

MOXIE Public Schools: Category 1.C Enrollment Projections

Section C: Target Student Number Per Grade												
Grade Level	Year 1		Year 2		Year 3		Year 4		Year 5		At Capacity	
	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max
Pre-K												
K												
1												
2												
3												
4												
5												
6	55	60	60	60	120	120	180	180	180	180	180	300
7			60	60	60	60	120	120	180	180	180	300
8					60	60	60	60	120	120	180	300
9	55	60	60	60	120	120	180	180	180	180	180	300
10			60	60	60	60	120	120	180	180	180	300
11					60	60	60	60	120	120	180	300
12							60	60	60	60	180	300
Total	110	120	240	240	480	480	720	720	1,020	1,020	1,260	2,100

MOXIE Public Schools: Category 1.D Current and Prospective Board Member Roster

Section D: Board Members				
Name	Title on Board	Contact Information (Phone and Email)	Mailing Address	Current Employer
Beth Rabbitt*	Founder, Chair	603-547-0942 beth.rabbitt@gmail.com	103 Roaring Brook Rd Portland, ME 04103	The Learning Accelerator
Virgel Hammonds	Treasurer	207-458-9810 vhammonds@aurora-institute.org	14 Tyrawley Rd Farmingdale, ME 04344	Aurora Institute
Jessie Seymour Perkins	Secretary	207-356-1883 jessie.s.perkins@gmail.com	53 Mason St, Bethel, Maine, 04217	Town of Rumford
Dan Sonrouille*	Member	347-401-0433 mrsonrouille@gmail.com	16 Farm House Ln Portland ME 04103	Relay Graduate School of Education

*Current board members with intent to move to operational roles following charter approval.

MOXIE Public Schools: Category 1.E Start-Up Team

Section E: Start-up Team Members				
Name	Title/Position on Start-up Team	Contact Information (Phone and Email)	Mailing Address	Current Employer
N/A <i>(2 Board members* planned to transition if approved, Board is currently functioning as start up team. Please see application for details)</i>				



PUBLIC SCHOOLS



**Ensuring each Maine student develops the skills, connections,
and readiness to collectively flourish in a complex world**

MAINE HAS BIG GOALS

“By 2030, Maine will be an international leader with a vibrant, sustainable, environmentally responsible economy. All across the state, the people of Maine will have access to an unmatched quality of life and good paying jobs.”

- *Maine 2020-2029 Economic Development Plan*

IMAGINE THREE MAINE LEARNERS...

What systems and tools would we need to really ensure they reach their full and unique potential as Maine's future workers, citizens, and community members?

Samuel



is a newly arrived 4th grade Mainer whose family immigrated from Sudan (by way of Chicago). He is multilingual, and his experience as a refugee and moving across multiple U.S. schools has left him with gaps in his learning and uneven content fluency in English. His family has initially arrived in Portland, but know they likely will have to move to another city for work. His teachers wonder how to keep him progressing and connect him to the right supports beyond academics to help him and his family get continuity of support in advance of additional moves.

Maeve



is a 6th grader who feels deeply disengaged from school. She often feels bored in class, and even though her teachers think she is generally “on track,” she feels like she’s not the right kind of “smart.” She’s struggled with reading since the pandemic (her family moved to Maine during it), but hasn’t qualified for additional support. Attending additional tutoring has helped, but she has a lot of anxiety about school. She wishes she could spend more time connecting her learning to her interests, making stronger connections with friends, and getting help in the areas she needs.

Jean

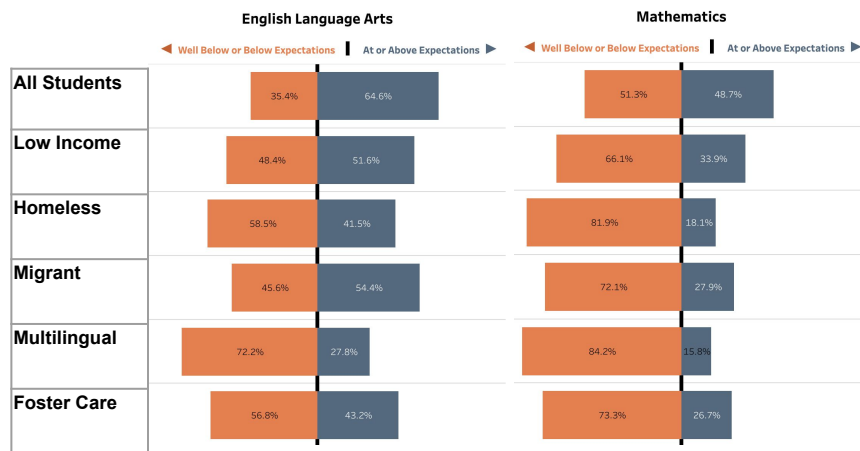


is a 9th grader who has ADHD and is deeply passionate about coding and engineering. Unfortunately, their local school doesn’t have teachers for advanced computer science, and the out-of-school learning Jean’s doing online doesn’t “count” towards their diploma. They wish they could pursue an internship or take coursework elsewhere, but their in-person school schedule isn’t flexible enough to support independent learning. Jean’s frustrations frequently lead to outbursts and critiques. They wonder if school will actually give them what they need in the future to achieve their dreams.

THE CHALLENGE:

Meeting new needs and goals will require Maine's K-12 education systems to improve while also meeting the increasingly complex needs of its youngest learners and families

Academic and wellbeing metrics have been declining, with significant gaps for students furthest from opportunity...



Only half of Maine high school students report feeling like they matter in their community.

The percentages of both middle and high school students reporting that they feel as though they matter to their community has been decreasing over time.

% of students feeling that they matter (Middle School)



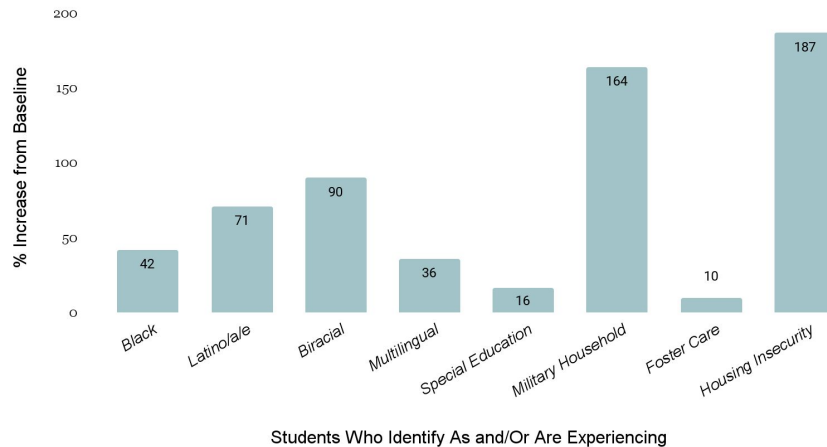
% of students feeling that they matter (High School)



... and students need more dynamic support to address differences in:

- Home language
- Unfinished learning
- Cultural relevance
- Opportunity access
- Geographic mobility
- Social/network connections
- Holistic wellbeing supports

Over Last 10 Years, Increasingly Diverse K-12 Demographics and Complex Needs



THE OPPORTUNITY:

Leveraging charter flexibility to tackle emerging challenges via innovative, evidence-based approaches for Maine kids and K-12 public school systems

High student mobility across traditional boundaries, leading to instability and disconnection



Cross-district and -community enrollment boundaries with networked learning sites to keep kids supported and connected regardless of physical address

Flexing to diversity of language, grade-level readiness and skills, cognitive/social/physical needs



Adopting flexible teaching and infrastructure approaches that can help educators quickly understand, adjust to, and accelerate learning and support for every individual student

Addressing widening feelings of disengagement, including low relevance and belonging



Designing for sustained relationships and self-direction at the core of school through teaming, community engagement, and whole-child development

Preparing kids to enter and thrive in the future community and workforce



Forging deep connections for learning outside of school including partnerships with workforce, higher-ed, and nonprofits, and creating flexibility for authentic and sustained experiences with them

Limited access to experts and experiences based on location, availability, and resources



Strategically networking, deploying, and growing educators across sites in more dynamic ways, allowing staff and other partners to work effectively and sustainably with more students

MOXIE Public Schools

will work with communities and a robust network of partners to comprehensively meet the needs of Maine learners and their families, particularly those who are new to our communities, multilingual, highly mobile, and/or cognitively diverse.

We will create and sustain innovative, learner-centered schools where each K-12 student develops the skills, connections, and readiness to collectively flourish in a complex world.

MOXIE OUTCOMES

MOXIE will create and operate a 6th-12th grade school in central Maine. Operating as one school with connected learning sites and a robust network of support, enrichment, and career/credentialing partners, MOXIE will ensure all community members achieve the following Core Outcomes:

CONNECTION AND UNDERSTANDING.

Deep personal, community, and civic context, history, and networks needed to understand the past and navigate the opportunities and challenges of the present.



CONFIDENCE AND COMPETENCE.

Competencies, credentials, and confidence to think critically, work collaboratively, and thrive in future education and workforce learning (incl. mastery of academic standards and durable skills + equivalent of an associate's degree or equivalent career-related credential).



PURPOSE AND COMMITMENT.

Clarity of personal purpose and the commitment and capability to use that purpose in service of their dreams and a more just and sustainable world.

MOXIE GUIDING PRINCIPLES

In service of these outcomes, MOXIE's academic and operational model will reflect the following Design Principles, which describe the felt experience and ethos the experiences, environments, and systems we create:

DIVERSITY: Every human is different, and our differences make us stronger. We must proactively design for this diversity: by deeply understanding ourselves, our histories, and our identities– individually and in community– and intentionally fostering inclusive spaces that address individual needs and build belonging, we can bring our best selves to solve wicked challenges and thrive.

SUSTAINABILITY: Learning is a long-term, forward-looking process. Education work needs to be done in ways that are sustainable for ourselves, our partners, and our environment. Doing this well requires unwavering commitment and rethinking how we use our resources to do our best work, for the now and future.

RELATIONSHIPS: Relationships are the fuel for human development and learning. By building and maintaining strong, long-term connections within and across our broader community, and working and learning in relation to each other and ideas, we can produce wildly better results.

RELEVANCE: Our time is our most precious resource. We make sure we spend it on the right content and experiences. Our learning is authentic and builds towards meaningful, real-life demonstrations, credentials, connections, and impact. While rooted in the present, it also reflects and is designed to meet the needs of the future.

MOXIE MODEL EXPERIENCES AND PRACTICES

Working from outcomes and principles, MOXIE will create coherent learner experiences through the following supported practices and activities

PRINCIPLES

Diversity – Sustainability– Relationships – Relevance

Deep Personalization	Real-World, Inquiry- Based Learning	Intentional, Connected Support Networks	Whole-Self Development
Individualized Learning Plans Targeted Foundational Support (ELA, Math, Multilingualism) Student-Led Goal Setting and Reflection Mastery-Based Progression	Signature, Grade-Level Experiences (Civics/ History/ Science/ Climate) Authentic Demonstration Projects and Portfolios Beyond-School Wall Learning Internships and Externships “Credits” of Future Value	Looping Advisor (6-12th) Proactive Family Engagement Peer Mentoring Career and Community Advisors Grade-Level Advisory	Integrated Wellbeing Curriculum and Supports Land-Based Experiences and Partner Programs Financial and Future Planning Personal Narrative Exploration and Development

OUTCOMES

Connection and Understanding – Confidence and Competency– Purpose and Commitment

MOXIE STUDENT EXPERIENCE

6TH TO 8TH GRADE

Community: *Who am I in the context of my culture, community, and history?*

Experiences focus on...

- On campus, in developmental age-based cohort
- Deep connection building, interdisciplinary inquiry-based learning with emphasis on building real-world understanding of personal and community context (personal culture, Maine indigenous knowledge and history, democracy and citizenship, physical world)
- Cohort-based service learning
- Learning acceleration for foundational skill development

9TH TO 10TH GRADE

Self: *What am I passionate about and how do I explore it?*

Experiences focus on...

- On campus and hybrid/ cross-campus learning individual passion areas
- Continued interdisciplinary inquiry-based learning projects in cohorts
- Group-based off-site projects with external partners to explore different workforce industries
- Time-bounded offsite internships, credentialing opportunities (e.g. EMT, coding)
- Building skills for greater peer mentorship and tutoring

11TH TO 12TH GRADE

Purpose: *What pathways do I want to take to achieve my purpose?*

Experiences focus on...

- Fully hybrid learning, on-/cross-/off-campus, offline and online
- Personalized schedule, tapping into MOXIE and partner-offered advanced courses, including early college + credential partners
- Transition to paid externships with workforce partners
- Connection to pathway-aligned workforce mentor/sponsor
- Graduation with diploma plus at least one credential and/or AA equivalent

Learning is increasingly networked and hybrid and personally driven as students gain competency and clarity, while being deeply supported by relationships and established physical “home base” campus

MOXIE ORGANIZATION STRUCTURE AND STRATEGIES

A community-connected nonprofit building equitable, future-ready teaching and learning

MOXIE Nonprofit (Maine 501c3)

NETWORKED SUPPORTS.

Strong central services in areas of overall governance, infrastructure, facilities support, curriculum, professional learning, data, operations, and partnerships. Efficiencies, coherence, and coordination to allow site leaders to focus on that which matters most: student and family need and engagement.

STRATEGIC STAFFING.

Eds with credentials, training, and experience serving our unique population (ESL, SPED, etc.) work collaboratively in teams and/or specialized roles, across sites. Development of comp/ role structures that challenge convention, raising pay and creating new professional pathways (incl. residency for new community educators. Environment that fosters excellence, connection, and wellbeing.

EXPLICIT AND PROACTIVE PARTNER EXPERTISE AND CAPACITY.

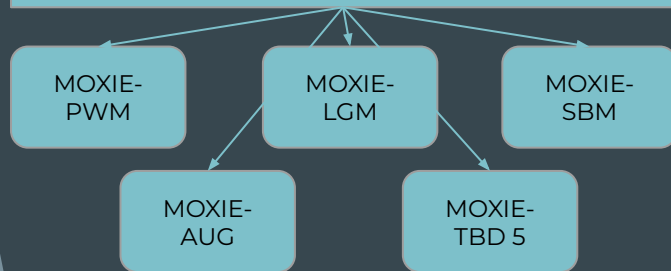
High commitment and capacity for sustained and responsive community engagement plus establishment of deep collaboration/ action with nonprofits and businesses positioned to provide support and opportunities for learners. Connectivity with the broader Maine and U.S. ed sector to share and learn quickly.

INTEGRATED FUTURE OF LEARNING + WORK TECH STRATEGY

Tools (including AI) to allow access to experts, experiences, and courses to ensure every kid is ready for the future they want. Working with national experts, adopt a strong infrastructure for competency-based instruction, dynamic allocation of resources, and anytime-anywhere learning. Across all, Focus on building human skills, literacy, and capability to leverage tech for purpose.

MOXIE-Run Multi-Use Learning Sites

One school made up of a regional network of sites in Central Maine serving cross-boundary/mobile families in partnership with nonprofits and social-mission businesses. Designed and managed for multi-use for K-12 education and other community purposes, including whole-child development supports, including co-location with aligned partners and providers. Local advisory committees.

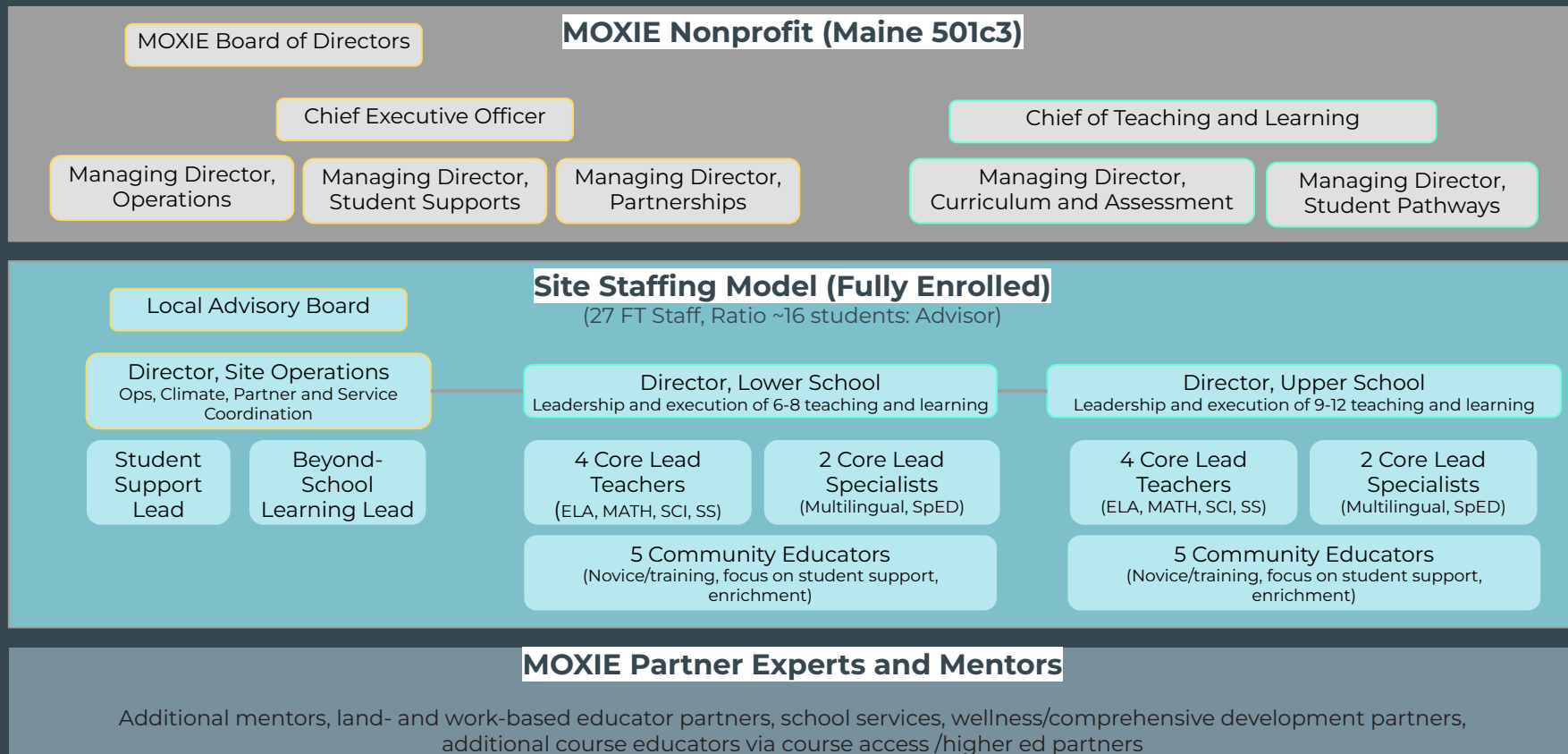


MOXIE Partnership Programs

Over time, acting as a State lab for innovation, developing partnerships with like-minded districts to expand competency-, place-, and work-based opportunities for learners across the State through in-district magnet and pilot schools, increasing impact.

STAFFING MODEL

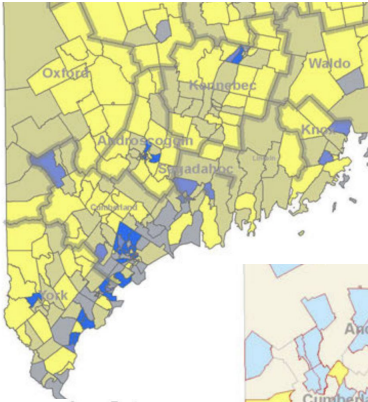
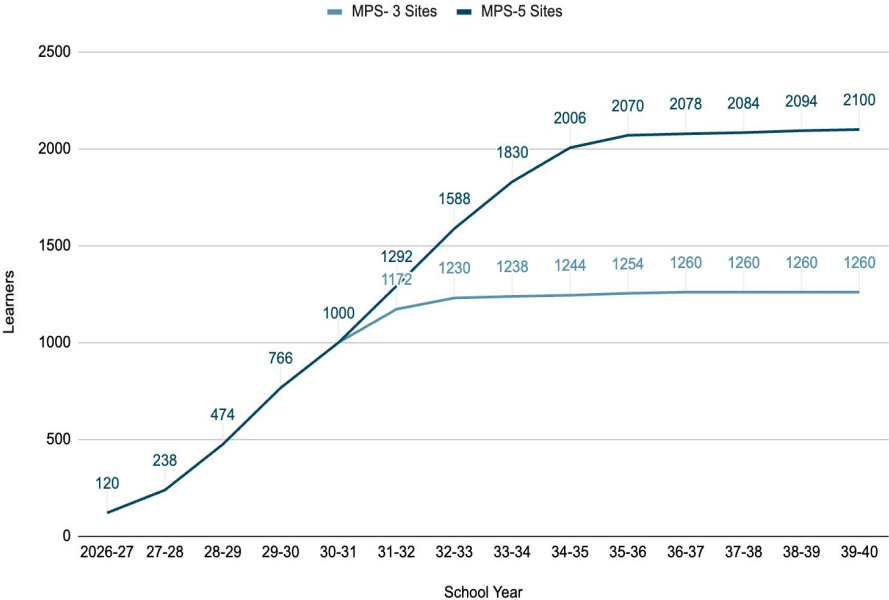
At Scale, school-based teams focused on local management and teaching and learning, with networked support/expertise from central nonprofit. Shared content and support specialists.



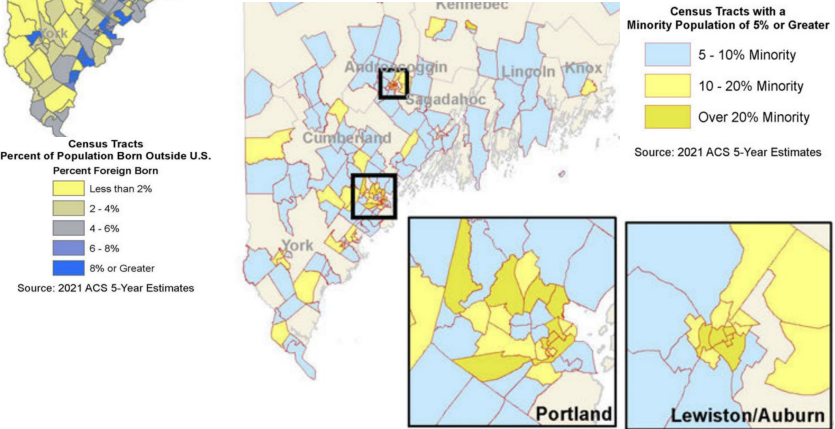
MOXIE ENROLLMENT AND GROWTH

Over the next decade, we will seek to launch 3 to 5 middle/high community sites. These will start enrolling 6th and 9th grade, growing to sites to full enrollment over 4 years. At full organizational scale, we hope to serve ~1,260- 2,100 Maine learners.

Projected Enrollment Growth



Our first 3 sites will target high-need communities in Cumberland and Androscoggin counties (those serving the highest number of new Mainers).



MOXIE FOUNDING BOARD

Mainers with deep K-12, nonprofit, and community expertise + lived experiences as multilingual, cognitively diverse, multilingual, first-gen, rural, and immigrant students, teachers, school leaders, and superintendents, and parents of current learners. We are recruiting additional community leaders to this team.



Dr. Beth Rabbitt, Ed.L.D.

is Chief Executive Officer of The Learning Accelerator (TLA). She is a nationally recognized expert in education innovation. Beth brings over 20 years of experience in the K-12 nonprofit, philanthropic, and private sectors, having worked as a teacher, consultant, researcher, and funder. Beth is a Pahara-Aspen Education Fellow and serves on the board of several education nonprofits, including Catalyst:Ed and GiveThx. She earned a B.A. from Dartmouth College and a doctorate (Ed.L.D.) from Harvard University, where she was an inaugural cohort member in the University's Doctor of Ed Leadership program.



Virgel Hammonds, M.Ed.

is Chief Executive Officer of the Aurora Institute, where he forges partnerships with national policymakers and local learning communities across the country to support communities to redesign systems to become more learner-centered. Virgel was formerly superintendent of the RSU 2 school district in Maine, Chief Learning Officer at KnowledgeWorks, and a high school principal at Lindsay Unified School District in California. Virgel serves on multiple boards, including the Jobs for Maine Graduates Executive Board and Mastery Transcript Consortium Advisory Council. He has bachelor's degree from the University of Mass Lowell and a Master of Education from Fresno Pacific University.



Jessie Seymour Perkins

Jessie is a multigenerational Mainer with deep experience working across business/ nonprofit lines to build stronger cross-sectional partnerships for thriving communities. She previously served as the head of the Bethel Chamber of Commerce, leading efforts to diversify Western Maine's economy and strengthening its role as a hub for outdoor recreation. She is an active member of the Maine Climate Council, and led the Bethel Area Nonprofit Collaborative. Jessie earned a B.A. from Dartmouth College and an IOM certificate from the Institute of Management.

