list segregating state and federal dollars; • note source codes for funds and price for each purchase; and • establish fair market value, initial and amortized for all fixed assets. <p>Provide MCSC with a copy of all documents.</p>	Charter School Financial Lead	Within 45 days of vote to close the charter school	
39	<p>Disposition of Property</p> <p>At the time of closure the school must check with the state department of education regarding proper procedures for the disposition of property purchased with federal funds.</p>	MCSC and Charter School Financial Lead	Within 45 days of vote to close the charter school	
40	<p>Disposition of Inventory</p> <p>Establish a disposition plan (e.g., auction), and establish a payment process (e.g., cash, checks, credit cards) for any remaining items.</p> <p>Provide MCSC with a copy of all documents.</p>	Charter School Financial Lead	Within 45 days of vote to close the charter school	
41	<p>Payment of Funds</p> <p>The school should work with MCSC to prioritize payment strategy considering state and local requirements. Using available revenue and any funds from auction proceeds, pay the following entities:</p> <ul style="list-style-type: none"> • retirement systems; • teachers and staff; 	MCSC and Charter School Financial Lead	Plan complete within 45 days of vote to close the charter	

	<ul style="list-style-type: none"> • employment taxes and federal taxes; • audit preparation; • private creditors; • overpayments from state/district; and • other as identified by MCSC. <p>Provide MCSC with a copy of all materials associated with this action.</p>			
42	<p>Expenditure Reporting</p> <p>Ensure that Federal Expenditure Reports (FER) and the Annual Performance Report (APR) are completed.</p> <p>Provide MCSC a copy of all materials.</p>	Charter School Financial Lead	Within 45 days of the end of classes	
43	<p>Itemized Financials</p> <p>Review, prepare and make available:</p> <ul style="list-style-type: none"> • fiscal year-end financial statements; • cash analysis; • list of compiled bank statements for the year; • list of investments; • list of payables (and determinations of when a check used to pay the liability will clear the bank); • list of all unused checks; • list of petty cash; and • list of bank accounts. <p>Additionally, collect and void all unused checks as well as close accounts once transactions have cleared.</p>	Charter School Financial Lead	Within 30 days of the end of classes	
44	<p>Payroll Reports</p> <p>The school must generate a list of all payroll reports including taxes, retirement or adjustments on employee contracts.</p> <p>Provide MCSC with copies of all materials.</p>	Charter School Financial Lead	Within 30 days of the end of classes	
45	<p>List of Creditors and Debtors</p> <p>Formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. The list should include:</p> <ul style="list-style-type: none"> • contractors to whom the school owes payment; • lenders; • mortgage holders; 	Charter School Financial Lead	Within three weeks of vote to close the charter school	

	<ul style="list-style-type: none">• bond holders;• equipment suppliers;• secured and unsecured creditors;• persons or organizations who owe the school fees or credits;• lessees or sub-lessees of the school; and• any person or organization holding property of the school.			
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Certificate Of Completion

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Signatures: 2

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Norm Higgins

normhiggins@me.com

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Signature Adoption: Pre-selected Style

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ID: 261047f6-317d-4c98-a97a-0c012df940e6

In Person Signer Events

Signature

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Editor Delivery Events

Status

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Agent Delivery Events

Status

Timestamp

Intermediary Delivery Events

Status

Timestamp

Certified Delivery Events

Status

Timestamp

Carbon Copy Events

Status

Timestamp

Witness Events

Signature

Timestamp

Notary Events

Signature

Timestamp

Envelope Summary Events

Status

Timestamps

Envelope Sent

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Envelope Summary Events	Status	Timestamps
Certified Delivered	Security Checked	6/18/2025 4:15:07 AM
Signing Complete	Security Checked	6/18/2025 4:15:34 AM
Completed	Security Checked	6/18/2025 4:15:34 AM
Payment Events	Status	Timestamps
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