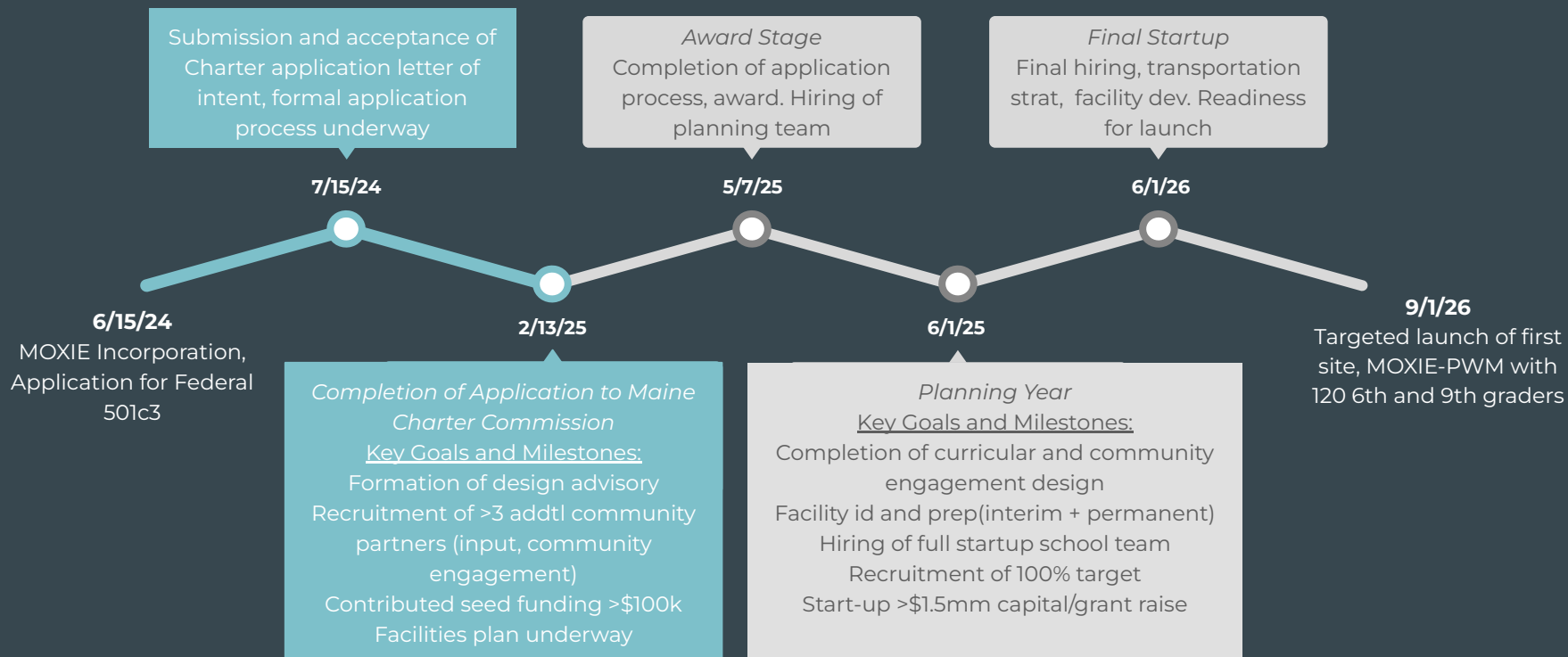


Dan Sonrouille, M. Ed.

brings over ~20 years of experience in education working with K-12 students and schools, supporting schools districts, and working with teachers from across the country as a Professor of Secondary Science, Curriculum Design at Relay Grad School of Ed. He has been the founding member of three high schools where he designed and taught numerous science courses while also serving in a variety of teacher leadership and network-level leadership roles. He holds school building and district curricular certifications in Maine, a B.S. in biology from Central Connecticut State University and a master's degree in secondary education from City College, NY

WHAT'S NEXT?

We are moving from initial concept to start-up. Assuming we successfully obtain charter (application process underway, confirmation May 2025), we will seek to launch our first site in fall 2026. The timeline below shows the critical path and key high-level milestones



WHY “MOXIE?”

MOXIE (Merriam-Webster):

- 1: Energy, Pep
- 2: Courage, Determination
- 3: Know-How

“MAKSI”:

Abenaki: “dark water” or “medicine,” which was and is spoken by the Mi’kmaq, Maliseet, Passamaquoddy and Penobscot people of coastal Maine.

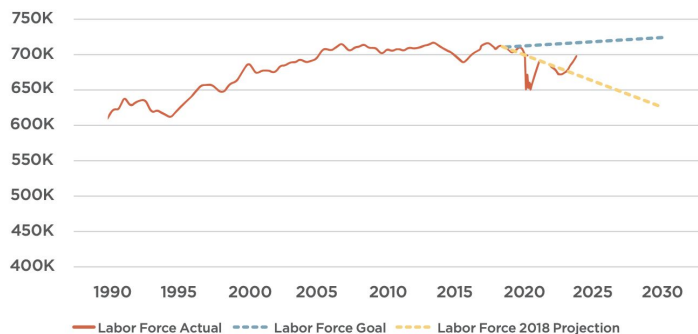
“You don’t get far in this world without moxie.” – Kurt Vonnegut

APPENDICES

The Need: Maine Needs to Respond to Big Changes

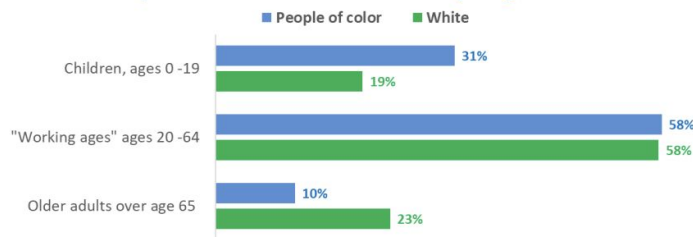
Maine needs a vibrant, robust workforce to meet future goals, which will require creating K-12 learning systems that leverage and respond to an increasingly diverse, mobile student /future worker population.

Maine Needs to Reverse a Projected Labor Force Decline



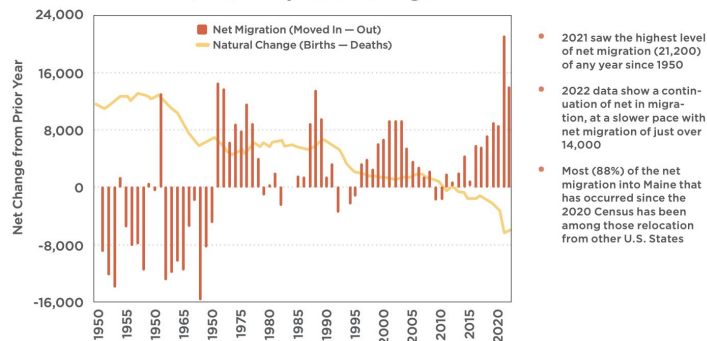
Data source: Maine Center for Workforce Research and Information, Local Area Unemployment Statistics;
Projection source: Maine State Economist

People of color in Maine tend to be younger



Source: US Census American Community Survey 2021 1-yr data: Table B1001A and Table B10100

Source of Population Change



Residential Mobility

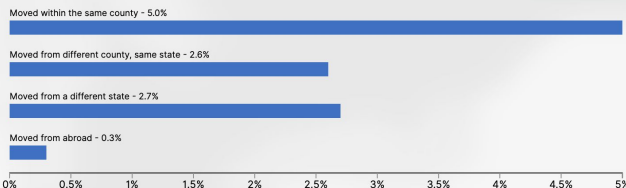
2.7% ± 0.3%
Moved From a Different State in the Last Year in Maine

2.3% ± 0.1%
Moved From a Different State in the Last Year in United States

S0701 | 2023 American Community Survey 1-Year Estimates

Residential Mobility in the Last Year in Maine

Share / Embed

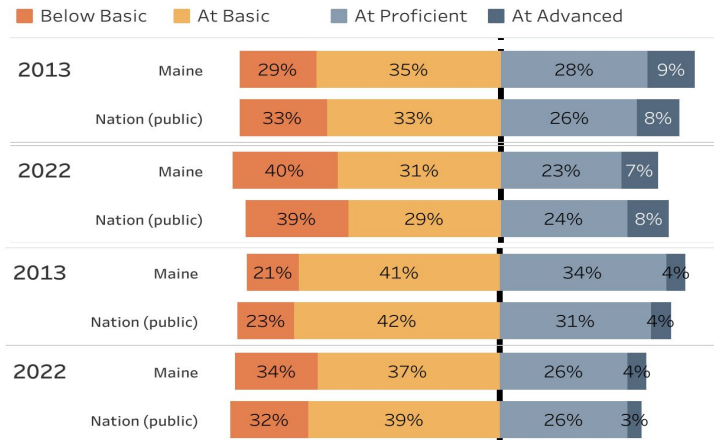


But... Existing Approaches Aren't Improving Outcomes

Despite prior leadership in achievement & innovation, Maine's K-12 schools have declined in academic performance & indicators like wellbeing, engagement, and belonging.

READING

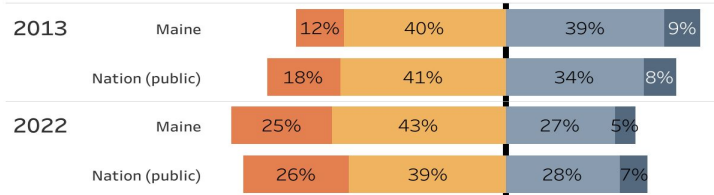
4th
Grade



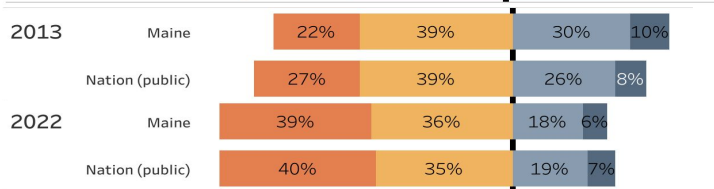
8th
Grade

MATH

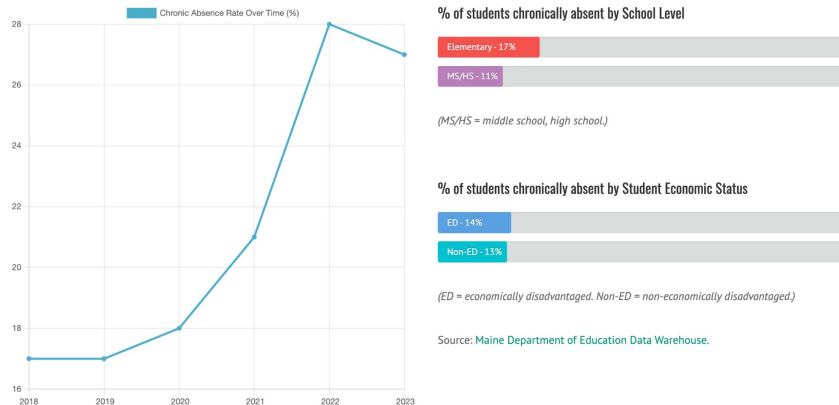
4th
Grade



8th
Grade



Chronic absenteeism is beginning to decline after a rapid rise during the pandemic. Over 1 in 4 students was chronically absent during the 2022-2023 school year.



Only half of Maine high school students report feeling like they matter in their community.

The percentages of both middle and high school students reporting that they feel as though they matter to their community has been decreasing over time.

% of students feeling that they matter (Middle School)



Source: Maine Integrated Youth Health Survey (2023).

% of students feeling that they matter (High School)



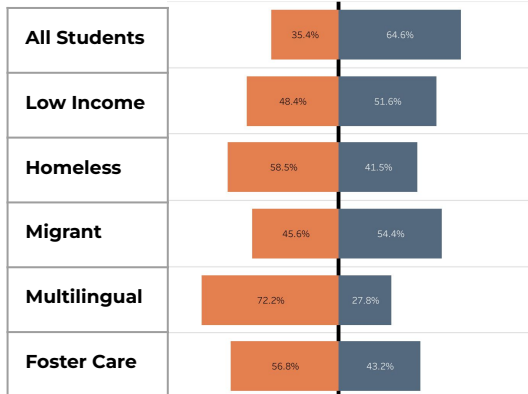
Source: Maine Integrated Youth Health Survey (2023).

Especially for Learners Furthest From Opportunity

Our most diverse learners and families, often those with the highest need, experience gaps in achievement, belonging, and graduation outcomes.

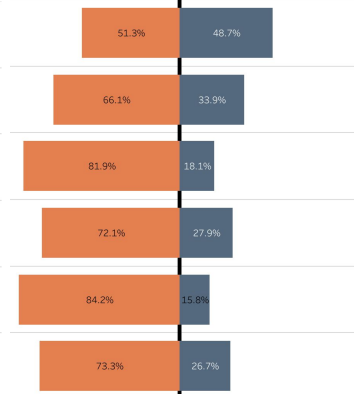
English Language Arts

◀ Well Below or Below Expectations | At or Above Expectations ▶



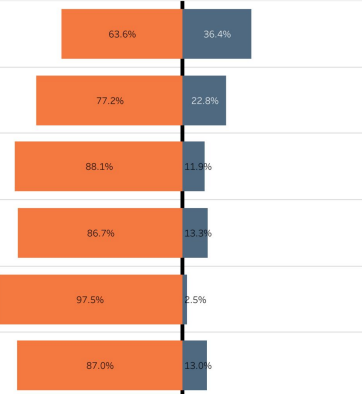
Mathematics

◀ Well Below or Below Expectations | At or Above Expectations ▶

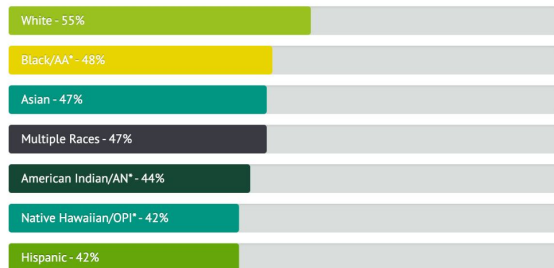


Science

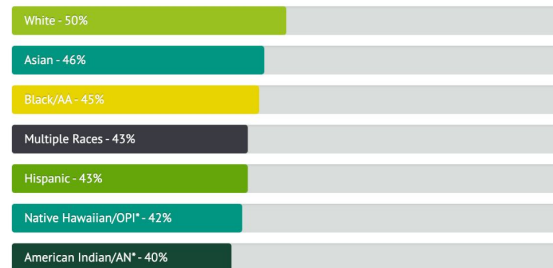
◀ Well Below or Below Expectations | At or Above Expectations ▶



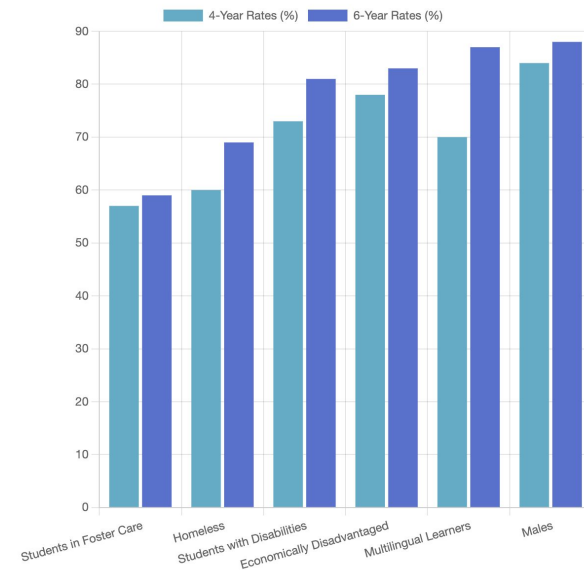
% of students feeling that they matter by Race/Ethnicity (Middle School)



% of students feeling that they matter by Race/Ethnicity (High School)



Graduation rates (4-year and 6-year) vary by student subgroup.



Sample Student Schedule (Lower School)

To enable our learning and strategic staffing model, MOXIE will use a weekly and daily calendar that supports both foundational learning progression and acceleration as well as deeper, interdisciplinary learning at the group and individual levels. As students age, this schedule will begin to emphasize greater time in out-of-school learning, such as internships, place-based projects, and accessing early-college and credentialing opportunities. However, we will utilize the same overall community structure, customizing schedules around it as appropriate for learning plans.

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
8:45-9:15	Community Launch + Advisory	Advisory	Advisory	Advisory	Community Close + Advisory
9:15-11:00	Foundations	Foundations	Foundations	Foundations	Foundations
11:00-11:30	Service/Club Time	Service/Club Time	Service/Club Time	Service/Club Time	Service/Club Time
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-2:00	Learning Experience Explorations Block	Learning Experience Explorations Block	Learning Experience Explorations Block	Learning Experience Explorations Block	Partner Enrichment + Learning
2:00-3:00	Wellness block	Wellness	Partner Enrichment + Learning	Wellness block	(Every 7th Week, Community Demonstrations and Celebration)
3:00-4:00	World Language and Culture			World Language and Culture	

Sample Daily Schedules

The following table offers a sample midweek student and staff day within the larger weekly and annual structures. Exact activities and objectives will depend on individual learning plans and needs.

	<u>Student (Lower School)</u>	<u>Student (Upper School)</u>	<u>Core Lead Teacher</u>	<u>Community Educator</u>
8:45-9:15	Advisory	Advisory	Advisory	Advisory
9:15-11:00	Foundations Targeted, competency-based instruction in reading/ELA and mathematics. Students will be grouped and supported dynamically based on their individual learning plans and progression along and beyond grade-level standards	Foundations Continuing targeted, competency-based instruction in reading/ELA and mathematics, as well as foundational coursework in financial/personal planning. And accessing advanced coursework.	Foundations Core team led group, small group, and individualized teaching of reading/ELA and math aligned to grade-level sequences and learning acceleration needs	Foundations As directed by Core team, supporting independent practice, small group tutoring
11:00-11:30	Service/Club Time	Service/Club Time	Collaborative Planning + Lunch	Service/Club Leadership (Rotating)
11:30-12:15	Lunch	Lunch		Lunch (Rotating Supervisory)
12:15-2:00	Learning Experience Explorations Block Engagement in standards/competency aligned, cross-curricular "signature learning experiences"-- seven-week long, inquiry based learning projects aligned to and interweaving grade-level social studies, science, communications (writing and multimedia), and visual arts, culminating in community-wide mastery demonstration	Learning Experience Explorations Block Engagement in increasingly personalized/student-directed competency aligned, cross-curricular "signature learning experiences"-- seven-week long, inquiry based learning projects aligned to and interweaving grade-level social studies, science, communications (writing and multimedia), and visual arts, culminating in community-wide mastery demonstration	Learning Experience Explorations Block Core team led, seven-week long cross-discipline projects. Leadership of project will rotate in teams of two, with other teachers providing specialized instruction aligned to project goals and learner needs.	Planning + Light Touch Support for Learning Experience Block As directed by Core team, supporting small groups. Half of this time would be devoted to collaborative planning
2:00-4:00	Wellness Block + World Language and Culture Opt into cross-grade, group-level wellness + multilingual development	Partner Wellness Block or CTE Activities Individualized wellness (opt-into sport, fitness program) or self-directed activity aligned to personal plan (college course, internship, etc.)	Student Progress Review and Collaborative Planning and Family Outreach	Wellness Block or Self-Directed Learning Support Leadership of wellness program or check-ins/supervision with upper level students

Sample Student Experience: Samuel pre-MOXIE

1ST to 5th GRADE



In 1st grade, Samuel and his parents, who are college educated and speak arabic in the home, arrive in the US from Sudan. Samuel enrolls in elementary school in Chicago.

In 3rd grade, Samuel's family relocates to Portland. Disruptions to schooling, lack of learning data, and differences across states mean **his teachers struggle to identify what skills he has mastered already**. Because he is multilingual, even though he already knows a lot above grade level, he has trouble accessing math, science, and social studies content in the English-written curriculum. **This makes it hard to engage in class activities and discussions** (most of his day). However, he begins making friends, is connected to a school counselor who is helping him process the big moves his family has made, and joins the schools' soccer club.

In 5th grade, **Samuel's family has to move to a new town– which means he has to change schools again in a new district**. His new teachers assess Samuel's academic progress, identifying he is **now “below grade-level” in reading and math**. Based on policy, they place Samuel into fourth grade and enroll him in after school tutoring. In addition to having trouble connecting with younger peers, **Samuel isn't able to join his local soccer team because it conflicts with tutoring**. His frustration increases, and his teachers refer his parents to testing for a suspected attentional disorder. Samuel is waitlisted for evaluation, and his parents aren't sure how to navigate the complex bureaucracy of special ed.

As Samuel approaches 5th grade (again!), his parents worry about his engagement and readiness for middle school. Tutoring has helped catch him up, but he feels disconnected from peers. Their local community organization shares that a new public school is opening that might be better fit. **Samuel and his parents learn more, and are excited to hear from the school team that they believe they can help him reconnect, offering more individual support during the day (rather than after school). In addition, because the school is designed to support every learner, they can quickly understand whether or not Samuel may need help with his attention issues.**

Sample Student Experience: Samuel @ MOXIE Lower School

6TH TO 8TH GRADE



Samuel officially enrolls as a MOXIE 6th grader.

He is assigned to work with Ms. Cha as his advisor, and Ms. Cha meets with both Samuel and his parents to talk about his goals and interests (with the help of an interpreter to ensure everyone understands each other). **Ms. Cha will be Samuel's advisor for the next 7 years, which sets the stage for building trust and understanding after years of changing school contacts.**

Samuel is relieved on the first day of school that **every student has an individual plan and gets to work one-on-one and in small groups during part of the day.** This helps him feel a lot less self-conscious about getting support. With help from his teachers, he sets goals for mastering standards– in some cases, he's ahead of others and in other areas he has more work to do. **But by working at his own pace and getting support, he feels more successful and optimistic.**

Working closely with him and gathering data together, **Samuel's 6th grade teacher leader, Mr. Smith (who is also certified as a special educator), helps Samuel identify specific strategies to regulate his body during learning time,** which helps his attention a lot. In addition, by accessing materials in both English and his home language, **Samuel is able to participate in his full-grade learning projects,** exploring the history and physical geography of the land the school is on. He's especially interested in Wabanaki traditions and ideas about land ownership. His teachers invite students to compare it with their own understandings and history of place ... which sparks an idea that Samuel uses to explore indigenous history in his home country of Sudan.

By the end of 8th grade, **Samuel feels deeply connected to his community and excited by his progress. His family has to move again– his dad got a new job in a new town. However, Samuel can stay enrolled in his school.** Through connections his family has made through MOXIE community partners and other families, Samuel's family is able to easily get connected to counseling support in their new home town.

Sample Student Experience: Samuel @ MOXIE Upper School

9TH TO 10TH GRADE



In 9th grade, Samuel's cohort starts exploring different Maine industries and careers through month-long projects with partner organizations. Samuel gets to work with the Maine Bicycle Coalition to create a map of person-powered transportation routes to and from his school, interviewing community members about their needs and helping the organization develop a better communication strategy to local residents (mostly new Mainers, like him!).

While Samuel thought some of his other projects were cool– he loved exploring aquaculture– **this experience further ignites Samuel's interest in community access and land use. He talks with Ms. Cha, and together they work with the MOXIE team to plan for a longer term internship in the summer.** This plan connects to a set of learning objectives connected to Samuel's ILP, and he'll get high school credit. Through a partnership with another nonprofit, Samuel will also get paid for his time and earn microbadges towards a Maine Workforce program.

10th grade flies by, and **Samuel is increasingly learning both in and out of school through shared and independent projects**, taking courses at his home campus and online. But his **daily advisory keeps him feeling super connected** to school (along with extracurriculars).

Samuel is still enjoying soccer through a local sports partner). **Samuel is also peer mentoring a 7th grader who also speaks Arabic in his home. Samuel is now on-track for mastering all of his high-school competencies**, but feels really excited to leverage his home language to help a new student.

Through land-based programs and outdoor education programs, he's also become very passionate about increasing student-of-color access to Maine winter sports.

Sample Student Experience: Samuel @ MOXIE Upper School

11TH TO 12TH GRADE



In 11th grade, **Samuel is matched to an external workforce mentor** who works at a Maine conservation organization. Because of the flexibility of the school calendar, **Samuel is able to physically shadow his mentor**, joining a few board meetings and legislative advocacy sessions. Based on all of his learning, he begins to think about pursuing a career in environmental planning and policy.

Working with Ms. Cha and the MOXIE career advising team, **Samuel identifies a set of early college courses at CCMC that could help him begin earning his associate degree and prepare him for a program at post graduation.** This will save him a lot on tuition and help him assess whether or not college is the right course. At the suggestion of his mentor, he also enrolls in an ARC-GIS credentialing program, which helps him land a summer job.

When **Samuel graduates from MOXIE in 12th grade**, he feels so grateful to be connected to a rich community of support, both in his “school” and through all of the connections he’s made to other Mainers. For the final third of his senior year, **Samuel spent 3 days a week in residence at his city’s planning department**, following its director and developing a capstone project focused on increasing open space access for community members. Showcasing his deep mapping, communication, and analysis skills, he presents a plan to the city council (with a MOXIE cheering squad and his parents in attendance).

This earns him his final credits towards his high school diploma... and also lands him another paid internship working for the city.

The next fall, Samuel starts up as a full time B.A. student on scholarship at USM. Equipped with college credit and experience, and a strong network of support, Samuel feels ready for anything.

MOXIE Public Schools: Attachment 1- Documented Outreach

At this time, we have not yet formalized any partnerships, but are in active discussions with a number of entities about the ways in which we can engage in sustained collaboration to support students and families. Entities in Maine we have made contact with include:

- Administrative leaders of Portland Public Schools, who we are meeting with for advising and to seek formalized support.
- Maine Alliance for Public Charter Schools, who is offering advising and we are working with to explore how to better bring federal funding mechanisms to the state, such as the Charter School Program and Charter Facilities Funds (<https://www.mapcs.net/>)
- Jobs for Maine Graduates, who we are seeking to collaborate with given our planned adoption of the JMG workforce competencies and microcredentials (<https://img.org/>)
- Boulos Company, who is providing us with complementary facilities advising and will support search and acquisition (<https://boulos.com/>)
- Great Schools Partnership, who supports other innovative and competency-based learning initiatives across New England and are supportive of our efforts (<https://www.greatschoolspartnership.org/>)
- Maine Association of New Americans, which offers community wellness and peer support programming for new Mainers (<https://www.mana-maine.org/>)
- Portland Empowered, specifically through seeking feedback from Executive Director, Pious Ali, who has expressed interest in advising and supporting community engagement sessions should we secure funding (<https://portlandempowered.org/>)
- New England Arab American Association, who would be positioned to support community engagement and feedback (<https://www.neaao.org/>)
- Maine Community College System, who would be a key partner as we seek to engage MOXIE students in dual enrollment courses (<https://www.mccs.me.edu/>)
- Capital Area New Mainers Project, who are offering guidance on model design and support programs (<https://www.newmainersproject.org/>)
- Volunteers of America for Northern New England, who we have consulted given their work with foster youth and homeless communities in Maine (voanne.org)

We are also in the process of seeking feedback from leaders at the following organizations (have made contact, but are still in process as of application): New Beginnings, Preble Street, Maine Community Foundation, John T. Gorman Foundation, and the Permanent Commission on the Status of Racial, Indigenous & Tribal Populations.

MOXIE Public Schools: Attachment 2- Sample Courses

Please see, below, sample course scope and sequence for one subject in one grade of each division (upper and lower) the school will serve.

Sample 1st Year Middle School Foundations Mathematics Scope & Sequence

Unit 1: Area and Surface Area (3-4 weeks)

- **Key Topics:**
 - Reasoning to find area
 - Calculating areas of parallelograms, triangles, and polygons
 - Understanding surface area
 - Exploring squares and cubes
- **Aligned Maine Learning Outcomes:**
 - 6.G.A.1: Solve real-world and mathematical problems involving area, surface area, and volume.
 - 6.G.A.4: Represent three-dimensional figures using nets and calculate their surface area.

Unit 2: Introducing Ratios (2-3 weeks)

- **Key Topics:**
 - Understanding ratios and equivalent ratios
 - Representing and solving ratio problems
 - Distinguishing between part-part and part-whole ratios
- **Aligned Maine Learning Outcomes:**
 - 6.RP.A.1: Understand the concept of a ratio and use ratio language to describe relationships.
 - 6.RP.A.3: Use ratio and rate reasoning to solve real-world and mathematical problems.

Unit 3: Unit Rates and Percentages (3-4 weeks)

- **Key Topics:**
 - Understanding units of measurement and conversions
 - Calculating unit rates
 - Working with percentages
- **Aligned Maine Learning Outcomes:**
 - 6.RP.A.2: Understand the concept of a unit rate associated with a ratio.
 - 6.RP.A.3: Use ratio and rate reasoning to solve problems, including those involving percentages.

Unit 4: Dividing Fractions (2-3 weeks)

- **Key Topics:**
 - Making sense of division and its meanings
 - Dividing fractions by fractions
 - Applying fraction division in various contexts
- **Aligned Maine Learning Outcomes:**
 - 6.NS.A.1: Interpret and compute quotients of fractions, and solve related word problems.

Unit 5: Arithmetic in Base Ten (2-3 weeks)

- **Key Topics:**
 - Adding, subtracting, multiplying, and dividing decimals
 - Understanding place value and the base ten system
- **Aligned Maine Learning Outcomes:**
 - 6.NS.B.3: Fluently add, subtract, multiply, and divide multi-digit decimals.

Unit 6: Expressions and Equations (4-5 weeks)

- **Key Topics:**
 - Writing and evaluating expressions with variables and exponents
 - Understanding equations in one variable
 - Exploring relationships between quantities
- **Aligned Maine Learning Outcomes:**
 - 6.EE.A.1: Write and evaluate numerical expressions involving whole-number exponents.
 - 6.EE.A.2: Write, read, and evaluate expressions with variables.
 - 6.EE.B.5: Understand solving an equation as a process of reasoning.

Unit 7: Rational Numbers (3-4 weeks)

- **Key Topics:**
 - Working with negative numbers and absolute value
 - Graphing on the coordinate plane
 - Identifying common factors and multiples
- **Aligned Maine Learning Outcomes:**
 - 6.NS.C.5: Understand positive and negative numbers in real-world contexts.
 - 6.NS.C.6: Understand a rational number as a point on the number line.
 - 6.NS.C.7: Understand ordering and absolute value of rational numbers.

Unit 8: Data Sets and Distributions (2-3 weeks)

- **Key Topics:**
 - Understanding data, variability, and statistical questions
 - Creating and interpreting dot plots and histograms
 - Calculating measures of center and variability
- **Aligned Maine Learning Outcomes:**
 - 6.SP.A.1: Recognize a statistical question as one that anticipates variability.
 - 6.SP.B.4: Display numerical data in plots on a number line.
 - 6.SP.B.5: Summarize numerical data sets.

Unit 9: Putting it All Together (2-3 weeks)

- **Key Topics:**
 - Making connections across mathematical concepts
 - Applying knowledge to complex problems
 - Engaging in projects like voting theory
- **Aligned Maine Learning Outcomes:**
 - This unit integrates multiple standards from the year, reinforcing and applying previously learned concepts.

Sample 1st Year High School (9th Grade) English Language Arts Foundations Scope & Sequence

Unit 1: Coming of Age (6–7 weeks)

- **Key Topics:**
 - Exploration of the "coming of age" theme
 - Analysis of narrative voice and perspective
 - Development of personal narratives
- **Primary Texts:**
 - "*Marigolds*" by Eugenia Collier
 - Excerpt from *Always Running* by Luis J. Rodriguez
 - Poem: "'Race' Politics" by Luis J. Rodriguez
- **Aligned Maine Learning Outcomes:**
 - **Reading:** Analyze how complex characters develop over the course of a text (CCSS.ELA-LITERACY.RL.9-10.3).
 - **Writing:** Write narratives to develop real or imagined experiences or events (CCSS.ELA-LITERACY.W.9-10.3).
 - **Speaking & Listening:** Initiate and participate effectively in collaborative discussions (CCSS.ELA-LITERACY.SL.9-10.1).

Unit 2: Defining Style (5–6 weeks)

- **Key Topics:**
 - Examination of authors' stylistic choices
 - Understanding diction, syntax, and tone
 - Crafting original short stories
- **Primary Texts:**
 - "*The Cask of Amontillado*" by Edgar Allan Poe
 - "*The Gift of the Magi*" by O. Henry
- **Aligned Maine Learning Outcomes:**
 - **Reading:** Analyze how an author's choices concerning how to structure a text create effects (CCSS.ELA-LITERACY.RL.9-10.5).
 - **Writing:** Use narrative techniques to develop experiences or events (CCSS.ELA-LITERACY.W.9-10.3.B).
 - **Language:** Apply knowledge of language to understand how language functions in different contexts (CCSS.ELA-LITERACY.L.9-10.3).

Unit 3: Understanding Rhetoric (6–7 weeks)

- **Key Topics:**
 - Study of rhetorical appeals: ethos, pathos, logos
 - Analysis of persuasive speeches and essays
 - Writing argumentative essays
- **Primary Texts:**
 - "*I Have a Dream*" by Martin Luther King Jr.
 - "*Glory and Hope*" by Nelson Mandela
- **Aligned Maine Learning Outcomes:**
 - **Reading:** Determine an author's point of view or purpose in a text and analyze how rhetoric is used (CCSS.ELA-LITERACY.RI.9-10.6).
 - **Writing:** Write arguments to support claims with valid reasoning and evidence (CCSS.ELA-LITERACY.W.9-10.1).

- **Speaking & Listening:** Evaluate a speaker’s point of view, reasoning, and use of evidence (CCSS.ELA-LITERACY.SL.9-10.3).

Unit 4: Analyzing Drama (7–8 weeks)

- **Key Topics:**
 - Study of dramatic structure and elements
 - Character analysis and development
 - Performance and interpretation of scenes
- **Primary Texts:**
 - *Romeo and Juliet* by William Shakespeare
- **Aligned Maine Learning Outcomes:**
 - **Reading:** Analyze how complex characters develop and interact over the course of a text (CCSS.ELA-LITERACY.RL.9-10.3).
 - **Writing:** Write informative texts to examine and convey complex ideas (CCSS.ELA-LITERACY.W.9-10.2).
 - **Language:** Demonstrate command of the conventions of standard English grammar and usage (CCSS.ELA-LITERACY.L.9-10.1).

Unit 5: Reflecting on Society (5–6 weeks)

- **Key Topics:**
 - Exploration of societal issues through literature
 - Comparative analysis of texts
 - Research and presentation on social topics
- **Primary Texts:**
 - Excerpts from *To Kill a Mockingbird* by Harper Lee
 - Poems by various authors addressing social themes
- **Aligned Maine Learning Outcomes:**
 - **Reading:** Analyze how an author draws on and transforms source material in a specific work (CCSS.ELA-LITERACY.RL.9-10.9).
 - **Writing:** Conduct short research projects to answer a question (CCSS.ELA-LITERACY.W.9-10.7).
 - **Speaking & Listening:** Present information clearly, concisely, and logically (CCSS.ELA-LITERACY.SL.9-10.4).

MOXIE Public Schools: Attachment 3- Learning Experience Curriculum Design Timeline

Signature Learning Experiences Curriculum Development Timeline: Charter Approval to Opening

Phase 1: Framework Design (6-8 weeks)

- Objectives
 - Identify curriculum goals aligned with Maine Learning Results, Next Generation Science Standards (NGSS), and the school's competency-based approach.
 - Host empathy interviews with students and families to understand their cultural, historical, and social contexts.
 - Collaborate with stakeholders, including educators, families, field experts and community members to identify important local phenomena, issues, and challenges and their global connections including, but not limited to, anchor phenomenon, problems to explore, and key learning experiences.
- Responsible Parties:
 - Director of Upper and Lower School (Coordination)
 - Founding Teachers (Advisory and Subject Experts)
 - Community Design Team (Input on local relevance, global connections, and alignment to important developments in related fields of study)
- Outputs:
 - Curriculum development framework (e.g., Institute for Humane Education's Solutionary Framework)
 - A refined initial resource list (e.g., OpenSciEd, Maine Wabanaki Studies Curriculum, Facing History and Ourselves, The Zinn Project, and Code.org).
 - Equity audit

Phase 2: Curriculum Mapping (4-6 weeks)

- Objectives:
 - Vertical alignment:
 - Ensure skills and knowledge build progressively across grades 6–12 while also considering alignment to MOXIE's core learning competencies, building foundational skills in lower grades and deepening content mastery in higher grades.
 - Horizontal alignment:
 - Identify interdisciplinary content connections through signature learning experiences and other core subjects
 - Example: In MS, using IHE's Solutionary Framework, students identify current local environmental issues in their community. Then they explore relationships between Wabanaki Peoples and nature while learning about ecosystems from a scientific perspective. Bringing this knowledge of science and indigenous wisdom together, they propose and enact sustainable solutions through a competency aligned capstone project.
- Responsible Parties:
 - Director of Upper and Lower School (Coordination).
 - Lead content teachers (Content Expertise)
 - Community Design Team (Input on local relevance and global connections)
 - Lead MLL and SPED specialists (Accessibility).

- Outputs:
 - Progressive curriculum maps.
 - Competency and skill benchmarks for each grade.
 - Equity audit

Phase 3: Resource Refinement and Pilot Development (6-8 weeks)

- Objectives
 - Identify gaps or areas for expansion in current curriculum resources.
 - Ensure at least 2 signature learning experiences are built using IHE's Solutionary Framework
 - Develop pilot lesson sequences for signature learning experiences in Explorations and Wellness & Culture.
 - Incorporate input from diverse constituents and stakeholders
- Responsible Parties:
 - Director of Upper and Lower School (Coordination and Management)
 - Teachers and curriculum designers
- Outputs:
 - Annotated list of selected resources.
 - Unit plans for signature learning experiences
 - Common assessments
 - Lesson plans and aligned resources for first unit of each course

Phase 4: Professional Development and Finalization (4-6 weeks)

- Key Considerations:
 - Professional development for teachers and community educators in using curriculum resources and adapting lessons to meet competency-based learning and culturally responsive standards.
- Responsible Parties:
 - Director of Upper and Lower School
 - Founding Teachers
 - Community Educators
- Outputs:
 - Pacing guides.
 - Teacher training materials.
 - Lesson plans

MOXIE Public Schools: Attachment 4- Exit Standards

MOXIE Public Schools maps our competency-based curriculum against grade-based standards covered through Foundations and Signature Learning Experiences. Upper school students will need to engage in the following academic years' equivalent of coursework:

- A. English--4 years or the equivalent in standards achievement (e.g. mastery of all standards over the equivalent of four years of coursework);
- B. Social studies and history, including American history, government, civics and personal finance--2 years or the equivalent in standards achievement (e.g. mastery of all standards over the equivalent of two years of coursework);
- C. Mathematics--2 years or the equivalent in standards achievement, , including mastery of 9-diploma related standards within each grade-based year (e.g. mastery of all standards over the equivalent of two years of coursework);
- D. Science, including at least one year of laboratory study--2 years or the equivalent in standards achievement (e.g. mastery of all standards over the equivalent of two years of coursework); and
- E. Fine arts, which may include art, music, forensics, or drama--one year or the equivalent in standards achievement (e.g. mastery of all standards over the equivalent of one year of coursework).

In practice, students will have multiple opportunities to demonstrate mastery over the course of their time at MOXIE.

In addition, graduates will need to:

- Demonstrate through a portfolio approach their proficiency on Jobs for Maine Graduates (JMG) workforce competencies (<https://jmg.org/microcredentials>),
- have earned at least their Associate's degree (A.A.) or an equivalent career-related credential offered by a vetted partnership organization,
- exit with an articulated post-secondary success plan, approved by their advisor.

MOXIE Public Schools: Attachment 5- Calendar and Schedule

School Calendar: Year

	Mon	Tuesday	Wednesday	Thursday	Friday
September		1	2	3- First Day	4
(19 days)	7	8	9	10	11
	15- Start LE 1	16	17	18	19
	21	22	23	24	25
	28	29	30	1	2
October	5	6	7	8	9
(21 days)	12	13	14	15	16
	19	20	21	22	23
	26	26	26	26	26
November	2- Start LE 2	3	4	5	6
(17 days)	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	1	2	3	4
December	7	8	9	10	11
(17 days)	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	1
January	Start LE 3- 4	5	6	7	8
(19 days)	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

	Federal Holiday (9 days)
	School Vacation (no staff or students, 14 days)
	Not in Session- Staff Attending
	School Closed
	Beginning of Signature Learning Experience Cycle
	Through-Year State assessment dates

Total Days: 180

Total Instructional Days: 180

Total Instructional Hours: 936

Average Daily Instructional Hours: 5.2

February (15 days)	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	Start LE 4- 22	23	24	25	26
March (23 days)	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31	1	2
April (17 days)	5	6	7	8	9
	12	13	14	15	16
	Start LE 5- 19	20	21	22	23
	26	27	28	29	30
May (20 days)	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31	Start LE 6- 1	2	3	4
June (13 days)	7	8	9	10	11
	14	15	16	17- Last Day	18
	21	22	23	24	25
	28	29	30	31	

Sample Daily Schedules

The following table offers a sample midweek student and staff day within the larger weekly and annual structures. Exact activities and objectives will depend on individual learning plans and needs.

	<u>Student (Lower School)</u>	<u>Student (Upper School)</u>	<u>Core Lead Teacher</u>	<u>Community Educator</u>
8:45-9:15	Advisory: Group curriculum +Personal plan/goal setting	Advisory: Group curriculum +Personal plan/goal setting	Advisory: Group curriculum +Personal plan/goal setting	Advisory: Group curriculum +Personal plan/goal setting
9:15-11:00	Foundations: Targeted, competency-based instruction in reading/ELA and mathematics. Students will be grouped and supported dynamically based on their individual learning plans and progression along and beyond grade-level standards	Foundations: Continuing targeted, competency-based instruction in reading/ELA and mathematics, as well as foundational coursework in financial/personal planning. And accessing advanced coursework.	Foundations: Core team led group, small group, and individualized teaching of reading/ELA and math aligned to grade-level sequences and learning acceleration needs	Foundations: As directed by Core team, supporting independent practice, small group tutoring
11:00-11:30	Service/Club Time	Service/Club Time	Collaborative Planning + Lunch	Service/Club Leadership (Rotating)
11:30-12:15	Lunch: Lunch + extended time for individual work, peer check-in, movement	Lunch: Lunch + extended time for individual work, peer check-in, movement		Lunch (Rotating Supervisory)
12:15-2:00	Learning Experience Explorations Block: Engagement in standards/competency aligned, cross-curricular "signature learning experiences"-- seven-week long, inquiry based learning projects aligned to and interweaving grade-level social studies, science, communications (writing and multimedia), and visual arts, culminating in community-wide mastery demonstration	Learning Experience Explorations Block: Engagement in increasingly personalized/student-directed competency aligned, cross-curricular "signature learning experiences"-- seven-week long, inquiry based learning projects aligned to and interweaving grade-level social studies, science, communications (writing and multimedia), and visual arts, culminating in community-wide mastery demonstration	Learning Experience Explorations Block: Core team led, seven-week long cross-discipline projects. Leadership of project will rotate in teams of two, with other teachers providing specialized instruction aligned to project goals and learner needs.	Planning + Light Touch Support for Learning Experience Block: As directed by Core team, supporting small groups. Half of this time would be devoted to collaborative planning
2:00-4:00	Wellness Block + World Language and Culture: Opt into cross-grade, group-level wellness ("phys ed") + multilingual development	Partner Wellness Block or CTE Activities: Individualized wellness (opt-int sport, fitness program) or personal plan-aligned self-directed activity (course, internship, etc.)	Student Progress Review and Collaborative Planning and Family Outreach	Wellness Block or Self-Directed Learning Support: Leadership of wellness program or check-ins/ supervision with upper level students

Weekly Schedule

To enable our learning and strategic staffing model, MOXIE will use a weekly and daily calendar that supports both foundational learning progression and acceleration as well as deeper, interdisciplinary learning at the group and individual levels. As students age, this schedule will begin to emphasize greater time in out-of-school learning, such as internships, place-based projects, and accessing early-college and credentialing opportunities. However, we will utilize the same overall community structure, customizing schedules around it as appropriate for learning plans.

On Mondays, Tuesdays, and Wednesdays, students will spend six hours in instructional time. On Wednesdays and Fridays, students will spend four hours in instructional time due to a shortened instructional day designed to support teacher planning and professional learning.

Sample Weekly Schedule: Lower School (Grades 6-8)

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
8:45-9:15	Community Launch + Advisory	Advisory	Advisory	Advisory	Community Close + Advisory
9:15-11:00	Foundations	Foundations	Foundations	Foundations	Foundations
11:00-11:30	Service/Club Time	Service/Club Time	Service/Club Time	Service/Club Time	Service/Club Time
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-2:00	Learning Experience Explorations Block	Learning Experience Explorations Block	Learning Experience Explorations Block	Learning Experience Explorations Block	Partner Enrichment + Learning (Every 7th Week, Community Demonstrations and Celebration)
2:00-3:00	Wellness block	Wellness	Partner Enrichment + Learning	Wellness block	
3:00-4:00	World Language and Culture			World Language and Culture	

Sample Weekly Schedule: Upper School (Grades 9-12)

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
8:45-9:15	Community Launch + Advisory	Advisory	Advisory	Advisory	Community Close + Advisory
9:15-11:00	Foundations + Advanced Coursework	Foundations + Advanced Coursework	Foundations + Advanced Coursework	Foundations + Advanced Coursework	Foundations + Advanced Coursework
11:00-11:30	Service/Club Time	Service/Club Time	Service/Club Time	Service/Club Time	Service/Club Time
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-2:00	Learning Experience Explorations Block	Learning Experience Explorations Block	Learning Experience Explorations Block	Learning Experience Explorations Block	Internships and/or Partner Enrichment + Learning (Every 7th Week, Community Demonstrations and Celebration)
2:00-3:00	Wellness block	Partner Enrichment + Learning	Partner Enrichment + Learning	Wellness block	
3:00-4:00	World Language and Culture			World Language and Culture	

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Total Instructional Hours: 936

Average Daily Instructional Hours: 5.2

February (15 days)	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	Start LE 4- 22	23	24	25	26
March (23 days)	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31	1	2
April (17 days)	5	6	7	8	9
	12	13	14	15	16
	Start LE 5- 19	20	21	22	23
	26	27	28	29	30
May (20 days)	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31	Start LE 6- 1	2	3	4
June (13 days)	7	8	9	10	11
	14	15	16	17- Last Day	18
	21	22	23	24	25
	28	29	30	31	

Sample Daily Schedules

The following table offers a sample midweek student and staff day within the larger weekly and annual structures. Exact activities and objectives will depend on individual learning plans and needs.

	<u>Student (Lower School)</u>	<u>Student (Upper School)</u>	<u>Core Lead Teacher</u>	<u>Community Educator</u>
8:45-9:15	Advisory: Group curriculum +Personal plan/goal setting	Advisory: Group curriculum +Personal plan/goal setting	Advisory: Group curriculum +Personal plan/goal setting	Advisory: Group curriculum +Personal plan/goal setting
9:15-11:00	Foundations: Targeted, competency-based instruction in reading/ELA and mathematics. Students will be grouped and supported dynamically based on their individual learning plans and progression along and beyond grade-level standards	Foundations: Continuing targeted, competency-based instruction in reading/ELA and mathematics, as well as foundational coursework in financial/personal planning. And accessing advanced coursework.	Foundations: Core team led group, small group, and individualized teaching of reading/ELA and math aligned to grade-level sequences and learning acceleration needs	Foundations: As directed by Core team, supporting independent practice, small group tutoring
11:00-11:30	Service/Club Time	Service/Club Time	Collaborative Planning + Lunch	Service/Club Leadership (Rotating)
11:30-12:15	Lunch: Lunch + extended time for individual work, peer check-in, movement	Lunch: Lunch + extended time for individual work, peer check-in, movement		Lunch (Rotating Supervisory)
12:15-2:00	Learning Experience Explorations Block: Engagement in standards/competency aligned, cross-curricular "signature learning experiences"-- seven-week long, inquiry based learning projects aligned to and interweaving grade-level social studies, science, communications (writing and multimedia), and visual arts, culminating in community-wide mastery demonstration	Learning Experience Explorations Block: Engagement in increasingly personalized/student-directed competency aligned, cross-curricular "signature learning experiences"-- seven-week long, inquiry based learning projects aligned to and interweaving grade-level social studies, science, communications (writing and multimedia), and visual arts, culminating in community-wide mastery demonstration	Learning Experience Explorations Block: Core team led, seven-week long cross-discipline projects. Leadership of project will rotate in teams of two, with other teachers providing specialized instruction aligned to project goals and learner needs.	Planning + Light Touch Support for Learning Experience Block: As directed by Core team, supporting small groups. Half of this time would be devoted to collaborative planning
2:00-4:00	Wellness Block + World Language and Culture: Opt into cross-grade, group-level wellness ("phys ed") + multilingual development	Partner Wellness Block or CTE Activities: Individualized wellness (opt-int sport, fitness program) or personal plan-aligned self-directed activity (course, internship, etc.)	Student Progress Review and Collaborative Planning and Family Outreach	Wellness Block or Self-Directed Learning Support: Leadership of wellness program or check-ins/ supervision with upper level students

Weekly Schedule

To enable our learning and strategic staffing model, MOXIE will use a weekly and daily calendar that supports both foundational learning progression and acceleration as well as deeper, interdisciplinary learning at the group and individual levels. As students age, this schedule will begin to emphasize greater time in out-of-school learning, such as internships, place-based projects, and accessing early-college and credentialing opportunities. However, we will utilize the same overall community structure, customizing schedules around it as appropriate for learning plans.

On Mondays, Tuesdays, and Wednesdays, students will spend six hours in instructional time. On Wednesdays and Fridays, students will spend four hours in instructional time due to a shortened instructional day designed to support teacher planning and professional learning.

Sample Weekly Schedule: Lower School (Grades 6-8)

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
8:45-9:15	Community Launch + Advisory	Advisory	Advisory	Advisory	Community Close + Advisory
9:15-11:00	Foundations	Foundations	Foundations	Foundations	Foundations
11:00-11:30	Service/Club Time	Service/Club Time	Service/Club Time	Service/Club Time	Service/Club Time
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-2:00	Learning Experience Explorations Block	Learning Experience Explorations Block	Learning Experience Explorations Block	Learning Experience Explorations Block	Partner Enrichment + Learning (Every 7th Week, Community Demonstrations and Celebration)
2:00-3:00	Wellness block	Wellness	Partner Enrichment + Learning	Wellness block	
3:00-4:00	World Language and Culture			World Language and Culture	

Sample Weekly Schedule: Upper School (Grades 9-12)

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
8:45-9:15	Community Launch + Advisory	Advisory	Advisory	Advisory	Community Close + Advisory
9:15-11:00	Foundations + Advanced Coursework	Foundations + Advanced Coursework	Foundations + Advanced Coursework	Foundations + Advanced Coursework	Foundations + Advanced Coursework
11:00-11:30	Service/Club Time	Service/Club Time	Service/Club Time	Service/Club Time	Service/Club Time
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-2:00	Learning Experience Explorations Block	Learning Experience Explorations Block	Learning Experience Explorations Block	Learning Experience Explorations Block	Internships and/or Partner Enrichment + Learning (Every 7th Week, Community Demonstrations and Celebration)
2:00-3:00	Wellness block	Partner Enrichment + Learning	Partner Enrichment + Learning	Wellness block	
3:00-4:00	World Language and Culture			World Language and Culture	

MOXIE Public Schools: Attachment 6- Discipline Policy

MOXIE Public Schools is committed to a restorative practices approach to discipline, creating a safe, inclusive, and student-centered learning environment. Our discipline philosophy aligns with our culturally responsive, competency-based model, ensuring that students remain engaged in learning while being held accountable in a fair, equitable, and supportive manner. MOXIE's discipline policy complies with all applicable Maine state laws (20-A M.R.S.A. §1001) and Commission policies and is grounded in research on restorative justice, trauma-informed care, and positive behavior supports.

a. Equitable & Fair Practices to Promote Good Discipline

MOXIE will use a tiered system of interventions to promote positive behavior and reduce punitive discipline practices:

- Restorative Circles & Mediation – Students resolve conflicts through facilitated conversations, rebuilding relationships instead of relying on exclusionary discipline.
- Positive Behavior Incentives – Reinforcement strategies, including recognition programs, advisory-based goal setting, and student leadership opportunities, will promote a culture of respect and accountability.
- Trauma-Informed & Culturally Responsive Practices – Staff will receive ongoing training in implicit bias, de-escalation techniques, and responding to behavioral challenges in a way that considers students' lived experiences.
- In-School Reflection & Support – Instead of immediate suspension, students will engage in structured reflection, counseling, and academic support when addressing behavioral concerns.

b. Offenses Leading to Suspension or Expulsion

MOXIE will minimize the use of suspension and expulsion, recognizing the long-term negative effects on student outcomes. However, certain offenses may necessitate removal from the learning environment.

Non-Discretionary (Mandatory) Expulsion:

- Possession of a firearm, dangerous weapon, or explosive device on school property.
- Committing violent assault or sexual misconduct that endangers others.
- Drug distribution on school premises.

Discretionary (Case-by-Case) Suspension or Expulsion:

- Serious physical aggression or repeated bullying after multiple interventions.
- Possession or use of controlled substances with intent to distribute.
- Chronic, severe disruptions after unsuccessful intervention strategies.

All disciplinary actions will be reviewed by school leadership to ensure proportionality and alignment with restorative principles.

c. Rights of Students with Disabilities in Disciplinary Actions

MOXIE will ensure that all disciplinary decisions comply with IDEA, Section 504, and state regulations, including:

- Manifestation Determination Reviews (MDRs) – If a student with an IEP or 504 Plan faces removal for more than 10 days, the school will determine whether the behavior is linked to their disability.

- Functional Behavior Assessments (FBAs) & Behavior Intervention Plans (BIPs) – For students needing additional support, MOXIE will provide individualized behavior plans rather than exclusionary measures.
- Continued Educational Services – Students with disabilities will not be denied educational access, even during suspensions or removals beyond 10 days.

d. Addressing Disproportionate Discipline Practices

MOXIE recognizes the historical over-disciplining of students based on race, gender, and disability status and will implement:

- Equity-Based Data Monitoring – Regular review of discipline data to identify and address disparities.
- Staff Training on Implicit Bias & Equity – Ensuring culturally responsive responses to student behavior.
- Family & Student Advocacy Mechanisms – Opportunities for students and families to appeal or discuss disciplinary decisions.

e. Due Process & Appeals for Suspensions & Expulsions

MOXIE ensures all students receive due process in disciplinary matters:

1. Short-Term Suspension (10 Days or Less):
 - Student and parent receive written notice explaining the reason for the suspension.
 - Student is given the opportunity to explain their actions before suspension is enacted.
2. Long-Term Suspension (More than 10 Days) or Expulsion:
 - Student receives formal written notice of charges, evidence, and potential consequences.
 - A disciplinary hearing is held before a neutral panel, allowing the student and family to present evidence and witnesses.
 - Families may appeal expulsions to the MOXIE Governing Board for review.
3. Educational Access for Long-Term Suspensions & Expulsions:
 - MOXIE will ensure continued education through online coursework, tutoring, or alternative learning settings.

f. Informing Students & Families of the Discipline Policy

MOXIE will communicate its discipline policy through:

- Student & Family Handbooks – Available in multiple languages, outlining discipline procedures, rights, and supports.
- Orientation & Advisory Programs – Students will engage in restorative practice training and community-building exercises from the start of the school year.
- Annual Parent & Student Training – MOXIE will host family engagement nights to discuss discipline policies and equity in school climate.

MOXIE's restorative, student-centered discipline model ensures a fair, transparent, and culturally responsive approach to behavior management. By prioritizing relationship-building, positive reinforcement, and individualized interventions, the school will minimize exclusionary practices and create a safe, supportive learning environment for all students.

MOXIE Public Schools: Omitted Attachments List

Given they are not applicable and/or do not yet exist, we have omitted the following Attachments from our application. This document serves as a required upload for those questions.

- **Attachment 7:** We are waiting to execute formalized partnerships until after approval, please see our narrative.
- **Attachment 15:** We have not formalized any MOUs at this time.
- **Attachment 16:** This is not applicable as we do not intend to work with an ESP.
- **Attachment 21:** This is not yet applicable, please see our narrative.
- **Attachment 26:** We are currently in discussions with three philanthropic entities about supporting MOXIE's start-up: The Barr Foundation, Charter School Growth Fund, and the NewSchools Venture Fund. We also plan to apply for a federal Charter School Program Developer Grant. However, all potential funds are dependent on charter approval. We have not yet secured any philanthropic commitments beyond individual board contributions to start-up cost
- **Attachment 28:** MOXIE Public Schools is a new nonprofit; we do not yet have any assets or income as we are currently raising funds. For this reason, Attachment 28 is not yet applicable to our organization.
- **Attachment 29:** MOXIE Public Schools is a new nonprofit; we have not undertaken any financial audits. For this reason, Attachment 29 is not yet applicable to our organization.
- **Attachment 30:** We are not an existing operator.

MOXIE Public Schools: Attachment 8- Enrollment Policy

MOXIE Public Schools is committed to a fair, transparent, and culturally inclusive enrollment process that ensures all students—regardless of background, language, or ability—have equitable access to the school. In compliance with Maine charter school laws (20-A M.R.S.A. § 2404), MOXIE will use a randomized lottery system when demand exceeds capacity, provide clear enrollment procedures, and maintain accessible communication with families throughout the process.

a. Tentative Application Period & Enrollment Deadlines

MOXIE will follow a structured application timeline to ensure families have ample time to apply.

- Application Period Opens: First Monday in November
- Application Deadline: First Monday in March
- Lottery (if necessary): Second Monday in March
- Enrollment Offers Sent: Within 48 hours of the lottery
- Confirmation Deadline for Accepted Students: Two weeks after offers are sent
- Waitlist Notifications: Within one week of the lottery

Intent to Enroll Forms:

Families may submit Intent to Enroll forms via:

- **Online portal (school website)
- In-person submission at designated school locations
- Community partner drop-off sites (e.g., libraries, family resource centers)**

All forms will be available in multiple languages and support will be provided for families needing assistance.

b. Student Recruitment & Engagement Timeline

MOXIE will conduct a multi-phase outreach campaign to ensure that families from diverse backgrounds—including English Learners, students with disabilities, and low-income families—are informed about enrollment opportunities.

Recruitment & Outreach (October - February)

- Community engagement sessions at libraries, faith-based organizations, and cultural centers
- Multilingual marketing materials distributed via social media, mailers, and radio ads
- Open house events and school information nights
- One-on-one family support for application assistance

Enrollment & Onboarding (March - August)

- Advisory onboarding meetings for new students and families
- Personalized transition supports for students with disabilities and English Learners
- New student orientation with peer mentors

c. Lottery Procedures

If MOXIE receives more applications than available seats, a randomized lottery will be conducted.

- Due to charter regulations, we will include one factor that will deprioritize a student, which is if the total enrollment from a sending district exceeds the 10% cap.
- The lottery will be publicly noticed and open to the public.

- Families will be notified of the lottery date at least two weeks in advance.
- The lottery will be conducted via a secure, randomized digital system.
- Siblings of currently enrolled students will receive priority enrollment.
- Students selected in the lottery will be notified within 48 hours and must confirm enrollment within two weeks.

If there are remaining open seats after the lottery, MOXIE will continue accepting students on a rolling basis until capacity is reached.

d. Enrollment Preferences

MOXIE will grant enrollment preference to the following groups, in accordance with state law and Commission policies:

1. Siblings of currently enrolled students (automatic placement, if space allows).
2. Children of full-time school employees (up to a legally permitted percentage of total enrollment).

These preferences ensure family continuity and staff recruitment incentives while maintaining fairness for all applicants.

e. Policies & Procedures for Waiting Lists, Withdrawals, & Transfers

Waitlists:

- Students not selected in the lottery will be placed on a waitlist in the order their names were drawn.
- If a seat becomes available, MOXIE will contact the next student on the waitlist, who will have five business days to accept the offer before the seat is offered to the next student.
- The waitlist will be maintained until October 1 of the academic year.

Withdrawals & Reenrollment:

- Families withdrawing their child must complete a Withdrawal Notification Form, and exit interviews will be offered to understand the student's needs.
- Students who withdraw and later seek to return must reapply and follow standard lottery procedures unless granted an exemption under school policy.

Transfers:

- Students seeking to transfer into MOXIE mid-year will be admitted only if space is available.
- New mid-year enrollees will receive personalized onboarding, including a peer mentor, family orientation, and an academic transition plan.

MOXIE's enrollment policy ensures equitable access, cultural inclusivity, and a transparent selection process. By prioritizing community engagement, multilingual outreach, and structured support for new students, MOXIE will maintain a diverse, accessible, and family-friendly admissions process while upholding Maine's public charter school regulations.

MOXIE Public Schools: Attachment 9

Please see the following pages for our:

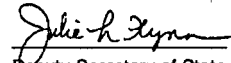
- Articles of Incorporation
- Bylaws
- EIN Documentation
- Vote of Sole Incorporator (submitted for Maine Incorporation)
- Proof of Filing for Federal 501(c)3 (note, these were filed with the IRS on July 15, 2025 as we are awaiting our final determination letter)

**DOMESTIC
NONPROFIT CORPORATION**

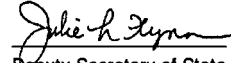
STATE OF MAINE

ARTICLES OF INCORPORATION

Charter Number: 202400602ND
Filing Number: 20240606202420439 Pages: 6
Form: ARTI Fee Paid: \$40
Filing Date: 06/05/2024 12:00AM


Deputy Secretary of State

A True Copy When Attested By Signature


Deputy Secretary of State

Pursuant to 13-B MRSA §403, the undersigned incorporator(s) execut

FIRST: The name of the corporation is Moxie Public Schools.

SECOND: ("X" one box only. Attach additional page(s) if necessary.)

☒ The corporation is organized as a public benefit corporation for the following purpose or purposes:
See Exhibit A

☐ The corporation is organized as a mutual benefit corporation for all purposes permitted under Title 13-B or, if not for all such purposes, then for the following purpose or purposes:

THIRD: The Registered Agent is a: (select either a Commercial or Noncommercial Registered Agent)

☐ Commercial Registered Agent CRA Public Number: _____

(name of commercial registered agent)

☒ Noncommercial Registered Agent

Beth Rabbitt

(name of noncommercial registered agent)

411 Congress St.

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

Portland, ME 04101

(mailing address if different from above)

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

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is Three (3).

The minimum number of directors (not less than 3) shall be Three (3) and the maximum number of directors shall be Eight (8).

SIXTH: Members: ("X" one box only.)

- ☒ There shall be no members.
☐ There shall be one or more classes of members and the information required by 13-B MRSA §402 is attached.

SEVENTH: (Optional) ☐ (Check if this article is to apply.)

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

EIGHTH: (Optional) ☒ (Check if this article is to apply.)

Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation, distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit B attached hereto and made a part hereof.

Incorporators

Dated 6/4/2024



(signature)

Street 100 Middle Street
(residence address)

Andrew Wells
(type or print name)

Portland, Maine 04101
(city, state and zip code)

(signature)

Street _____
(residence address)

(type or print name)

(city, state and zip code)

(signature)

Street _____
(residence address)

(type or print name)

(city, state and zip code)

For Corporate Incorporators*

Name of Corporate Incorporator _____

By _____
(signature of officer)

Street _____
(principal business location)

(type or print name and capacity)

(city, state and zip code)

Name of Corporate Incorporator _____

By _____
(signature of officer)

Street _____
(principal business location)

(type or print name and capacity)

(city, state and zip code)

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

If a corporation is an incorporator (13-B MRSA §401), the name of the corporation should be typed or printed and signed on its behalf by an officer of the corporation. The articles of incorporation must be accompanied by a certificate of an appropriate officer of the corporation, not the person signing the articles, certifying that the person executing the articles on behalf of the corporation was duly authorized to do so.

Please remit your payment made payable to the Maine Secretary of State.

Submit completed form to:

Secretary of State
Division of Corporations, UCC and Commissions
101 State House Station
Augusta, ME 04333-0101
Telephone Inquiries: (207) 624-7752

Email Inquiries: CEC.Corporations@Maine.gov

ARTICLES OF INCORPORATION

Exhibit A

MOXIE PUBLIC SCHOOLS

Article Second

SECOND:

The Corporation is organized and shall at all times be operated exclusively for charitable and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law) (the "Code").

Within these restrictions, the Corporation is organized for the following specific purposes:

1. To organize and operate a charter school in southern Maine;
2. To create and support innovative, learner-centered educational environments that ensure every Maine student builds the competencies and mindsets to flourish with others in a complex world; and
3. To conduct any other activities that may be necessary, useful, or desirable for the furtherance or accomplishment of the foregoing purposes, provided that those activities would not endanger the Corporation's not-for-profit or tax-exempt status.

ARTICLES OF INCORPORATION

Exhibit B

MOXIE PUBLIC SCHOOLS

Article Eighth

EIGHTH:

A. The Corporation shall possess any and all powers granted to it under the laws of the State of Maine which are necessary and expedient to carry out the purposes set forth in Article Second above, but shall not possess or exercise any powers which would (a) cause the Corporation to be ineligible for exemption from income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) (the "Code") or (b) cause contributions to the Corporation to be ineligible for deduction under Section 170(c)(2) of the Code.

B. No part of the net earnings of the Corporation shall inure to the benefit of or be distributed to any director, trustee, employee, or other individual, partnership, estate, trust, or corporation having a personal or private interest in the Corporation. Compensation for services actually rendered and reimbursement for expenses actually incurred in attending to the affairs of the Corporation shall be limited to reasonable amounts.

C. No substantial part of the activities of the Corporation shall be devoted to the carrying on of propaganda or otherwise attempting to influence legislation (except to the extent permitted by section 501(h) of the Code) in a manner or to an extent which would disqualify the Corporation for tax exemption under section 501(c)(3) of the Code. The Corporation shall not participate in or intervene in any political campaign on behalf of or in opposition to any candidate for public office (including publishing or distributing statements).

D. The affairs and business of the Corporation shall be managed and conducted by the Board of Directors, who shall serve as the Board of Directors under Title 13-B of Maine Revised Statutes Annotated, and shall be nominated and elected by the incorporator immediately upon the organization of the Corporation and who shall act as the Directors of the Corporation until the election of their successors as provided in the Bylaws of the Corporation. The qualifications, election, number, tenure, powers and duties of the members of the Board of Directors shall be as provided in the Bylaws.

E. In the event that the Corporation is a private foundation as that term is defined in Section 509 of the Code, then notwithstanding any other provisions of the Articles of Incorporation or the Bylaws of the Corporation, the following provisions shall apply:

1. The Corporation shall not engage in any act of self-dealing as defined in section 4941(d) of the Code.

2. The Corporation shall make distributions for each taxable year at such time and in such manner so as not to become subject to the tax on undistributed income imposed by section 4942 of the Code.
3. The Corporation shall not retain any excess business holdings as defined in section 4943(c) of the Code.
4. The Corporation shall not make any investments in such manner as to subject it to tax under section 4944 of the Code.
5. The Corporation shall not make any taxable expenditure as defined in section 4945(d) of the Code.

F. In the event of the liquidation, dissolution, or winding up of the affairs of the Corporation, whether voluntary, involuntary, or by operation of law, the Board of Directors of the Corporation shall, except as may be otherwise provided by law, transfer all of the assets of the Corporation in such manner as the Directors, in the exercise of their discretion, may by a majority vote determine; provided, however, that any such distribution of assets shall be calculated to carry out the objects and purposes of the Corporation; and, provided further, that all such distributions must be to one or more organizations (a) which are exempt from tax as organizations described in section 501(c)(3) of the Code, and (b) contributions to which are deductible under the provisions of sections 170, 2055 and 2522 of the Code.

G. The Board of Directors shall have power to make, alter, amend and repeal the Articles of Incorporation or the Bylaws of the Corporation by vote of a majority of all of the Directors at any regular or special meeting.

BYLAWS OF MOXIE PUBLIC SCHOOLS

ARTICLE I Company Formation 1.01

FORMATION. This Corporation is formed pursuant to the laws of the state of incorporation, as stated in the Articles of Incorporation for the Corporation.

1.02 CORPORATE CHARTER COMPLIANCE. The Board of Directors (the “Board”) acknowledges and agrees that they caused the Articles of Incorporation to be filed with the respective state office and all filing fees have been paid and satisfied.

1.03 REGISTERED OFFICE & REGISTERED AGENT. The registered office of the corporation shall be located within the state of incorporation and may be, but need not be, identical with the principal office. The address of the registered office may be changed from time to time. The Board is obligated to maintain and update the corporate records on file with the Corporation's registered agent.

1.04 OTHER OFFICES. The Corporation may have other offices, either within or outside of its state of incorporation, as selected by the Board.

1.05 CORPORATE SEAL. The Board may adopt a corporate seal with the form and inscription of their choosing, however, the adoption and use of a corporate seal is not required.

1.06 PURPOSE. Consistent with the Articles of Incorporation, and until such time that the Articles of Incorporation have been amended, this Corporation is formed to engage in any lawful public tax-exempt nonprofit business purpose and shall at all times be operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law) (the “Code”).

1.07 ADOPTION OF BYLAWS. These corporate Bylaws have been adopted by the Board on behalf of the Corporation.

ARTICLE 2 Board of Directors

2.01 INITIAL MEETING OF THE BOARD. The Board has conducted and completed the initial meeting necessary to begin the business operations of the Corporation, including the adoption of these Bylaws. At the initial meeting of the Board, the initial directors were appointed to their respective staggered terms, and at least one director was appointed to an abbreviated term set to expire upon occurrence of the first annual meeting of the Board whereby that director can either be re-elected or replaced by the Board pursuant to these Bylaws.

2.02 POWERS AND NUMBERS. The management of all the Corporation's affairs, property, and interests shall be managed by or under the direction of the Board. Directors need not be members of the Corporation or residents of the state of incorporation to qualify and serve the Corporation as a director. Until these Bylaws are amended, the initial Board consists of three (3) directors who are elected for the term of two (2) years, and will hold office until their successors are duly elected and qualified at the following annual meeting of the Board. Two of the initial directors shall serve an initial term of two (2) years and the third initial director shall serve an initial term of the full three (3) years. Successor directors will be elected each year to replace or re-elect the incumbent director.

2.03 DIRECTOR LIABILITY. Each director is required, individually and collectively, to act in good faith, with reasonable and prudent care, and in the best interest of the Corporation. If a director acts in good faith and in a manner that is reasonably in line with the best interests of the Corporation as determined by a reasonably prudent person situated in similar circumstances, then they may be indemnified by the Corporation from liability arising from official acts on behalf of the Corporation pursuant to Section 2.20 of these Bylaws. Directors who fail to comply with this section of these Bylaws shall be personally liable to the Corporation for any improper acts and as otherwise described in these Bylaws.

2.04 CLASSES OF DIRECTORS. Until such time as these Bylaws are accordingly amended, the Corporation does not have classes of directors.

2.05 CHANGE OF NUMBER. The Board may increase or decrease the number of directors at any time by amendment of these Bylaws, pursuant to the process outlined in Article 8 of these Bylaws. A decrease in number does not have the effect of shortening the term of any incumbent director. If the established number of directors is decreased, the directors shall hold their positions until the next meeting of the Board occurs and new directors are elected and qualified. The Corporation must have at least three (3) directors and the maximum number of Directors shall be eight (8).

2.06 ELECTION OF DIRECTORS. Directors are to be voted on and elected at each annual meeting of the Board, unless a special meeting is expressly called to remove a director or fill a vacancy. If a director is elected, but is not yet qualified to hold office, then the previous director shall holdover until such time that the newly elected director is so qualified.

2.07 REMOVAL OF DIRECTORS. At any meeting of the Board called expressly for that purpose, any director, including the entire Board, may be removed by an affirmative majority vote by the current Board. If the Board votes to remove the entire Board, then the President, Treasurer, and Secretary will serve as the interim Board until directors are duly elected to the Board pursuant to these Bylaws. If the Corporation has members, then the members must promptly have a special meeting to elect directors to the Board. As soon as practical, the members or the interim Board must meet to elect directors via the process described in Section 2.02 of these Bylaws.

2.08 VACANCIES. All vacancies in the Board may be filled by the affirmative vote of a majority of the remaining directors, provided that any such director who fills a vacancy is qualified to be a director and shall only hold the office for the term specified in Section 2.02 of these Bylaws and until a new director is duly elected by the Board or members. Any vacancy to be filled due to an increase in the number of directors may be filled by the Board for a term lasting until the next annual election of directors by the Board at the annual meeting or a special meeting called for the purpose of electing directors. Any director elected to fill a vacancy which results from the removal of a director shall serve the remainder of the term of the removed director and until a successor is elected by the Board and qualified. Any individual who fills a vacancy on the Board shall not be considered unqualified or disqualified solely by virtue of being an interim director.

2.09 REGULAR MEETINGS. The meetings of the Board or any committee may be held at the Corporation's principal office or at any other place designated by the Board or its committee, including by means of remote communication.

2.10 SPECIAL MEETINGS. Special meetings of the Board may be held at any place and at any time and may be called by the President, Vice President, Secretary, or Treasurer, or any director. Any special meeting of the Board must be preceded by at least forty-eight (48) hours' notice of the date, time, place, and purpose of the meeting, unless these Bylaws require otherwise.

2.11 ACTION BY DIRECTORS WITHOUT A MEETING. Any action which may be taken at a meeting of the Board (or its committee) may be taken without a meeting, provided all directors (or committee members) unanimously agree, and such unanimous consent is included in the minutes of the proceeding, filed with the corporate books/records, and sets forth the action taken by the Board.

2.12 NOTICE OF MEETINGS. Regular meetings of the Board must be held with reasonable notice of the date, time, place, or purpose of the meeting. Notice may be given personally, by email, by facsimile, by mail, or in any other lawful manner, so long as the method for notice comports with Article 6 of these Bylaws. Oral notification is sufficient only if accompanied by a written record of the notice in the corporate books/records. Notice is effective at the earliest of: a. Receipt; b. Delivery to the proper address or telephone number of the director(s) as shown in the Corporation's records; or c. Five (5) days after its deposit in the United States mail, as evidenced by the postmark, if correctly addressed and mailed with first-class postage prepaid.

2.13 QUORUM. A simple majority of the current directors present prior to the start of a meeting constitutes a quorum, and a quorum is necessary at all meetings creating an action to transact business on behalf of the Corporation.

2.14 MANNER OF ACTING. Subject to the laws of the state of incorporation, as may be amended from time to time, the act of the majority of the directors present at a meeting at

which a quorum is present when the vote is taken shall be the act of the Board unless the Articles of Incorporation require a greater percentage.

2.15 WAIVER OF NOTICE. A director waives the notice requirement if that director attends or participates in the meeting, unless a director attends the meeting for the express purpose of promptly objecting to the transaction of any business because the meeting was not lawfully called or convened. A director may waive notice by a signed writing, delivered to the Corporation for inclusion in the minutes, before or after the meeting.

2.16 REGISTERING DISSENT. A director who is present at a meeting at which an action on a corporate matter is taken is presumed to have assented to such action, unless the director expressly dissents to the action. A valid dissent must be entered in the meeting's minutes, filed with the meeting's acting Secretary before its adjournment, or forwarded by registered mail to the Corporation's Secretary within twenty-four (24) hours after the meeting's adjournment. These options for dissent do not apply to a director who voted in favor of the action or failed to express such dissent at the meeting.

2.17 EXECUTIVE AND OTHER COMMITTEES. The Board may create committees to delegate certain powers to act on behalf of the Board, provided the Board passes a resolution indicating such creation or delegation. The Board may delegate to a committee the power to appoint directors to fill vacancies on the Board. All committees must record regular minutes of their meetings and keep the minute book at the corporation's office. The creation or appointment of a committee does not relieve the Board or individual directors from their standard of care described in Section 2.03 of these Bylaws.

2.18 REMUNERATION. The Board may adopt a resolution which results in directors being paid a reasonable compensation for their services rendered as directors of the Corporation, provided the compensation is less than the operating costs of the Corporation. Directors may also be paid a fixed sum and expenses, if any, for attendance at each regular or special meeting of such Board. Nothing contained in these Bylaws precludes a director from receiving compensation for serving the Corporation in any other capacity, including any services rendered as an officer, employee, or third party service provider, however in determining remuneration, the Board shall follow the Conflict of Interest policy of the Corporation and shall comply with Section 718 of the Maine Nonprofit Corporation Act (the "Act"). If the Board accordingly passes a resolution related to committees of the Board, then committee members may be allowed like compensation for attending committee meetings. At any time, a resolution of the Board that grants compensation to a director may be challenged by another director, provided the challenging director requests a special Board meeting specifically addressing the resolution related to director compensation. Any director who votes for a resolution related to director compensation may be held liable under Section 2.03 of these Bylaws if the resolved director compensation is unreasonably excessive, violates any section of Article 2 of these Bylaws, the Code, the Act, or otherwise unreasonably jeopardizes the nonprofit or tax-exempt status of the Corporation.

2.19 LOANS. No loans may be made by the Corporation to any director.

2.20 INDEMNIFICATION. Provided the director complies with the standard of care described in Section 2.03 of these Bylaws, the Corporation shall, to the full extent of its power to do so provided by law, including without limitation Section 714 of the Act, indemnify any and all present and former officers, Directors, and committee members of the Corporation against expenses, including attorneys' fees, judgments, fines, and amounts paid in settlement actually and reasonably incurred by them in connection with any action, suit, or proceeding in which they, or any of them, are made parties or a party by reason of their being or having been officers, directors, or committee members of the Corporation; except in relation to matters as to which any such person shall be finally adjudicated in any such action, suit, or proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interest of the Corporation, or, with respect to any criminal action or proceeding, where such person is finally adjudged to have had reasonable cause to believe that his or her conduct was unlawful. The Corporation may, at the discretion of the Board of Directors and to the full extent of its power, indemnify any and all present and former employee and agents Corporation against expenses, including attorneys' fees, judgments, fines, and amounts paid in settlement actually and reasonably incurred by them in connection with any action, suit, or proceeding in which they, or any of them, are made parties or a party by reason of their being or having been employees or agents of the Corporation; except in relation to matters as to which any such person shall be finally adjudicated in any such action, suit, or proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interest of the Corporation, or, with respect to any criminal action or proceeding, where such person is finally adjudged to have had reasonable cause to believe that his or her conduct was unlawful. Such indemnification shall be made in accordance with the procedures set forth in Section 714 of the Act, subsection 3, as the same may be amended from time to time. Such indemnification shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any other Bylaw, agreement, or otherwise.

2.21 ACTION OF DIRECTORS BY COMMUNICATIONS EQUIPMENT. Any action which may be taken at a meeting of the Board, or a committee, may be taken by means of a telephone or video conference or similar communications equipment which allows all persons participating in the meeting to hear each other at the same time. A director participating in a meeting by remote means is deemed to be present in person at the meeting.

ARTICLE 3 MEMBERSHIP

Members 3.01 Until such time that the Corporation's Articles of Incorporation or these Bylaws are amended, the Corporation has no members.

ARTICLE 4 OFFICERS

4.01 DESIGNATIONS. The Corporation shall have a President, a Secretary, and a Treasurer, who will be elected by the Board. The Corporation may also have one or more Vice-Presidents (one shall serve as Executive Vice-President) and Assistant Secretaries and Assistant Treasurers as the Board may designate. Per these Bylaws, an elected officer will hold office for one (1) year or until a successor is elected and qualified. The same person may hold any two or more offices concurrently, with exception to the offices of President, Vice-President (if any), and Secretary which shall be held by separate individuals.

4.02 REMOVAL AND RESIGNATION OF OFFICERS. Any officer or agent may be removed by the Board at any time, with or without cause. Such removal shall be without prejudice to the contract rights, if any of the person so removed. Appointment of an officer or agent does not, by itself, create contract rights. Any officer may resign at any time by giving written notice to the Board, the President, or the Secretary. Any such resignation shall take effect upon receipt of such notice or at any later time specified therein, and unless otherwise specified in the notice, the acceptance of such resignation shall not be necessary to make it effective.

4.03 THE PRESIDENT. The President shall have general supervision of the Corporation's daily affairs and perform all other duties as are incident to the office or are properly required by a resolution passed by the Board.

4.04 VICE PRESIDENT. During the absence or disability of the President, the Executive VicePresident (if any) may exercise all functions of the President. Each Vice-President shall have such powers and fulfill such duties as may be assigned by a resolution of the Board.

4.05 SECRETARY AND ASSISTANT SECRETARIES. The Secretary must: a. Issue notices for all meetings and actions of the Board; b. Accept all requests for special meetings of the Board; c. Accept all notices of proxy appointments and revocations; d. Keep the minutes of all meetings; e. Accept delivery of any dissent announced at any meeting of the Board; f. Have charge of the corporate seal and books; and g. Make reports and perform duties as are incident to the office, or are properly required of him or her by the Board. The Assistant Secretary, or Assistant Secretaries (in the order designated by the Board), shall perform all of the duties of the Secretary during the absence or disability of the Secretary, and at other times perform such duties as are directed by the Secretary, the President, or the Board.

4.06 THE TREASURER. The Treasurer shall: a. Have custody of all the Corporation's monies and securities and keep regular books of account; b. Disburse the Corporation's funds in payment of the just demands against the Corporation or as may be ordered by the Board, taking proper vouchers for such disbursements; and c. Provide the Board with an account of all his or her transactions as Treasurer and of the financial conditions of the office properly required of him or her by the Board. The Assistant Treasurer, or Assistant Treasurers (in the order designated by the Board), shall perform all of the duties of the Treasurer in the absence or disability of the Treasurer, and at other times perform such duties as are directed by the Treasurer, the President, or the Board. In the event of the

absence or disability of the President and Vice President, then the Treasurer shall perform such duties of the President.

4.07 DELEGATION. In the absence or inability to act of any officer and of any person authorized to act in their place, the Board may delegate the officer's powers or duties to any other officer, director, or other person, subject to Section 4.01 of these Bylaws. Vacancies in any office arising from any cause may be filled by the Board, subject to Section 4.01 of these Bylaws, at any regular or special board meeting.

4.08 OTHER OFFICERS. The Board may appoint other officers and agents as they deem necessary or expedient. The term, powers, and duties of such officers will be determined by the Board and described in the resolution authorizing the appointment or designation.

4.09 LIABILITY. Each officer is required, individually and collectively, to act in good faith, with reasonable and prudent care, and in the best interest of the Corporation. If an officer acts in good faith and in a manner that is reasonably in line with the best interests of the Corporation as determined by a reasonably prudent person situated in similar circumstances, then they shall be immune from liability arising from official acts on behalf of the Corporation. Officers who fail to comply with this section of these Bylaws shall be personally liable to the Corporation for any improper acts and as otherwise described in these Bylaws.

4.10 LOANS. No loans may be made by the Corporation to any officer.

4.11 BONDS. The Board may resolve to require any officer to give bonds to the Corporation, with sufficient surety or sureties, conditioned upon the faithful performance of the duties of their offices and compliance with other conditions as required by the Board.

4.12 SALARIES. Officers' salaries will be fixed from time to time by the Board. Officers are not prevented from receiving a salary by reason of the fact that he or she is also a director of the Corporation.

ARTICLE 5 Books and Records

5.01 MEETING MINUTES. As required by these Bylaws, the Corporation must keep a complete and accurate accounting and minutes of the proceedings of the Board within the corporate books/records.

5.02 RETENTION OF RECORDS. The Corporation shall keep as permanent records all meeting minutes of the Board, all actions taken without a meeting by the Board, all actions taken by committee on behalf of the Board, and all waivers of notices of meetings.

5.03 ACCOUNTING RECORDS. The Corporation shall maintain appropriate accounting records.

5.04 LEGIBILITY OF RECORDS. Any books, records, and minutes may be in any form capable of being converted into written form within a reasonable time upon request.

5.05 RIGHT TO INSPECT. Any director or director representative has the right, upon written request delivered to the Corporation, to inspect and copy during usual business hours the following documents of the Corporation: a. Articles of Incorporation; b. These Bylaws; c. Minutes of the Board proceedings; d. Annual statements of affairs; and e. The other documents held at the principal address pursuant to these Bylaws. The Corporation acknowledges and agrees that any obligation to produce corporate documents under this Article of these Bylaws shall attach to the Secretary as part of the duties described in Section 4.05 of these Bylaws.

ARTICLE 6 Notices

6.01 MAILING OF NOTICE. Except as may otherwise be required by law, any notice to any officer or director may be delivered personally or by mail. If mailed, the notice will be deemed to have been delivered on the close of business of the fifth business day following the day when deposited in the United States mail with postage prepaid and addressed to the recipient's last known address in the records of the Corporation.

6.02 E-NOTICE PERMITTED. Any communications required by the Act, these Bylaws, or any other laws may be made by digital or electronic transmission to the recipient's known electronic address or number as known to the Corporation at the time of notice.

6.03 DUTY TO NOTIFY. All directors, officers, employees, and representatives of the Corporation are required to notify the Corporation of any changes to the individual's contact information. Pursuant to the obligations under this Section of these Bylaws, the individual must notify the Corporation that electronic transmissions of notice are impracticable, impossible, frustrated, or otherwise improper and ineffective.

ARTICLE 7 Special Corporate Acts

7.01 EXECUTION OF WRITTEN INSTRUMENTS. All contracts, deeds, documents, and instruments that acquire, transfer, exchange, sell, or dispose of any assets of the Corporation must be executed by the President to bind the Corporation. If the President is incapacitated or otherwise unavailable, then the designated Vice-President may execute the respective documents to bind the Corporation. This Section does not apply to any checks, money orders, notes, or other financial instruments for direct payment of corporate funds which are subject to Section 7.02 of these Bylaws.

7.02 SIGNING OF CHECKS OR NOTES. All authorizations to distribute, pay, or immediately draw upon the financial resources of the Corporation must be signed by the Treasurer, including any expense reimbursement or compensation payments to directors, officers, employees, representatives, service providers, or contractors of the Company. If the

Treasurer is incapacitated or otherwise unavailable, then the President may execute the respective documents to bind the Corporation.

7.03 SPECIAL SIGNING POWERS. If the President holds an interest which exists outside of the capacity of being President, then any agreement involving such interest must be signed by a separate individual officer to duly bind the Corporation to such an agreement or instrument.

7.04 MERGERS. Following the approval by the Board, in order for any consolidation or merger to be effective, it must follow the process set out under the laws of the state of incorporation. Any merger which would result in the loss of the Corporation's nonprofit or tax-exempt status is not permitted under these Bylaws.

7.05 CONVERSIONS. Following the approval by the Board, in order for any conversion of the Corporation to another organizational structure to be effective, it must follow the processes set out under the laws of the state of incorporation. Any conversion which would result in the loss of the Corporation's nonprofit or tax-exempt status is not permitted under these Bylaws.

7.06 DISSOLUTION. Following the approval by the Board, in order for the Corporation to be dissolved, it must follow the process set out under the laws of the state of incorporation.

7.07 DISTRIBUTION OF ASSETS. Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes, similar to the purposes of the Corporation, within Section 501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for the public purpose. Any such assets not disposed of shall be disposed of by the District Court of the county in which the principal office of the organization is then located, as said court shall determine.

7.08 INUREMENT PROHIBITION. No Director, officer, committee member, or employee of, or any person connected with, the Corporation, or any other private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation, provided that this shall not prevent the payment to any such person of such reasonable compensation and reimbursement of expenses as shall be fixed by the Board of Directors for services rendered to or for the Corporation in effecting any of its purposes; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. Any director, officer, employee, committee member, or agent of the Corporation may be interested directly or indirectly in any contract relating to the operation of the Corporation, and may freely make contracts, enter transactions or otherwise act on behalf of the Corporation notwithstanding that such person may also be acting for himself or herself or for a third party in so doing; provided, however, that any such contract or transaction shall be at arm's length and be in compliance with the requirements of the Act, the Code, and these Bylaws.

7.09 INSURANCE. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee, or agent of the Corporation, or who is or was serving at the request of the Corporation as a Director, director, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the organization would have the power to indemnify him or her against such liability under the provisions of these Bylaws.

7.10 CERTAIN LIMITATIONS ON INDEMNIFICATION. In no case shall the organization indemnify or reimburse any person for any taxes on such individual under Chapter 42 of the Code.

7.11 EXEMPT ACTIVITIES. Notwithstanding any other provision of these Bylaws, no member, Director, officer, employee, or representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Code.


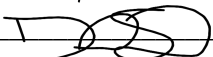
ARTICLE 8 Amendments

8.01 BY DIRECTORS. The Board has the power to make, alter, amend, and repeal the Corporation's Bylaws. Any alteration, amendment, or repeal of the Bylaws, shall be effective following a majority vote of the Board.

8.02 EMERGENCY BYLAWS. The Board may adopt emergency Bylaws which operate during any emergency in the Corporation's conduct of business resulting from an attack on the United States, a nuclear or atomic disaster, or another force majeure incident.

8.03 COMPLIANCE WITH STATE LAW. Any amendment to the Corporation's Articles of Incorporation or these Bylaws shall comply with the respective laws, rules, and regulations of the jurisdictions in which the Corporation operates or conducts business.

These Bylaws are adopted by resolution of the Corporation's Board of Directors on this 15th day of July, 2024.

	_____	, Beth Rabbitt, Director
<i>Virgel Hammonds</i>	_____	, Virgel Hammonds, Director
<i>Jessie Seymour Perkins</i>	_____	, Jessis Seymour Perkins, Director
	_____	, Dan Sonrouille, Director



Completed Document Audit Report

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Jul 16, 2024 01:58:24 UTC

Activity

 Beth Rabbitt IP: 198.255.239.241	created the document	Jul 16, 2024 02:00:17 UTC
 Beth Rabbitt IP: 198.255.239.241	sent the document to beth.rabbitt@gmail.com, jessie.s.perkins@gmail.com, mrsonrouille@gmail.com, and vhammonds@aurora-institute.org	Jul 16, 2024 02:03:26 UTC
 Beth Rabbitt IP: 198.255.239.241	first viewed document	Jul 16, 2024 02:47:49 UTC
 Beth Rabbitt IP: 198.255.239.241	signed the document	Jul 16, 2024 02:48:11 UTC
 Dan Sonrouille IP: 2603:7081:701:8114:eca8:a69:10eb:f976	first viewed document	Jul 16, 2024 13:06:41 UTC
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 Virgel Hammonds IP: 24.198.160.113	first viewed document	Jul 16, 2024 20:33:43 UTC
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 Jessie Seymour Perkins	first viewed document	Jul 23, 2024 19:43:37 UTC
IP: 67.255.197.109		
 Jessie Seymour Perkins	signed the document	Jul 23, 2024 19:44:08 UTC
IP: 67.255.197.109		

EIN Assistant

Your Progress:

1. Identity ✓

2. Authenticate ✓

3. Addresses ✓

4. Details ✓

5. EIN Confirmation

Congratulations! The EIN has been successfully assigned.

EIN Assigned: **99-3500775**

Legal Name: **MOXIE PUBLIC SCHOOLS**

The confirmation letter will be mailed to the applicant. This letter will be the applicant's official IRS notice and will contain important information regarding the EIN. Allow up to 4 weeks for the letter to arrive by mail.

We strongly recommend you print this page for your records.

Click "Continue" to get additional information about using the new EIN.

Continue >>

Help Topics

[? Can the EIN be used before the confirmation letter is received?](#)

MOXIE PUBLIC SCHOOLS
(the "Corporation")

Action of Sole Incorporator

The undersigned, being the sole incorporator of the Corporation, in order to perfect the organization of the entity, without the formality of holding a meeting, hereby consents to the following action of the entity:

RESOLVED: To form a Maine exempt corporation by the name of Moxie Public Schools. pursuant to the Certificate of Incorporation, a copy of which is attached hereto.

RESOLVED: That the following individuals are and shall be appointed to serve as the Directors of the Corporation:

Carolyn "Beth" Rabbitt
Dan Sonrouille
Virgel Hammonds

This document shall be filed with the Corporate Record Book.

EFFECTIVE DATE: As of the 5th day of June 2024.



Andrew Wells
Sole Incorporator

MENU

For your security, we recommend you close your browser when you complete your payment.

Payment Confirmation - Application for Recognition of Exemption Under Section 501(c)(3)



Before You
Begin



Complete

Agency Form Payment Info



Enter



Review &
Submit



Confirmation

Your payment is complete

You can find your receipt in your account payment activity. A confirmation email has been sent to dsundstrom@davidmsundstrom.org, beth.rabbitt@gmail.com.

We value your feedback!

Do you have any feedback regarding your Pay.gov experience?

[Please share it here.](#)

You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. You can expect to be contacted about your application by the IRS within 180 days from the date you submitted it. After 180 days, if you haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need to provide your name, your employer identification number (EIN), and the date you submitted your application when calling.

Tracking Information

Pay.gov Tracking ID: 27FQO18K

Agency Tracking ID: 76776253695

Form Name: Application for Recognition of Exemption Under Section 501(c)(3)

Application Name: Form 1023

Payment Information

Payment Type: Debit or credit card

Payment Amount: \$600.00

Transaction Date: 07/15/2024 02:22:51 PM EDT

Payment Date: 07/15/2024

Account Information

Cardholder Name: David M Sundstrom

Card Type: American Express

Card Number: *****2002

[View this payment on the Payment Activity page.](#)

[View this form on the My Forms page.](#)

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WARNING WARNING WARNING

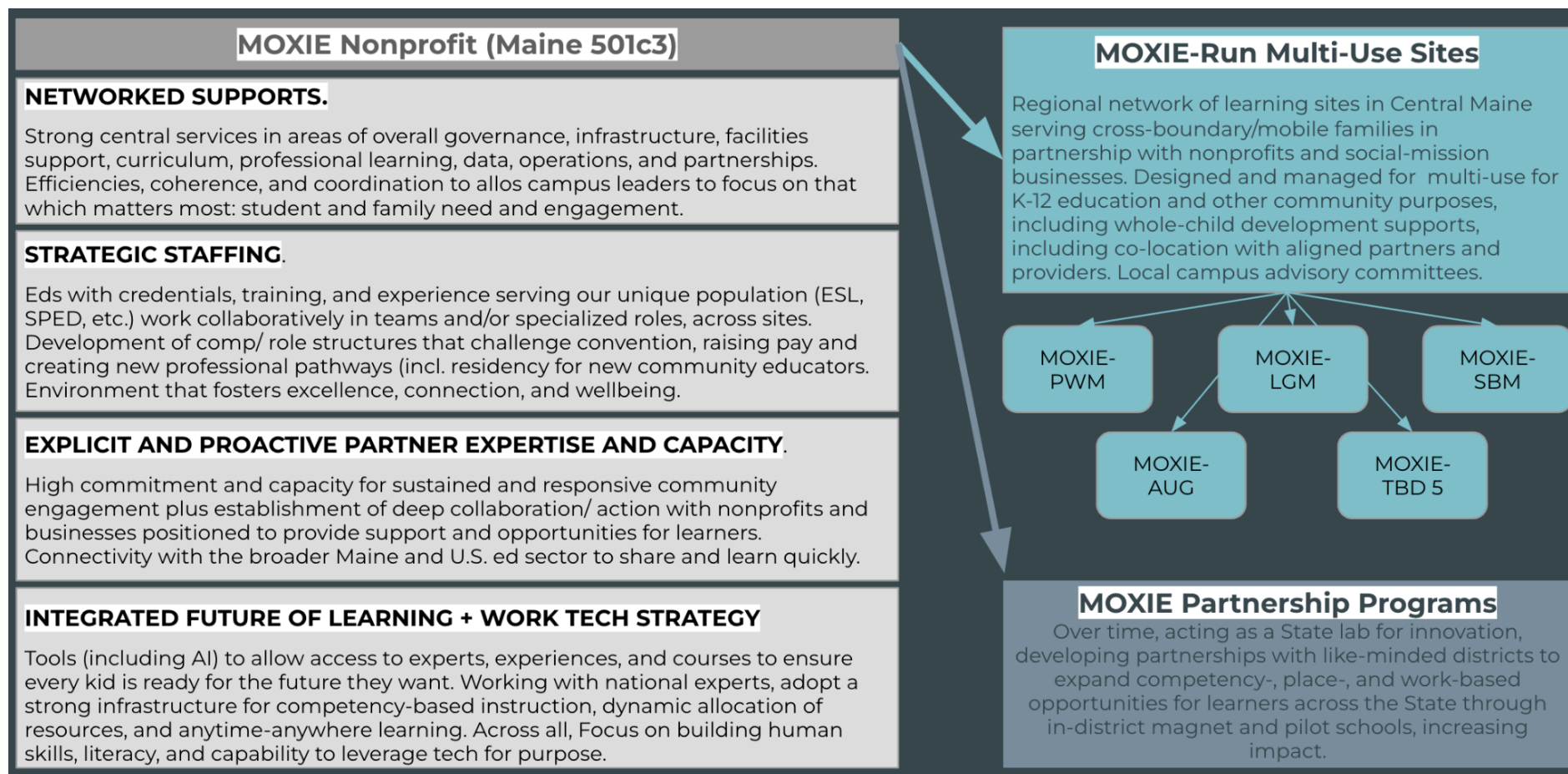
You have accessed a U.S. Government information system, which includes (1) this computer, (2) this network, (3) all computers connected to this network, and (4) all devices and storage media attached to this network or to a computer on this network. U.S. Government information systems are provided for the processing of official U.S. Government information only. Unauthorized or improper use of this information system is prohibited and may subject you to disciplinary action, as well as civil and criminal penalties. All data contained on U.S. Government information systems is owned by the U.S. Government and may, for the purpose of protecting the rights and property of the U.S. Government, be monitored, intercepted, recorded, read, searched, copied, or captured in any manner and disclosed or used for any lawful government purpose at any time. THERE IS NO RIGHT TO PRIVACY IN THIS SYSTEM. System personnel may give to law enforcement officials any potential evidence of crime found on U.S. Government information systems. USE OF THIS SYSTEM BY ANY USER, AUTHORIZED OR UNAUTHORIZED, CONSTITUTES YOUR UNDERSTANDING AND CONSENT TO THIS MONITORING, INTERCEPTION, RECORDING, READING, COPYING, OR CAPTURING AND DISCLOSURE.

Note: This system may contain Sensitive But Unclassified (SBU) data that requires specific data privacy handling.

MOXIE Public Schools: Attachment 10- Organization Charts

Overarching Organizational Structure

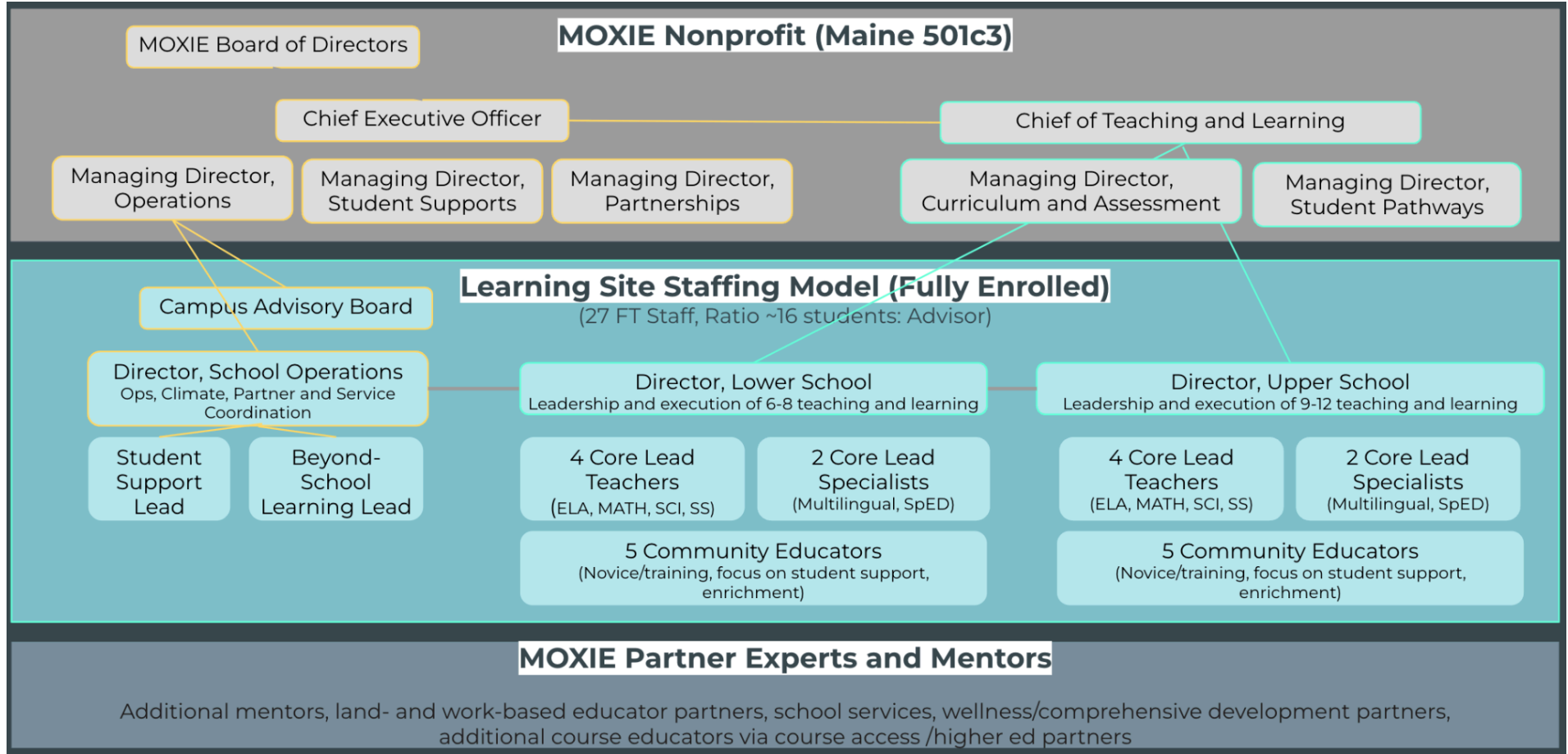
MOXIE will operate as a community-connected nonprofit building equitable, future-ready teaching and learning through centralized network management, three to five learning sites, and service and learning partnerships.



Operational Structure at Full Scale: Nonprofit and Full Scale Learning Site

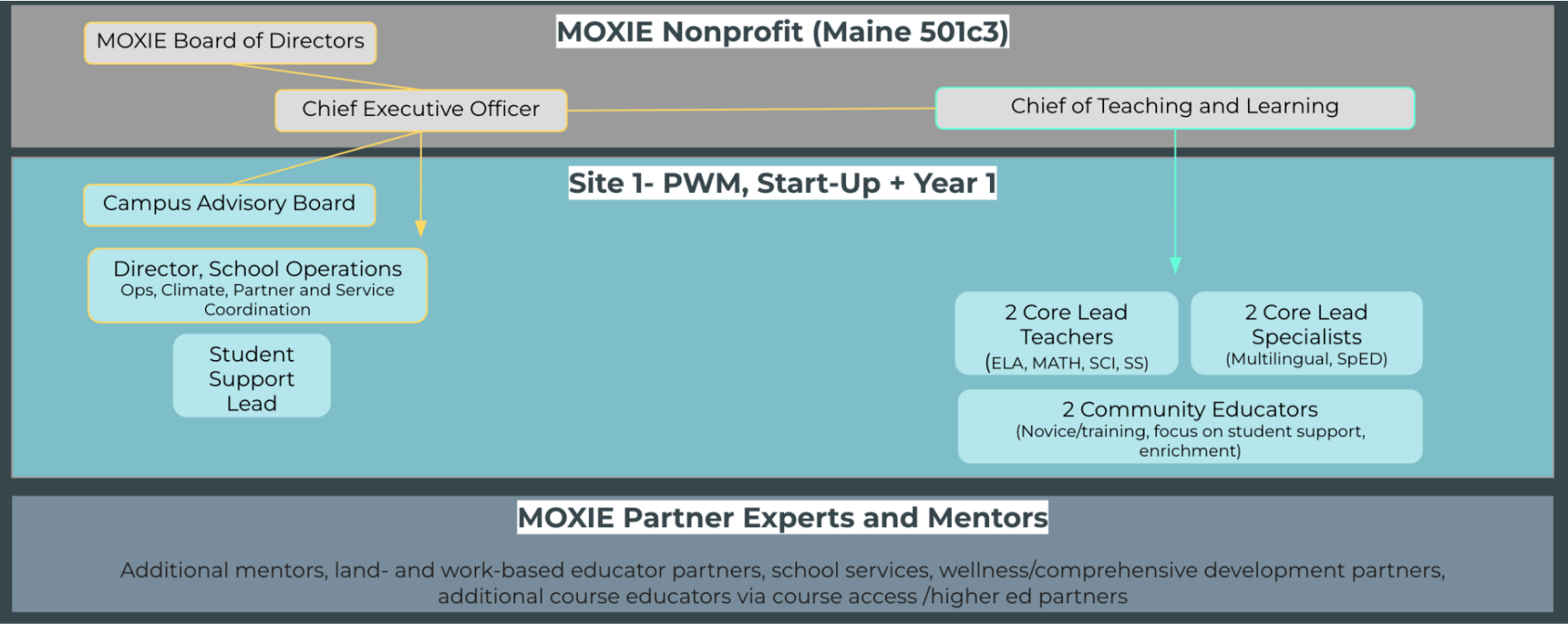
As we discuss in the application, we are planning to expand to between three and five connected learning sites. This chart illustrated the nonprofit staffing structure along reporting lines to one site to show relationships between nonprofit and site leaders. (Yellow = lines of reporting to CEO, Blue = lines of reporting to Chief of Teaching and Learning.)

These reporting structures will be replicated across sites.



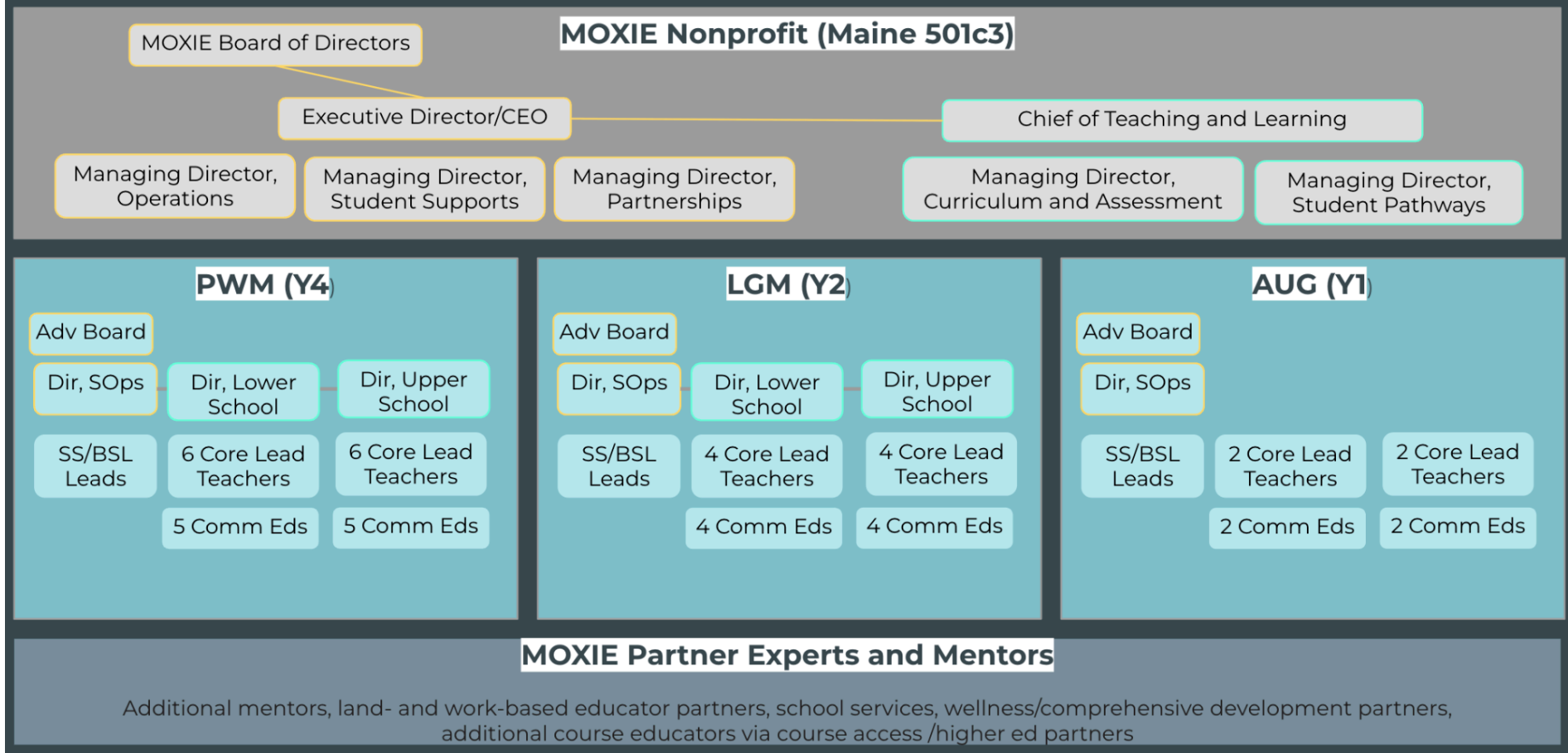
First Year of School Operations

In start-up years (0 and 1), planned MOXIE cross-site nonprofit leadership will serve directly overseeing campus roles.



At The End of the Charter Term

This chart shows staffing by end of year five, at which time we seek to run three sites but yet to operate sites 2 and 3 at full capacity.



MOXIE Public Schools: Attachment 11- Draft Sample Services Contract

SERVICE AGREEMENT

Between

MOXIE PUBLIC SCHOOLS, A MAINE NONPROFIT PUBLIC BENEFIT CORPORATION

And

[CONTRACTED SERVICE PROVIDER NAME]

This Service Agreement ("Agreement") is entered into as of [DATE], by and between: MOXIE Public Schools ("MOXIE"), a nonprofit public charter school located in Maine, and [Service Provider Name] ("Provider"), a [TYPE OF BUSINESS ENTITY] with its principal place of business at [ADDRESS].

MOXIE and Provider (each a "Party" and collectively, the "Parties") agree to the following terms:

1. Scope of Services

1.1 Provider agrees to perform the following services for MOXIE:

- ☐ Facilities management and maintenance
- ☐ Instructional and operational technology support
- ☐ External auditing services
- ☐ Instructional software and curriculum support
- ☐ Payroll, HR compliance, and benefits administration
- ☐ Other: [SPECIFY SERVICE]

1.2 Provider shall perform these services in accordance with industry standards, best practices, and applicable laws and regulations.

1.3 Provider will ensure all personnel assigned to provide services are qualified, properly trained, and meet all background check requirements as applicable under state and federal law.

2. Term & Renewal

2.1 This Agreement shall commence on [START DATE] and continue until [END DATE], unless terminated earlier as outlined in Section 6.

2.2 This Agreement may be renewed upon mutual written agreement between the Parties.

3. Compensation & Payment Terms

3.1 MOXIE agrees to compensate Provider as follows:

- ☐ Flat Fee: \$[TOTAL AMOUNT] for the full contract term
- ☐ Hourly Rate: \$[RATE] per hour for services rendered
- ☐ Monthly Retainer: \$[AMOUNT] per month for ongoing services

3.2 Invoices must be submitted to MOXIE at [BILLING EMAIL/ADDRESS] by the [Xth] day of each month, with payments made within [X] days of receipt.

3.3 Any expenses incurred must be pre-approved in writing by MOXIE and submitted with detailed receipts.

4. Compliance & Confidentiality

4.1 Legal & Regulatory Compliance: Provider must comply with all local, state, and federal laws, including FERPA, HIPAA (if applicable), and student data privacy laws.

4.2 Confidentiality: Provider agrees to maintain the confidentiality of all proprietary, student, and staff information obtained while performing services.

4.3 Data Protection: If handling student or employee data, Provider must implement security measures to protect against unauthorized access, data breaches, and misuse.

5. Performance Expectations & Quality Assurance

5.1 MOXIE reserves the right to review and evaluate Provider's performance regularly.

5.2 If Provider fails to meet service quality expectations, MOXIE will issue a written notice, allowing [X] days for corrective action. If deficiencies persist, MOXIE may terminate this Agreement per Section 6.

6. Termination

6.1 Termination for Convenience: Either Party may terminate this Agreement with [X] days' written notice.

6.2 Termination for Cause: MOXIE may terminate immediately if Provider:

- Fails to perform agreed-upon services.
- Violates applicable laws or policies.
- Engages in misconduct or actions harmful to MOXIE.

6.3 Upon termination, Provider must return all MOXIE property and outstanding deliverables within [X] days.

7. Indemnification & Liability

7.1 Provider agrees to indemnify and hold harmless MOXIE, its board members, employees, and affiliates from any claims, damages, or losses arising from Provider's performance of services.

7.2 MOXIE shall not be liable for any indirect, incidental, or consequential damages resulting from this Agreement.

8. Insurance Requirements

8.1 Provider shall maintain the following minimum insurance coverage during the Agreement term:

- General Liability Insurance: \$1,000,000 per occurrence
- Workers' Compensation Insurance: As required by Maine law
- Professional Liability Insurance (if applicable): \$1,000,000 per claim

8.2 Provider shall provide a Certificate of Insurance (COI) naming MOXIE as an additional insured.

9. Dispute Resolution

9.1 Any disputes arising under this Agreement shall first be resolved through good-faith negotiations between the Parties.

9.2 If unresolved, disputes shall be settled through mediation or arbitration in [CITY/STATE], following the rules of the American Arbitration Association (AAA).

10. Miscellaneous Provisions

10.1 Independent Contractor Status: Provider is an independent contractor, not an employee or agent of MOXIE.

10.2 Amendments: Any changes to this Agreement must be in writing and signed by both Parties.

10.3 Entire Agreement: This Agreement represents the entire understanding between the Parties and supersedes any prior agreements or communications.

10.4 Governing Law: This Agreement shall be governed by the laws of the State of Maine.

Signatures

By signing below, both Parties agree to the terms and conditions set forth in this Agreement.

MOXIE Public Schools

By: _____

Title: _____

Date: _____

[Service Provider Name]

By: _____

Title: _____

Date: _____

CHARTER SCHOOL BOARD MEMBER DISCLOSURE FORM

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Moxie Public Schools

2. Full name: Carolyn Elizabeth (“Beth”) Rabbitt

Home Address: 103 Roaring Brook Rd, Portland, ME 04103

Business Name and Address: The Learning Accelerator
411 Congress St, Portland, ME 04101

Phone Number: 603-547-0942

E-mail address: beth@moxiepublicschools.me

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

Dr. Beth Rabbitt, Ed.L.D. is the Chief Executive Officer of The Learning Accelerator (TLA). She is a nationally recognized expert in education innovation. Beth brings over 20 years of experience in the K-12 nonprofit, philanthropic, and private sectors, having worked as a teacher, consultant, researcher, and funder. Beth is a Pahara-Aspen Education Fellow and serves on the board of several education nonprofits, including Catalyst:Ed and GiveThx. She earned a B.A. from Dartmouth College and a doctorate (Ed.L.D.) from Harvard University, where she was an inaugural cohort member in the University’s Doctor of Ed Leadership program.

Please see my resume at the end of this disclosure

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

I currently serve on the following boards beyond MOXIE Public Schools:

- Portland Parks Conservancy Board Member (2025-Present)
- Portland Parks Commissioner Chairperson (2024-Present); Vice Chair (2023-2024)
- GiveThx Board Member (2021- Present)
- Catalyst:Education Board Member (2018- Present)

I have served on the following nonprofit boards in the past.

- Lyseth Elementary School Parent Teacher Association, President (2022-2024)
- Innovate EDU, Board Member (2017-2023)
- Highlander Institute, Board Member (2016-2021)
- UNOW Day Nursery School (NJ-based early childhood program), Trustee (2014-2017)
- Scholar Academies (PA/DC-based charter management organization), Trustee (2010-2016)

5. Why do you wish to serve on the board of the proposed charter school?

As a formerly high-mobility, neurodivergent student in K-12 public schools, I've always believed that it's on adults to build education systems that meet the unique needs of every kid. I've spent my 20-year career working with, learning from and helping to scale innovative practices of exceptional schools across the U.S.

In late 2023, I became aware of the opportunity for a new charter to open due to the closure of one of the State's brick and mortar charter schools. As a parent of students in this region's largest district, I've seen firsthand the ways our schools struggle to deliver foundational instruction, let alone innovate, to meet the increasing needs of learners. My own child has struggled to learn to read given failures to adopt evidence-based practices. I see newly arrived families thrust into schools, only to be uprooted months later when they find new housing in another part of the State.

These problems are entirely solvable. Given the privilege of my career, I believe that there is a viable opportunity to build a charter entity positioned to help address the urgent challenges our communities and kids are facing.

I founded MOXIE Public Schools in May 2024 with the explicit intent to leverage Maine's one remaining school charter to build a new network of schools to show what is possible for our increasingly diverse K-12 learners in an increasingly complex world. Working with a talented and committed group of colleagues who share my vision for equity and excellence, I believe MOXIE will close gaps in opportunity for our families and learners who need it most.

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

A public charter school board member plays a critical governance role in ensuring the school operates with integrity, accountability, and alignment to its mission. Unlike traditional school boards that oversee multiple district-run schools, a charter school board is directly responsible for the success, financial health, and operational oversight of a single school or network. The role is strategic, not operational—board members set policy, provide oversight, and support leadership without micromanaging day-to-day activities. As such, members of the board act as stewards of the school's mission, guardians of financial integrity, and champions for student success. Their role is to provide strategic oversight, hold leadership accountable, ensure sustainability, and build strong community partnerships—all while ensuring that every decision prioritizes the long-term success of students.

Critical to this understanding is knowing what members should **not** engage in. This includes

- daily operations – Board members should not interfere with curriculum decisions, hiring of staff (beyond leadership roles), or student discipline policies.
- micromanagement of operations – The board must trust the school leadership to execute the mission while holding them accountable through clear metrics and oversight.
- acting on personal interests – Decisions must always be made for the collective good of the school and its students, not based on individual preferences or affiliations.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As indicated in my response to question 4, I have served on numerous nonprofit boards, including that of a multi-site charter management organization. As a nonprofit executive, I also have direct experience managing and developing a board.

8. Describe the specific knowledge and experience that you would bring to the board.

Deep knowledge of school innovation. I've worked with education entrepreneurs for most of my career. For the last decade, I have made it my actual job to learn from the best schools and educators in the country, developing a deep understanding of emerging and innovative practices as well as the systemic conditions leaders put into place to scale and sustain them. I am excited to bring this depth of knowledge to creatively bring together the best of what has been developed, helping the organization to build the strongest school system possible.

Strategic vision and market understanding. I'm a deeply curious person and sensemaker with the ability to visualize and bring about a future others may not yet see. As a leader, I've honed my ability to map and make connections across complex landscapes, identifying strategic opportunities and alignment to advance work. As we envision MOXIE as a networked entity that effectively weaves together resources across our campuses and the broader State ecosystem, I believe these strategic abilities will be critical to MOXIE's success.

Relevant leadership track-record. I stepped into the CEO role at The Learning Accelerator (TLA) as a first-time female leader with a 6-month old and a toddler. From leading TLA's initial turnaround, to undertaking the slow and steady work of fundraising and building a team, to navigating the pandemic and ever-changing nonprofit landscape, I've been challenged again and again to act with dogged persistence and a learning orientation and have developed a deep skill set and broad expertise relevant to the work we are proposing. I've also proven I can do hard things and will continue to do hard things on behalf of my community and humanity more broadly.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

MOXIE Public Schools is working to ensure each Maine student develops the skills, connections, and readiness to collectively flourish in a complex world. In partnership with communities and a robust network of other nonprofits and support entities, MOXIE will create innovative, learner-centered school environments that comprehensively meet the needs of Maine learners and their families, particularly those who are new to our communities, are multilingual, highly mobile, and/or cognitively diverse.

We have set four key design principles/beliefs that will guide our design and operational work.:

- Diversity: Every human is different, and our differences make us stronger. We must proactively design for this. By deeply understanding ourselves, our histories, and our identities—individually and in community—and intentionally fostering inclusive spaces that address individual needs and build belonging, we can solve wicked challenges and thrive.
- Sustainability: Learning is a long-term, forward-looking process. We must work in ways that are sustainable for ourselves, our partners, and our environment. Doing this requires unwavering commitment and rethinking how we use our resources to do our best work, for the now and future.
- Relationships: Relationships are the fuel for human growth. By building and maintaining strong, long-term connections within and across our broader community, and working and learning in relation to each other and ideas, we can produce wildly better results.

- **Relevance:** Our time is our most precious resource. We make sure we spend it wisely. Our learning is authentic and builds towards meaningful, real-life demonstrations, credentials, connections, and impact. While rooted in the present, it also reflects and is designed to meet future needs.

2. What is your understanding of the school's proposed educational program?

MOXIE Public Schools is designed to redefine what is possible for Maine's K-12 learners by leveraging competency-based, personalized, and community-connected learning to meet the evolving needs of students and families. The school's educational program is built on a learner-centered, networked model that prioritizes flexibility, real-world relevance, and holistic student development.

Core Pillars of MOXIE's Educational Program include:

1. **Competency-Based & Personalized Learning**
 - Students progress based on demonstrated mastery rather than seat time, ensuring they move forward with strong foundational skills.
 - Individualized learning plans guide each student's trajectory, with advisors supporting long-term academic and personal growth.
2. **Real-World, Inquiry-Based Learning**
 - Interdisciplinary, project-based learning experiences enable students to explore real-world problems in science, history, civics, and climate studies.
 - Students engage in authentic demonstrations of learning, such as portfolios, research projects, and capstone experiences that are directly applicable to their future goals.
3. **Flexible & Networked Learning Model**
 - MOXIE operates across multiple physical learning sites rather than a single fixed location, allowing students to remain connected to learning even if they move within the state.
 - Cross-district enrollment boundaries ensure access to high-quality instruction regardless of geographic constraints.
4. **Intentional Support Networks & Whole-Child Development**
 - Each student is assigned a looping advisor who stays with them from 6th to 12th grade, fostering deep relationships and continuity of support.
 - Social-emotional learning (SEL), mental health supports, and peer mentorship structures are embedded into the daily schedule.
5. **Workforce & College Readiness Pathways**
 - By graduation, every MOXIE student will earn industry-recognized credentials or early college credits, ensuring they are ready for postsecondary education and career success.
 - Students engage in internships, externships, and job-shadowing experiences with Maine-based workforce and nonprofit partners.
6. **Strategic Use of Technology & AI**
 - MOXIE incorporates AI-powered and digital learning tools to provide differentiated instruction, increase access to expertise, and support competency-based progression.
 - Hybrid and virtual learning options enable students to access courses, mentorship, and industry experiences beyond their local area.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that:

- **Delivers Strong Academic and Whole-Child Outcomes** – Students not only achieve academic mastery but also develop the skills, confidence, and purpose to thrive in higher education and the workforce. MOXIE aims for

every student to demonstrate mastery of academic and non-academic core competencies and graduate with at least an associate's degree or a career-related credential.

- Ensures Equity and Access for All Learners – Schools must proactively design for the diversity of student needs, ensuring every learner—including multilingual, mobile, and neurodiverse students—has the support to succeed.
- Fosters a Strong Sense of Belonging and Community – A school should be a place where students, staff, and families feel valued, connected, and supported. MOXIE prioritizes relationship-building through sustained advisor-student relationships, mentorship, and proactive family engagement.
- Engages in Real-World and Personalized Learning – Schools must provide students with hands-on, inquiry-based learning opportunities, internships, and workforce connections so they develop skills that are relevant to the future.
- Uses Innovative and Sustainable Resource Models – Schools must be strategic in how they allocate resources, leverage technology, and develop partnerships to maximize student learning while ensuring long-term sustainability.

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

As defined in our strategic plan, MOXIE will ensure all community members achieve the following core outcomes:

- Connection and Understanding. Deep personal, community, and civic context, history, and networks needed to understand the past and navigate the opportunities and challenges of the present.
- Confidence and competence. Competencies, credentials, and confidence to think critically, work collaboratively, and thrive in future education and workforce learning. This will include mastery of academic standards and durable skills (aligned to existing Jobs for Maine Graduates microcredentials). Each learner will also earn the equivalent of an associate's degree or equivalent career-related credential by graduation.
- Purpose and Commitment. Clarity of personal purpose and the commitment and capability to use that purpose in service of their dreams and a more just and sustainable world.

MOXIE will measure success using key performance indicators as success against these across three core areas:

1. Student Outcomes – Success will be defined by students achieving academic proficiency, demonstrating durable skills (such as critical thinking and collaboration, aligned to Job for Maine Graduate workforce competencies), and students earning credentials that prepare them for post-secondary success.
2. Student and Family Engagement – High demand for enrollment and attendance, low chronic absenteeism, and positive student, staff, and family satisfaction surveys indicating a strong sense of belonging and purpose.
3. Community and Workforce Integration – MOXIE's success will be reflected in the strength of its partnerships with higher education institutions, local businesses, and nonprofits, as well as the number of students engaged in internships and early college programs

Governance

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

Our board has aligned on our primary role. The MOXIE Public Schools board will serve as the governing body, ensuring the school remains aligned with its mission while providing oversight and strategic direction. Key responsibilities include:

- Oversight & Accountability – Ensuring MOXIE meets academic, financial, and operational goals. This includes monitoring student outcomes, budget performance, and legal compliance.
- Strategic Planning & Policy Setting – Establishing long-term goals and policies that support sustainability, equity, and educational excellence.

- Financial Stewardship – Overseeing the school’s budget, fundraising strategy, and resource allocation to ensure financial health and stability.
- Community Engagement – Acting as ambassadors for MOXIE, strengthening partnerships with local organizations, workforce entities, and policymakers.
- Leadership & Support – Hiring and evaluating the school’s leadership, ensuring the team has the resources and autonomy to execute the vision.

2. How will you know if the school is successful at the end of the first year of operation?

Our board has aligned on these measures. By the end of Year 1, success will be measured through:

1. Enrollment and Retention – Meeting target enrollment numbers and retaining at least 85% of students and staff.
2. Academic Growth – Demonstrating measurable improvement in student achievement, particularly in literacy and math, as measured by benchmark assessments and proficiency demonstrations.
3. Student, Family, and Staff Engagement – Positive feedback from students, staff, and families, as indicated by engagement surveys and participation in school activities.
4. Effective Instructional Implementation – Teachers successfully delivering personalized, competency-based instruction and adapting to student needs.
5. Operational Stability – Maintaining fundraising goals and achieving greater financial sustainability and effectively managing logistics such as transportation and facilities

3. How will you know at the end of four years if the school is successful?

Our board has aligned on these measures. At the four-year mark, success will be defined by:

- Academic Excellence – At least 85% of students enrolled in MOXIE for three years or more will demonstrate proficiency in core academic areas at grade level, with no predictable gaps between demographic groups.
- Post-Secondary Readiness – 100% of students in MOXIE’s graduating class earning career-related credentials or early college credits.
- Sustained Engagement – Consistently high student and staff attendance, retention, satisfaction, and belonging indicators.
- Scalability & Impact – Meeting MOXIE’s goals in terms of student enrollment, partnership with other nonprofits and districts, and influencing State policy conversations around opportunities for innovative K-12 education.
- Financial and Operational Strength – Operating sustainably with diversified revenue sources and strong community partnerships.

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

To ensure success, the board must:

1. Hold Leadership Accountable – Set clear goals for academic and operational performance, regularly review data, and make strategic adjustments.
2. Ensure Financial Health – Proactively secure funding through grants, philanthropy, and partnerships while monitoring expenditures to maximize resources.
3. Support School Growth & Adaptation – Identify opportunities for improvement, ensure the school remains responsive to community needs, and scale successful initiatives.
4. Strengthen Governance & Transparency – Maintain ethical and effective governance by fostering open communication and avoiding conflicts of interest.

5. Engage Stakeholders – Develop relationships with policymakers, business leaders, and community organizations to create external support networks

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If unethical behavior or conflicts of interest arise, the following steps should be taken:

1. Assess the Situation – Gather factual evidence and consult legal or governance policies to ensure concerns are valid.
2. Raise the Issue Transparently – Address concerns privately with the involved board member(s) first. If unresolved, bring the matter to the full board.
3. Follow Governance Procedures – Refer to MOXIE's bylaws and ethical policies, and, if necessary, seek guidance from legal counsel.
4. Take Corrective Action – If misconduct continues, recommend formal actions such as removal from the board, restructuring board policies, or involving external oversight.
5. Ensure Preventative Measures – Strengthen board training on ethics, accountability, and best practices to prevent future governance challenges.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

Yes

I have collaborated with each of the other board members prior to assembling the board in preparation for our application. Specifically:

- Virgel Hammonds and I have collaborated as leaders of national nonprofits in the K-12 education sector. Our organizations both work at the national level, and we have frequently come into contact as peers and work partners with other K-12 organizations and leaders.
- Dan Sonrouille and I first connected in 2023 as parents at our neighborhood school, Lyseth Elementary School in Portland. We worked on several projects together as leaders of the Lyseth Parent Teacher Association. Given his depth of experience and our shared desire to see improved outcomes for Maine Learners, I recruited him to join me in this effort.
- Jessie Seymour Perkins is a long-term colleague who I first connected with as an undergraduate over 20 years ago. As students at Dartmouth College, we both explored education coursework. While our paths diverged post-undergraduate school, we maintained a relationship as Jessie built a professional life and impact in the State. Inspired by her deep love of and commitment to the future of Maine, as well as vast network in the nonprofit, business/workforce, and State policymaker community, I recruited her to join the board.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employee

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

Yes. Assuming we are successful in this application, I intend to take on an executive operational leadership role with the school. Should that take place, I will resign from my voting position and be succeeded by another member when that transition takes place.

5. If the school intends to contract with an education service provider indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school’s board.

None

Certification

I, Beth Rabbitt, certify to the best of my knowledge and ability that the information I am providing to the Maine Charter School Commission as a prospective board member for MOXIE Public Schools Charter School is true and correct in every respect.

Signature

Date

Beth Rabbitt, Ed.L.D.

103 Roaring Brook Rd
Portland, ME 04103

603.547.0942 | beth.rabbitt@gmail.com | @bethrabbitt

Recent Professional Experience

The Learning Accelerator (TLA) / Chief Executive Officer

2016- PRESENT, CEO; APRIL 2013 - 2016, Partner; NATIONAL (U.S.)

Leader of national nonprofit accelerating transformation of K-12 schooling.

- Managed strategic and operational turnaround of nonprofit, establishing the organization as a leading informer/influencer of policy and action.
- Raised over \$25mm in philanthropic and fee-based revenue, supporting direct mission activities and pass-through grants to other education organizations, catalytically growing impact.
- Built a diversified business model, launching targeted consulting, research, and advising program services for other nonprofits, local, regional, and state agencies, philanthropies, education technology, and professional service companies.
- Spearheaded design, development, and growth of direct-to-educator products and resources reaching over 8mm users annually with free and open tools.
- Conducted and led research teams to develop original, mixed methods research and through-leadership projects, disseminated widely via and cited by numerous publications and organizations, including the U.S. Federal Register.
- Advised national and local education initiatives on a broad range of topics, including artificial intelligence, education technology, market strategies, quality improvement, innovative teaching and learning approaches, adult professional development, etc.
- Invited speaker at numerous conferences and convenings, including SXSWedu, ASU-GSV, Aurora Symposium, Harvard University, ISTE, etc.
- Successfully navigated significant market instabilities while achieving growth and revenue goals, high stakeholder ratings, and within alignment to values.

As a Partner (prior to 2016), led national research on technology-supported models of teaching and learning and developed and executed a national professional learning strategy to launch free and open training for teachers and leaders.

Touchstone Education / Director of Human Capital, Doctoral Resident

JUNE 2012 - APRIL 2013; NEWARK, NJ

As a member of a new charter school start-up team, developed talent systems to support the launch of a blended learning school system. Completed original doctoral research on competency-based teacher development models for innovative schools.

Harvard University / Founding Innovation Lab Fellow, Program Director

SEPTEMBER 2010 - JULY 2012; CAMBRIDGE, MA

Launched a new initiative at Harvard University to foster social entrepreneurship across institutions, leading to new permanent funding and ongoing programs.

Education Resource Strategies / Summer Associate, Consultant
JUNE 2011 - APRIL 2012; WATERTOWN, MA

Consulted with school systems on strategic resource allocation and school turnaround strategies.

NewSchools Venture Fund / Associate Partner
AUGUST 2006 - JUNE 2010; BOSTON, MA

Provided philanthropic support and management assistance to education entrepreneurs, including emerging charter school systems, technologists, and support organizations.

Education

Harvard Graduate School of Education / Ed.L.D, Doctor of Education Leadership
AUGUST 2010 - MAY 2013, CAMBRIDGE, MA USA
Gant Family Foundation Fellow; Teaching Fellow (Entrepreneurship in Education)

Dartmouth College / B.A., Psychology and Brain Sciences
SEPTEMBER 2000 - JUNE 2004, HANOVER, NH USA
Cum Laude/Highest Departmental Honors; Presidential Scholar; Class of '61 Research Fellow; Sigma Xi Science Honors; Benjamin Banneker '69 Award; Nickerson '64 Psychology Prize

Fellowships

Joyful Impact Accelerator Fellow, Cohort 5 (2024-Present)

Pahara-Aspen Education Fellow, Cohort 25 (2020- Present)

Aspen Global Leaders Network (2020-Present)

New Profit Social Entrepreneur (2017-2021); Venture Alumni (2021- Present)

Service and Appointments

Portland Parks Conservancy Board Member (2025-Present)

Portland Parks Commissioner Chairperson (2024-Present); Vice Chair (2023-2024)

GiveThx Board Member (2021- Present)

Catalyst:Education Board Member (2018- Present)

Innovate EDU Board Member (2017-2023)

Highlander Institute Board Member (2016-2021)

UNOW Day Nursery School Trustee (2014-2017)

Scholar Academies Trustee (2010-2016)

**Select
Publications**

Rabbitt, B. (In Press, 2024). "Rethinking Personalization: A System Feature for the Future of Schooling: In *Rethinking 2.0: Putting School Reinvention into Practice*, eds. M. Horn, J. Squire, R. Hess. Harvard Education Press. Cambridge, MA.

Rabbitt, B. (2023). "Articulating the 'why' for learners: going beyond 'as good as' to demand more through virtual and hybrid learning." The Learning Accelerator. September 21, 2023.

Tate, T., Holland, B., Karaoke, S., Rabbitt, B., & Warschauer, M. (2022). Personalized professional learning during a pandemic. The Learning Accelerator. Portland, ME.

Ford, V., Holland, B., Rabbitt, B., & Mick, R. (2022). Building community and capacity: The effects of the first year of LUSD's teacher residency program. The Learning Accelerator.

Rabbitt, B. (2021). "How any school can personalize learning (Parts I and II). FlyPaper, Thomas B. Fordham Institute. March 19, 2021.

Baker, G. & Rabbitt, B. (2021). "Lessons from the COVID-19 Pandemic: Building redesign muscled for durable, equitable change." Ahead of the Herd. Bellwether Education, April 16, 2021.

Rabbitt, B. (2021). Launching Forward: Leveraging pandemic innovations to advance school systems. The Learning Accelerator. Portland, ME.

Rabbitt, B. and Dávila, B. (2021). Hop, Skip, Leapfrog: Exploring the concrete ways schools and systems pursued student-centered innovation during COVID-19. The Learning Accelerator. Portland, ME.

Holland, B., Larkins, H., & Rabbitt, B. (2021). Digital Equity: A Guide for School & System Leaders. The Learning Accelerator. Portland, ME.

Holland, B., Zhang, L., Rabbitt, B., Lopez, A., & Nchise, A. (2020). Perceptions of Learner Behaviors and Actions During Personalized, Remote Learning: An Analysis of the Instructional Look Fors in LUSD. The Learning Accelerator. Portland, ME.

Holland, B., Rabbitt, B., Stanhope, D., Styers, M., Lopez, A., & Nchise, A. (2020). Effects of professional learning opportunities on learner growth: Analysis of the effects of personalized professional learning on learner growth. The Learning Accelerator. Portland, ME.

Rabbitt, B. (2020). "Opinion: What will we do when everyone comes back to school." The Hechinger Report. April 21, 2020.

Rabbitt, B. (2020). Driving Quality in Remote Learning: A framework for research-informed remote experiences for K-12 learners. The Learning Accelerator. Portland, ME.

Rabbitt, B. (2019). "Teaching Students in Person and Online at the Same Time Is a Huge Challenge. 4 Ways to Bridge the Home-Classroom Gap." The 74 Million. March 23, 2021.

Rabbitt, B. (2019). "3 Critical Conversations We Must Have Around The Future Of Personalized Learning: Equity, Technology & Balancing Individual Vs. Collective Learning Experiences." The 74 Million. February 28, 2019.

Rabbitt, B., Finegan, J., Kellogg, N. (2019). Research-based, online learning for

teachers. Princeton, NJ. The Learning Accelerator.

Thomas, N., & Rabbitt, B. (2019). Innovative Learning Implementation Framework: A Guide to Shifting System Conditions for Success and Scale. Princeton, NJ. The Learning Accelerator.

Avishai, E. & Rabbitt, B. (2018). "Seven top decisions for leaders scaling innovation." Education Next. Cambridge, MA: June 21, 2018.

Rabbit, B. (2017). "Analysis: Teaching, Technology, Transformation — 5 Ways to Talk (and Think) About Personalized Learning." Getting Smart. December 20, 2017.

Horn, M. & Rabbitt, B. (2016)." OpEd: The path forward for schools: Use a personal approach." Boston Herald, November 18, 2016.

Powell, A., Rabbitt, B., & Kennedy, K. (2014). iNACOL Blended Learning Teacher Competency Framework. International Association for K-12 Online Learning.

Rabbitt, B. (2013). "On behalf of student nomads." Education Week. February 20, 2013.

Rabbitt, C.E., Higgins, M., Mehta, J., Hernandez, A., & Harvard University. Graduate School of Education. (2013). Human Capital in Blended Learning Schools: Developing an Early-Stage Talent Strategy for Touchstone Education.

**Select
Presentations,
Interviews, and
Podcasts**

System and school policies for screen time and mobile devices. Testimony to the Kansas Blue Ribbon Task Force on Student Screen Time. Delivered September 27, 2024.

Interview: Why "Single-Point Solutions" Fail to Drive Ed-Tech Innovation. EdWeek Market Brief. April 5, 2024.

Blended Learning. Interview on The Point. CAI NPR Affiliate recorded May 3, 2023.

Getting Smarter Together: Finding and Sharing Information to Advance Equitable, Student-Centered Innovation in Schools. Panelist, Aurora Symposium, October 25, 2022.

Driving Equity and Opportunity Through High-Quality Virtual Learning. Testimony to the Texas Commission on Virtual Learning. Delivered August 23, 2022.

Emerging Stronger Post-Pandemic on TeachLab Podcast. Published April 5, 2022.

Panelist: Planning for Changing Learning Scenarios: Navigating the Road Ahead. U.S Office of Education Technology. Presented September 20, 2021.

Pathways For Student-Centered Innovation in the Aftermath of COVID19 on Education Talk Radio. Published June 2, 2021.

Teaching in Varied Modes on Learning Forward (Podcast) with California Collaborative for Educational Excellence. Recorded January 26, 2021.

Rethinking Intervention, interview with Instruction Partners. Published July 9, 2021.

Moderator: Moving to personalized teacher professional development – how? LearnLaunch Institute. Delivered January 31, 2021.

Keynote: National Trends in Personalized Learning at Mid Atlantic Personalized Learning Conference. Delivered March 19, 2019.

CHARTER SCHOOL BOARD MEMBER DISCLOSURE FORM

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Moxie Public Schools

2. Full name: Daniel B. Sonrouille

Home Address: 16 Farmhouse Ln
Portland, ME 04103

Business Name and Address: Relay Graduate School of Education
25 Broadway 3rd Floor, New York, NY 10004

Phone Number: 347-401-0433

E-mail address: mrsonrouille@gmail.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

Dan Sonrouille, M. Ed. brings over ~20 years of experience in education working with K-12 students and schools, supporting school districts, and working with teachers from across the country as a Professor of Secondary Science, Curriculum Design at Relay Grad School of Ed. He has been the founding member of three high schools where he designed and taught numerous science courses while also serving in a variety of teacher leadership and network-level leadership roles. He holds school building and district curricular certifications in Maine, a B.S. in biology from Central Connecticut State University and a master's degree in secondary education from City College, NY

Please see my resume at the end of this disclosure.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

I have served on the following nonprofit boards in the past.

- Lyseth Elementary School Parent Teacher Association, President (2023-2024)

5. Why do you wish to serve on the board of the proposed charter school?

In the winter of 2023, I was introduced to an exciting opportunity: the creation of a new charter school in Maine. As a recent transplant from Brooklyn, NY—where I spent 15 years as an educator and the last several as a parent navigating the education system—I have seen firsthand the transformative power of schools. While I encountered pockets of bold, innovative approaches supporting students, teachers, and families, these were exceptions rather than the norm. Too often, schools lacked the flexibility and ingenuity needed to address the diverse needs of multilingual learners, students with exceptional learning needs, and those from culturally rich but historically underserved communities.

Our world is evolving rapidly, and so too is our understanding of how students learn best. Unfortunately, the structures of many schools have not kept pace with these advancements. Over the past 20 years, I have dedicated my career to collaborating with teachers, administrators, and communities to reimagine learning—grounding my work in research-based practices that foster equity, engagement, and academic excellence. At institutions like Relay Graduate School of Education, Portland Public Schools, and Ascend Public Charter Schools, I have led curriculum redesigns, coached educators, and built instructional frameworks that prioritize student-centered, culturally responsive, and data-driven teaching. My expertise spans curriculum development, teacher training, multilingual education, and STEM instruction—all of which align with MOXIE Public Schools’ mission to innovate on behalf of diverse learners.

I joined the MOXIE Public Schools team in 2024 because I believe that Maine’s open charter presents a unique opportunity to build something transformative—something that not only closes persistent opportunity gaps but also creates a more sustainable and supportive ecosystem for educators. Our students need a foundation that equips them to tackle complex problems and engage in their communities at both local and global levels. MOXIE has the potential to be that model of excellence, demonstrating what is possible when we commit to bold, equity-driven solutions in education.

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

A public charter school board member plays a crucial role in ensuring the success, sustainability, and integrity of the school or network it is affiliated with. Their responsibilities encompass governance, oversight, and advocacy, all while maintaining a focus on student achievement and the school's mission. Board members provide strategic support with critical features and functions of the school such as setting the strategic priorities and evaluating and supporting the school leader while holding them accountable for operational excellence. However, this support does not cross into the daily operations and should always be made through the lens of what is best for the school as well as the families and students it serves. In essence, a charter school board member must balance governance with support, ensuring the school remains compliant, financially stable, and academically successful while empowering the leadership team to execute its mission effectively.

7. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I bring a wealth of experience that directly aligns with the responsibilities of a charter school board member, particularly in the areas of governance, instructional leadership, strategic planning, and community engagement.

Throughout my career, I have demonstrated a strong commitment to educational excellence and equity. As a Professor and Curriculum Designer at Relay Graduate School of Education, I have led the redesign of secondary science courses, ensuring alignment with state standards and accreditation requirements. My work in curriculum development, culturally responsive teaching, and data-informed instruction reflects my ability to oversee and evaluate academic programs, a crucial responsibility of a board member.

Additionally, my experience as a STEM Director at Ascend Public Charter Schools and as a Secondary Science Curriculum Lead at Portland Public Schools has given me a deep understanding of teacher support, professional development, and student achievement. I have worked closely with educators and school leaders to implement new curricular initiatives and develop sustainable systems for data-driven decision-making—skills that would be invaluable in providing governance and oversight for a charter school.

Beyond my instructional leadership, my role as Enrichment Chair for the Lyseth Elementary School PTA showcases my capacity to manage large-scale programs, collaborate with stakeholders, and drive financial sustainability. I spearheaded the creation of before- and after-school enrichment programs serving over 800 students per year, established operational systems, and managed finances, generating over \$40,000 in revenue in the program’s first two years. This

experience demonstrates my ability to oversee budgets, strategic planning, and community engagement—key functions of a charter school board.

Furthermore, my tenure as COO & Director of STEAM at MeshEd Collective and Director of High School STEM at Ascend Public Charter Schools involved managing teams, developing robust data and operational systems, and leading instructional improvements across multiple schools. I also played a pivotal role in Ascend's transition to remote learning during the pandemic, which required agility, problem-solving, and collaboration—all critical skills for an effective board member.

While I have not formally served on a school board, my diverse leadership roles have equipped me with the governance mindset, strategic oversight, and commitment to student success needed to excel in this capacity. I am confident that my experience in education, operations, financial management, and community engagement will allow me to contribute meaningfully to the charter school's board, ensuring it thrives in service of its students and mission.

8. Describe the specific knowledge and experience that you would bring to the board.

I bring a diverse and robust set of knowledge and experiences that would greatly benefit the charter school board. My background in education, curriculum design, instructional leadership, strategic planning, and community engagement has prepared me to contribute effectively to the governance and oversight of the school.

- Educational and Instructional Leadership - With nearly two decades of experience in K-12 and higher education, I have a deep understanding of curriculum development, teacher training, and student achievement. As a Professor and Curriculum Designer at Relay Graduate School of Education, I have spearheaded the redesign of secondary science courses, ensuring they align with state standards and accreditation requirements. My expertise in culturally responsive teaching, data-driven instruction, and supporting multilingual and exceptional learners would allow me to provide valuable insights on academic programming and instructional quality.
- Governance, Strategic Planning, and Policy Oversight - In my role as Director of High School STEM at Ascend Public Charter Schools, I developed and executed network-wide curriculum initiatives, teacher coaching programs, and strategic professional development, demonstrating my ability to oversee academic policies and ensure the effective implementation of school priorities.
- Community Engagement and Advocacy - Throughout my career, I have been deeply involved in family engagement, student advocacy, and community partnerships. I have worked in both traditional public schools and charter school networks, allowing me to understand the unique opportunities and challenges that come with charter school governance. My ability to collaborate with stakeholders, communicate effectively with diverse communities, and advocate for equitable education policies would be invaluable to the board's mission.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of MOXIE Public Schools is to ensure each Maine student develops the skills, connections, and readiness to collectively flourish in a complex world. In partnership with communities and a robust network of other nonprofits and support entities, MOXIE will create innovative, learner-centered school environments that comprehensively meet the needs of Maine learners and their families, particularly those who are new to our communities, are multilingual, highly mobile, and/or cognitively diverse.

MOXIE is guided by four key design principles/beliefs that serve as a north star for our design and operational work.:

- Diversity: Every human is different, and our differences make us stronger. We must proactively design for this. By deeply understanding ourselves, our histories, and our identities—individually and in community—and intentionally fostering inclusive spaces that address individual needs and build belonging, we can solve wicked challenges and

thrive.

- **Sustainability:** Learning is a long-term, forward-looking process. We must work in ways that are sustainable for ourselves, our partners, and our environment. Doing this requires unwavering commitment and rethinking how we use our resources to do our best work, for the now and future.
- **Relationships:** Relationships are the fuel for human growth. By building and maintaining strong, long-term connections within and across our broader community, and working and learning in relation to each other and ideas, we can produce wildly better results.
- **Relevance:** Our time is our most precious resource. We make sure we spend it wisely. Our learning is authentic and builds towards meaningful, real-life demonstrations, credentials, connections, and impact. While rooted in the present, it also reflects and is designed to meet future needs.

2. What is your understanding of the school's proposed educational program?

MOXIE Public Schools is designed to redefine what is possible for Maine's K-12 learners by leveraging competency-based, personalized, and community-connected learning to meet the evolving needs of students and families. The school's educational program is built on a learner-centered, networked model that prioritizes flexibility, real-world relevance, and holistic student development.

Core Pillars of MOXIE's Educational Program include:

1. **Competency-Based & Personalized Learning**
 - Students progress based on demonstrated mastery rather than seat time, ensuring they move forward with strong foundational skills.
 - Individualized learning plans guide each student's trajectory, with advisors supporting long-term academic and personal growth.
2. **Real-World, Inquiry-Based Learning**
 - Interdisciplinary, project-based learning experiences enable students to explore real-world problems in science, history, civics, and climate studies.
 - Students engage in authentic demonstrations of learning, such as portfolios, research projects, and capstone experiences that are directly applicable to their future goals.
3. **Flexible & Networked Learning Model**
 - MOXIE operates across multiple physical learning sites rather than a single fixed location, allowing students to remain connected to learning even if they move within the state.
 - Cross-district enrollment boundaries ensure access to high-quality instruction regardless of geographic constraints.
4. **Intentional Support Networks & Whole-Child Development**
 - Each student is assigned a looping advisor who stays with them from 6th to 12th grade, fostering deep relationships and continuity of support.
 - Social-emotional learning (SEL), mental health supports, and peer mentorship structures are embedded into the daily schedule.
5. **Workforce & College Readiness Pathways**
 - By graduation, every MOXIE student will earn industry-recognized credentials or early college credits, ensuring they are ready for postsecondary education and career success.
 - Students engage in internships, externships, and job-shadowing experiences with Maine-based workforce and nonprofit partners.
6. **Strategic Use of Technology & AI**
 - MOXIE incorporates AI-powered and digital learning tools to provide differentiated instruction, increase access to expertise, and support competency-based progression.
 - Hybrid and virtual learning options enable students to access courses, mentorship, and industry experiences beyond their local area.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that:

- Delivers Strong Academic and Whole-Child Outcomes – Students not only achieve academic mastery but also develop the skills, confidence, and purpose to thrive in higher education and the workforce. MOXIE aims for every student to demonstrate mastery of academic and non-academic core competencies and graduate with at least an associate's degree or a career-related credential.
- Ensures Equity and Access for All Learners – Schools must proactively design for the diversity of student needs, ensuring every learner—including multilingual, mobile, and neurodiverse students—has the support to succeed.
- Fosters a Strong Sense of Belonging and Community – A school should be a place where students, staff, and families feel valued, connected, and supported. MOXIE prioritizes relationship-building through sustained advisor-student relationships, mentorship, and proactive family engagement.
- Engages in Real-World and Personalized Learning – Schools must provide students with hands-on, inquiry-based learning opportunities, internships, and workforce connections so they develop skills that are relevant to the future.
- Uses Innovative and Sustainable Resource Models – Schools must be strategic in how they allocate resources, leverage technology, and develop partnerships to maximize student learning while ensuring long-term sustainability.

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

As defined in our strategic plan, MOXIE will ensure all community members achieve the following core outcomes:

- Connection and Understanding. Deep personal, community, and civic context, history, and networks needed to understand the past and navigate the opportunities and challenges of the present.
- Confidence and competence. Competencies, credentials, and confidence to think critically, work collaboratively, and thrive in future education and workforce learning. This will include mastery of academic standards and durable skills (aligned to existing Jobs for Maine Graduates microcredentials). Each learner will also earn the equivalent of an associate's degree or equivalent career-related credential by graduation.
- Purpose and Commitment. Clarity of personal purpose and the commitment and capability to use that purpose in service of their dreams and a more just and sustainable world.

MOXIE will measure success using key performance indicators as success against these across three core areas:

1. Student Outcomes – Success will be defined by students achieving academic proficiency, demonstrating durable skills (such as critical thinking and collaboration, aligned to Job for Maine Graduate workforce competencies), and students earning credentials that prepare them for post-secondary success.
2. Student and Family Engagement – High demand for enrollment and attendance, low chronic absenteeism, and positive student, staff, and family satisfaction surveys indicating a strong sense of belonging and purpose.
3. Community and Workforce Integration – MOXIE's success will be reflected in the strength of its partnerships with higher education institutions, local businesses, and nonprofits, as well as the number of students engaged in internships and early college programs

Governance

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

Our board has aligned on our primary role. The MOXIE Public Schools board will serve as the governing body, ensuring the school remains aligned with its mission while providing oversight and strategic direction. Key responsibilities include:

- **Oversight & Accountability** – Ensuring MOXIE meets academic, financial, and operational goals. This includes monitoring student outcomes, budget performance, and legal compliance.
- **Strategic Planning & Policy Setting** – Establishing long-term goals and policies that support sustainability, equity, and educational excellence.
- **Financial Stewardship** – Overseeing the school's budget, fundraising strategy, and resource allocation to ensure financial health and stability.
- **Community Engagement** – Acting as ambassadors for MOXIE, strengthening partnerships with local organizations, workforce entities, and policymakers.
- **Leadership & Support** – Hiring and evaluating the school's leadership, ensuring the team has the resources and autonomy to execute the vision.

2. How will you know if the school is successful at the end of the first year of operation?

Our board has aligned on these measures. By the end of Year 1, success will be measured through:

1. **Enrollment and Retention** – Meeting target enrollment numbers and retaining at least 85% of students and staff.
2. **Academic Growth** – Demonstrating measurable improvement in student achievement, particularly in literacy and math, as measured by benchmark assessments and proficiency demonstrations.
3. **Student, Family, and Staff Engagement** – Positive feedback from students, staff, and families, as indicated by engagement surveys and participation in school activities.
4. **Effective Instructional Implementation** – Teachers successfully delivering personalized, competency-based instruction and adapting to student needs.
5. **Operational Stability** – Maintaining fundraising goals and achieving greater financial sustainability and effectively managing logistics such as transportation and facilities

3. How will you know at the end of four years if the school is successful?

Our board has aligned on these measures. At the four-year mark, success will be defined by:

- **Academic Excellence** – At least 85% of students enrolled in MOXIE for three years or more will demonstrate proficiency in core academic areas at grade level, with no predictable gaps between demographic groups.
- **Post-Secondary Readiness** – 100% of students in MOXIE's graduating class earning career-related credentials or early college credits.
- **Sustained Engagement** – Consistently high student and staff attendance, retention, satisfaction, and belonging indicators.
- **Scalability & Impact** – Meeting MOXIE's goals in terms of student enrollment, partnership with other nonprofits and districts, and influencing State policy conversations around opportunities for innovative K-12 education.
- **Financial and Operational Strength** – Operating sustainably with diversified revenue sources and strong community partnerships.

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

To ensure success, the board must:

1. Hold Leadership Accountable – Set clear goals for academic and operational performance, regularly review data, and make strategic adjustments.
2. Ensure Financial Health – Proactively secure funding through grants, philanthropy, and partnerships while monitoring expenditures to maximize resources.
3. Support School Growth & Adaptation – Identify opportunities for improvement, ensure the school remains responsive to community needs, and scale successful initiatives.
4. Strengthen Governance & Transparency – Maintain ethical and effective governance by fostering open communication and avoiding conflicts of interest.
5. Engage Stakeholders – Develop relationships with policymakers, business leaders, and community organizations to create external support networks.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If unethical behavior or conflicts of interest arise, the following steps should be taken:

1. Assess the Situation – Gather factual evidence and consult legal or governance policies to ensure concerns are valid.
2. Raise the Issue Transparently – Address concerns privately with the involved board member(s) first. If unresolved, bring the matter to the full board.
3. Follow Governance Procedures – Refer to MOXIE's bylaws and ethical policies, and, if necessary, seek guidance from legal counsel.
4. Take Corrective Action – If misconduct continues, recommend formal actions such as removal from the board, restructuring board policies, or involving external oversight.
5. Ensure Preventative Measures – Strengthen board training on ethics, accountability, and best practices to prevent future governance challenges.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I have collaborated with Beth Rabbit prior to the work done to prepare for our application. Beth and I first connected in 2023 as parents at our neighborhood school, Lyseth Elementary School in Portland. We worked on several projects together as leaders of the Lyseth Parent Teacher Association.

Prior to the work I've done with the board thus far, I have not collaborated with Virgel Hammonds and Jessie Seymour Perkins.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such persons.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not anticipate conducting any such business. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not know any such persons. Yes

Assuming we are successful in this application, I intend to take on an instructional leadership role with the school. Should that take place, I will resign from my voting position and be succeeded by another member when that transition takes place.

5. If the school intends to contract with an education service provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None Yes

Certification

I, Daniel Sonrouille , certify to the best of my knowledge and ability that the information I am providing to the Maine Charter School Commission as a prospective board member for MOXIE Public Schools Charter School is true and correct in every respect.



Signature

2/11/2025

/ Date/

Daniel Sonrouille

16 Farm House Lane, Portland, ME 04103
(347) 401-0433 mrsonrouille@gmail.com

PROFESSIONAL EXPERIENCE

Relay Graduate School of Education, New York, NY (2016-Present)

- Professor, Secondary Science, Curriculum Design (July 2023-Present)
 - Spearheaded the redesign of 4 of 6 secondary science courses between the fall of 2023 and fall of 2025 with all courses earning at least 90% strongly agree/agree across all questions on our post-module evaluation surveys.
 - Collaborate with all department design professors, instructional technology designers, and the regulatory and accreditation team to ensure all courses in your department are aligned to state standards, regulations and/or code, and state accreditation requirements.
 - Provide an exceptional student experience during implementation of courses earning at or above 95% strongly agree/agree across all questions on the institutional student satisfaction survey
 - Teach courses focused on curriculum design, supporting multilingual and exceptional learners, phenomena-based learning, culturally responsive teaching, discourse in science classrooms, integration of technology, and data-informed teaching.
- Assistant Professor, 1.0 Teacher Programs, Secondary Science (July 2022-July 2023) ○ Teach Secondary Science Methods and Applications of Effective Teaching coursework to a cohort of ~45 year 1 graduate students using Canvas, GSuite, and Monday.com platforms to create an intellectually rigorous, safe, and supportive environment. On the fall 2022 core content professor survey, earned 100% agree/strongly agree from students across all questions.
 - Serve as advisor for cohort of ~45 year 1 graduate students, developing a rapport of trust and accessibility with advisees, ensuring accurate advice and quality support, contributing to a positive student experience. On the fall 2022 advisor survey, earned 95-100% agree/strongly agree from students across all questions.
- Science Content Adjunct Professor, Relay New York & National Campus (2016-Present) ○ Teach Secondary Science Methods coursework to year 2 graduate students using Canvas, GSuite, and Monday.com platforms to create an intellectually rigorous, safe, and supportive environment. Regularly earn 95-100% agree/strongly agree across all questions on the student surveys for content instruction.
 - Support graduate students' pedagogical development, evaluate assessments, and support with culturally responsive approaches to teaching and classroom culture.
- Curriculum and Course Design Team, Relay 2.0 (2019-2020) and 1.0 (2020-Present) ○ Core team member of Relay 1.0 design team, responsible for maintenance and updates to all Y1 and Y2 methods coursework
 - Manage course updates and revisions to all materials on Google Drive and Canvas ensuring alignment to Relay GSE's DEIA vision and incorporating feedback from professors.
 - Core project team member supporting the design of Relay 2.0 Secondary Science Graduate Coursework for Relay GSE
 - Worked with a diverse team to integrate core and content-specific pedagogy, whi aligning to Relay's vision for diversity, equity, inclusion, and anti-racism using equitable design protocol and current educational research

Portland Public Schools, Portland ME (August 2022-Present)

- Secondary Science Instructional Coach (2023-Present)
 - Provide targeted teacher and school-leader support on planning for new curricular roll out across science departments
 - Provide short-cycle observation and feedback to teachers based on agreed-upon strategies to improve instruction.
 - Support science teams and school leadership with the creation and implementation of meaningful and sustainable systems & structures for utilizing student work and performance data to develop department goals, priorities for peer observations, and craft agendas for Wednesday common planning time.
- Lyseth Elementary School PTA Enrichment Chair (2022-Present)
 - Spearheaded the creation of Lyseth's before/after school enrichment club programming, serving over 200 students per quarter across grades k-5 by providing before and after school enrichment programming
 - Collaborated with school leadership and administrative staff to establish effective systems of communication and program operations between all stakeholders
 - Developed and managed all systems for communication, registration, rostering, programming, finance, and operation
 - In our first full year of operation the program generated over \$22k in revenue and over \$8k profit while providing scholarships for ~23% of registered students (169 total) through our questions asked, tiered donation system.

MeshEd Collective, Brooklyn NY (April 2021-July 2022)

- COO & Director of STEAM
 - Managed teams of full-/part-time staff and interns ensuring all communication, technology, and logistical needs were met across multiple course sites with a variety of partner organizations.
 - Created and maintained hiring, communications, financial, programming, and project-track systems using Monday.com, increasing efficiency and efficacy within and across te
 - Developed robust data systems, using Monday.com and Google Sheets, to efficiently capture track, and share important data and information with relevant stakeholders, including enrollment, student feedback, and teacher satisfaction.
 - Led diverse teams of content and pedagogical experts from across the country in creating project-based learning courses using MeshEd's project-based learning architecture.

Ascend Public Charter Schools, Brooklyn, NY (2015-2021)

- Director of High School STEM – Ascend Network (2018-2021)
 - Directly supported school STEM teams in the areas of curriculum design, teaching, and learning through 1-on-1 coaching and evaluation of deans and direct coaching and evaluation of teachers.
 - Designed and led summer and school year professional development for a diverse team of network leaders, teachers, and consultants in the development of course materials, learning experiences, and data analysis, consistently earning ratings of agree and strongly agree across staff survey questions 95-100% of the time.
 - Co-created vision for learning and instructional framework at Ascend's high schools leveraging equity-centered design frameworks and research in pedagogy, neuroscience, and liberal arts education.
 - Led the development and roll-out of hundreds of curricular products aligned to Ascend's vision for learning and DEIA initiatives in HS STEM, managing a team of educators across the country.
 - With a diverse team of stakeholders from the high school community, helped lead the pivot to

remote learning during the early phase of the pandemic.

- Department Chair, Grade Level Chair, and Instructional Coach – Brooklyn Ascend HS (2015-2018) ○ Provided direct teacher coaching and professional development to novice and experienced teachers across grades and departments in the areas of course design, pedagogy, data analysis, culturally responsive teaching practices, and implementation of restorative practices. ○ Served as culture lead, supporting with disciplinary issues, leading parent/guardian outreach, and fostering positive family and student relationships.
- Science Teacher - Brooklyn Ascend HS (2015-2018)
 - Taught Biology, Physics, Chemistry, and AP Biology to students in grades 9-12 using innovative teaching techniques such as asynchronous, mastery-based learning, flipped classroom project-based learning, place-based learning, and phenomenon based learning.
 - Routinely had state exam scores that far exceeded district, city, and state averages.

Achievement First Brooklyn High School, Brooklyn, NY (2009-2015)

- Science Teacher and Grade Level Chair
 - Served as culture lead, supporting with disciplinary issues, leading parent/guardian outreach, and fostering positive family and student relationships.
 - Led and provided professional development for multiple teams of teachers, grades 9-12, to ensure high expectations and excellence in the areas of school culture, teaching, and learning. ○ Supported novice and experienced teachers in developing a more robust tool kit in supporting students with behavioral choices.
 - Taught a range of science courses that focused on creating individualized student experiences using inquiry frameworks and consistently had students achieve at least 90% passing rate on state exams.

The High School for Arts, Imagination, and Inquiry, New York, NY (2005-2009)

- Science Teacher
 - Supported with culture and disciplinary issues.
 - General Science, Regents Biology, Urban Ecology, AP Biology Instructor. Consistently above 90% passing in state exam courses.

EDUCATION/CERTIFICATION

- Maine State certifications in teaching, curriculum coordination, and building administration
- New York State teacher certification
- City College, New York, NY - Master of Arts in Secondary Education-Biology
- Central Connecticut State University, New Britain, CT - Bachelor of Science in Biology

AWARDS and AFFILIATIONS

- Teach For America - National Science Advisory Panel Member 2017-2019
- Math for America Master Teacher Fellowship, 2014-2018
- NAATE Advanced Teacher Leader Program, 2013-2015
- Achievement First Stage 4 Distinguished Teacher – awarded to top 10% of teachers based on the Teacher Career Pathway metrics (2013)
- BSCS/NABT National AP Biology Leadership Academy, 2013-2015
- New York City Teaching Fellows, 2005-2007

SELECTED PUBLICATIONS

- Waldron, A., Entress, C., & Sonrouille, D. (2022). [Moving Practice-Based, Secondary Science Teacher Education Online: The Case of Inquiry-Based Labs](#). Innovations in Science Teacher Education, 7(4). Retrieved from

CHARTER SCHOOL BOARD MEMBER DISCLOSURE FORM

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Moxie Public Schools

2. Full name:

Jessie Seymour Perkins

Home Address:

53 Mason St, Bethel, ME 04217

Business Name and Address:

Independent Contractor (Grant administration & nonprofit management)

Phone Number:

207-356-1883

E-mail address:

jessie.s.perkins@gmail.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

I work as an independent contractor managing grants for municipalities. I am a fifth-generation (at least) Mainer, raised in the Bangor area and now living in western Maine. I have more than 20 years' experience working across business and nonprofit lines to build stronger cross-sectional partnerships for thriving communities. Before becoming an independent contractor, I most recently served as Executive Director of the Bethel Area Chamber of Commerce, leading efforts to diversify Western Maine's economy and strengthening its role as a hub for outdoor recreation. In that role, I regularly participated in state-wide conversations about economic development, workforce needs, and policy discussions. My expertise includes large-scale event management, board governance, communications, public relations, financial planning and management, and facilitation. I am an active member of the Maine Climate Council and a board member of Androscoggin Valley Hospital in Berlin, NH. I earned a B.A. in Sociology from Dartmouth College and an IOM professional certification from the U.S. Chamber of Commerce Institute of Organization Management.

Please see my resume at the end of this disclosure.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

I currently serve on the following boards beyond MOXIE Public Schools:

- Androscoggin Valley Hospital (Berlin, NH)

I have served on the following nonprofit boards in the past.

- Bethel Area Nonprofit Collaborative (Secretary)
- Maine Association of Chamber of Commerce Executives (President, Past President)
- Maine Lakes & Mountains Tourism Council
- Maine State Chamber of Commerce

Other leadership roles I have served in include being appointed by Governor Mills to serve as a member of the Maine Climate Council, serving on the steering committee of the most recent State Comprehensive Outdoor Recreation Plan (SCORP), and volunteering for my municipality as a member of the Bethel Conservation Commission.

5. Why do you wish to serve on the board of the proposed charter school?

As a student myself, I always thought I would become a teacher and in college I pursued a great deal of education coursework. While I eventually chose a different career path, I see this as a way of coming full-circle. I grew up in rural Maine schools and thought I was missing out on a lot of opportunities just because of geography. Technology and new ways of thinking and connecting have changed so much since then. I believe that MOXIE can be at the forefront of integrating technology and community immersion into its school design right from the outset. With our focus on Cumberland and Androscoggin Counties, two places where demographics have changed a great deal in the past two decades, we have the opportunity to prove that creating a stable, supportive environment designed to meet the needs of students from a wide variety of backgrounds with a wide variety of needs can benefit long-standing residents and New Mainers alike.

I am inspired by my fellow board members and their unique experiences with leading and innovating in the field of education. I expect to be able to contribute to the conversation my years of experience involved in local and statewide conversations about economic development, workforce needs, and community engagement.

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

A public charter school board member should be willing and able to be part of a team committed to setting the vision and the work plan necessary to create a school providing a supportive environment that allows a diverse set of students to succeed. We should be constantly scanning the landscape, building connections, and innovating in order to give students tools they need to take their next steps, whatever those steps might be.

As nonprofit board members, our role is different than a usual public school board elected by school district residents. We should establish and abide by board governance best practices starting at the earliest phases; grow the board to represent the students and communities we're working with; hire and develop the right people for the right roles; and set ambitious and creative educational goals for our student body. After settling on the day-to-day management practices, we should always be looking into the future: setting and managing a strategic plan, putting the tools in place to grow at a steady, manageable rate, and staying on top of Maine's trends in education, demographics, and workforce development. At all times we should operate with integrity, transparency, and be working to uphold our mission.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

In addition to my board roles mentioned, my career has been spent largely in nonprofit roles, including Executive Director, Marketing & Events Manager, Network Facilitator for a unique effort to enhance collaboration among local nonprofits, and event coordinator roles.

8. Describe the specific knowledge and experience that you would bring to the board.

My experience as a chamber of commerce executive has helped me become a highly networked professional with a lifetime of connections and lived experiences in the business, nonprofit, and educational communities of Maine. I believe deeply in the magic of Maine and understand that though we are small, we have a unique set of assets and our smallness makes us extremely connected and dependent on community. I am able to focus on what we do have and what we can do rather than the other way around. I also have rigorous experience in board governance, communications planning and execution, financial planning and management, managing events ranging from community visioning to full-blown festivals, facilitating unique collaborations, and an immersion in understanding Maine's workforce, economic development priorities, environmental issues, and policy development.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The MOXIE Public Schools board has worked together to establish the following mission and goals.

MOXIE Public Schools working to ensure each Maine student develops the skills, connections, and readiness to collectively flourish in a complex world. In partnership with communities and a robust network of other nonprofits and support entities, MOXIE will create innovative, learner-centered school environments that comprehensively meet the needs of Maine learners and their families, particularly those who are new to our communities, are multilingual, highly mobile, and/or cognitively diverse.

We have set four key design principles/beliefs that will guide our design and operational work.:

- **Diversity**: Every human is different, and our differences make us stronger. We must proactively design for this. By deeply understanding ourselves, our histories, and our identities– individually and in community– and intentionally fostering inclusive spaces that address individual needs and build belonging, we can solve wicked challenges and thrive.
- **Sustainability**: Learning is a long-term, forward-looking process. We must work in ways that are sustainable for ourselves, our partners, and our environment. Doing this requires unwavering commitment and rethinking how we use our resources to do our best work, for the now and future.
- **Relationships**: Relationships are the fuel for human growth. By building and maintaining strong, long-term connections within and across our broader community, and working and learning in relation to each other and ideas, we can produce wildly better results.
- **Relevance**: Our time is our most precious resource. We make sure we spend it wisely. Our learning is authentic and builds towards meaningful, real-life demonstrations, credentials, connections, and impact. While rooted in the present, it also reflects and is designed to meet future needs.

2. What is your understanding of the school's proposed educational program?

The MOXIE Public Schools board has established the following specialized educational program designed to meet the needs of diverse students with diverse needs and goals.

MOXIE Public Schools is designed to redefine what is possible for Maine's K-12 learners by leveraging competency-based, personalized, and community-connected learning to meet the evolving needs of students and families. The school's educational program is built on a learner-centered, networked model that prioritizes flexibility, real-world relevance, and holistic student development.

Core Pillars of MOXIE's Educational Program include:

1. **Competency-Based & Personalized Learning**
 - Students progress based on demonstrated mastery rather than seat time, ensuring they move forward with strong foundational skills.
 - Individualized learning plans guide each student's trajectory, with advisors supporting long-term academic and personal growth.
2. **Real-World, Inquiry-Based Learning**
 - Interdisciplinary, project-based learning experiences enable students to explore real-world problems in science, history, civics, and climate studies.
 - Students engage in authentic demonstrations of learning, such as portfolios, research projects, and capstone experiences that are directly applicable to their future goals.
3. **Flexible & Networked Learning Model**

- MOXIE operates across multiple physical learning sites rather than a single fixed location, allowing students to remain connected to learning even if they move within the state.
 - Cross-district enrollment boundaries ensure access to high-quality instruction regardless of geographic constraints.
4. Intentional Support Networks & Whole-Child Development
 - Each student is assigned a looping advisor who stays with them from 6th to 12th grade, fostering deep relationships and continuity of support.
 - Social-emotional learning (SEL), mental health supports, and peer mentorship structures are embedded into the daily schedule.
 5. Workforce & College Readiness Pathways
 - By graduation, every MOXIE student will earn industry-recognized credentials or early college credits, ensuring they are ready for postsecondary education and career success.
 - Students engage in internships, externships, and job-shadowing experiences with Maine-based workforce and nonprofit partners.
 6. Strategic Use of Technology & AI
 - MOXIE incorporates AI-powered and digital learning tools to provide differentiated instruction, increase access to expertise, and support competency-based progression.
 - Hybrid and virtual learning options enable students to access courses, mentorship, and industry experiences beyond their local area.

3. What do you believe to be the characteristics of a successful school?

A REALLY successful school would be one where students look back 20 years from now and feel that their school set them up for a positive path in career and in life. A successful school right now would be one where students look forward to going to school - and they meet educational goals in expected and unexpected ways. To create this environment, successful school should be one that:

- Delivers Strong Academic and Whole-Child Outcomes – Students not only achieve academic mastery but also develop the skills, confidence, and purpose to thrive in higher education and the workforce. MOXIE aims for every student to demonstrate mastery of academic and non-academic core competencies and graduate with at least an associate's degree or a career-related credential.
- Ensures Equity and Access for All Learners – Schools must proactively design for the diversity of student needs, ensuring every learner—including multilingual, mobile, and neurodiverse students—has the support to succeed.
- Fosters a Strong Sense of Belonging and Community – A school should be a place where students, staff, and families feel valued, connected, and supported. MOXIE prioritizes relationship-building through sustained advisor-student relationships, mentorship, and proactive family engagement.
- Engages in Real-World and Personalized Learning – Schools must provide students with hands-on, inquiry-based learning opportunities, internships, and workforce connections so they develop skills that are relevant to the future.
- Uses Innovative and Sustainable Resource Models – Schools must be strategic in how they allocate resources, leverage technology, and develop partnerships to maximize student learning while ensuring long-term sustainability.

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

As defined in our strategic plan, MOXIE will ensure all community members achieve the following core outcomes:

- Connection and Understanding. Deep personal, community, and civic context, history, and networks needed to understand the past and navigate the opportunities and challenges of the present.
- Confidence and competence. Competencies, credentials, and confidence to think critically, work collaboratively, and thrive in future education and workforce learning. This will include mastery of academic standards and durable skills (aligned to existing Jobs for Maine Graduates microcredentials). Each learner will also earn the equivalent of an associate's degree or equivalent career-related credential by graduation.

- Purpose and Commitment. Clarity of personal purpose and the commitment and capability to use that purpose in service of their dreams and a more just and sustainable world.

MOXIE will measure success using key performance indicators as success against these across three core areas:

1. Student Outcomes – Success will be defined by students achieving academic proficiency, demonstrating durable skills (such as critical thinking and collaboration, aligned to Job for Maine Graduate workforce competencies), and students earning credentials that prepare them for post-secondary success.
2. Student and Family Engagement – High demand for enrollment and attendance, low chronic absenteeism, and positive student, staff, and family satisfaction surveys indicating a strong sense of belonging and purpose.
3. Community and Workforce Integration – MOXIE's success will be reflected in the strength of its partnerships with higher education institutions, local businesses, and nonprofits, as well as the number of students engaged in internships and early college programs.

Governance

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

The MOXIE Public Schools board will serve as the governing body, ensuring the school remains aligned with its mission while providing oversight and strategic direction. We will abide by board governance best practices, including:

- Oversight & Accountability – Ensuring MOXIE meets academic, financial, and operational goals. This includes monitoring student outcomes, budget performance, and legal compliance.
- Strategic Planning & Policy Setting – Establishing long-term goals and policies that support sustainability, equity, and educational excellence.
- Financial Stewardship – Overseeing the school's budget, fundraising strategy, and resource allocation to ensure financial health and stability.
- Community Engagement – Acting as ambassadors for MOXIE, strengthening partnerships with local organizations, workforce entities, and policymakers.
- Leadership & Support – Hiring and evaluating the school's leadership, ensuring the team has the resources and autonomy to execute the vision.

2. How will you know if the school is successful at the end of the first year of operation?

Our board has aligned on these measures. By the end of Year 1, success will be measured through:

1. Enrollment and Retention – Meeting target enrollment numbers and retaining at least 85% of students and staff.
2. Academic Growth – Demonstrating measurable improvement in student achievement, particularly in literacy and math, as measured by benchmark assessments and proficiency demonstrations.
3. Student, Family, and Staff Engagement – Positive feedback from students, staff, and families, as indicated by engagement surveys and participation in school activities.
4. Effective Instructional Implementation – Teachers successfully delivering personalized, competency-based instruction and adapting to student needs.
5. Operational Stability – Maintaining fundraising goals and achieving greater financial sustainability and effectively managing logistics such as transportation and facilities

3. How will you know at the end of four years if the school is successful?

Our board has aligned on these measures. At the four-year mark, success will be defined by:

- Academic Excellence – At least 85% of students enrolled in MOXIE for three years or more will demonstrate proficiency in core academic areas at grade level, with no predictable gaps between demographic groups.
- Post-Secondary Readiness – 100% of students in MOXIE’s graduating class earning career-related credentials or early college credits.
- Sustained Engagement – Consistently high student and staff attendance, retention, satisfaction, and belonging indicators.
- Scalability & Impact – Meeting MOXIE’s goals in terms of student enrollment, partnership with other nonprofits and districts, and influencing State policy conversations around opportunities for innovative K-12 education.
- Financial and Operational Strength – Operating sustainably with diversified revenue sources and strong community partnerships.

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

To ensure success, the board must:

1. Hold Leadership Accountable – Set clear goals for academic and operational performance, regularly review data, and make strategic adjustments.
2. Ensure Financial Health – Proactively secure funding through grants, philanthropy, and partnerships while monitoring expenditures to maximize resources.
3. Support School Growth & Adaptation – Identify opportunities for improvement, ensure the school remains responsive to community needs, and scale successful initiatives.
4. Strengthen Governance & Transparency – Maintain ethical and effective governance by fostering open communication and avoiding conflicts of interest.
5. Engage Stakeholders – Develop relationships with policymakers, business leaders, and community organizations to create external support networks.

5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?

All boards should have conflict of interest policies and written commitments to uphold ethical behavior. Members should agree to make decisions according to what’s best for the organization, setting aside any personal benefit. Boards should undergo regular orientation and training to keep these principles at the forefront of their collective action. If, despite this, issues arise, the following steps should be taken:

1. Assess the Situation – Gather factual evidence and consult legal or governance policies to ensure concerns are valid.
2. Raise the Issue Transparently – Address concerns privately with the involved board member(s) first. If unresolved, bring the matter to the full board.
3. Follow Governance Procedures – Refer to MOXIE’s bylaws and ethical policies, and, if necessary, seek guidance from legal counsel.
4. Take Corrective Action – If misconduct continues, recommend formal actions such as removal from the board, restructuring board policies, or involving external oversight.
5. Ensure Preventative Measures – Strengthen board training on ethics, accountability, and best practices to prevent future governance challenges.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

Beth Rabbitt and I first met as classmates at Dartmouth College more than 20 years ago, where we both took many education classes. Because Beth had family connections in Maine, she visited often and eventually moved here full-time. We have maintained a relationship throughout and supported each other through the development of our respective non-profit careers. Beth has an impressive set of nationwide accomplishments in the field of education innovation, and I am excited to help her apply that experience to students in the state of Maine.

I have only met Virgel Hammonds and Dan Sonrouille through the process of forming the board for Moxie Public Schools.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I do not know any such persons.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I /we do not anticipate conducting any such business.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not know any such persons.

5. If the school intends to contract with an education service provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider.

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse, or family.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None

Certification

I, Jessie S. Perkins, certify to the best of my knowledge and ability that the information I am providing to the Maine Charter School Commission as a prospective board member for MOXIE Public Schools Charter School is true and correct in every respect.

Jessie S. Perkins

2/12/25

Signature

Date

Jessie Seymour Perkins

53 Mason Street, Bethel, ME

jessie.s.perkins@gmail.com

(207) 356-1883

SUMMARY

Collaborative community leader with extensive organization management, communications, events, and facilitation experience.

EXPERIENCE

Bethel Area Chamber of Commerce

Executive Director – October 2017-March 2024

- Oversaw all aspects of organizational management: financial reporting, budgeting, fundraising, program development and delivery, staff management, communications, and general administration.
- Oversaw board management, meetings, and development.
- Oversaw member benefits/relationship program for 200+ members comprising businesses, nonprofits, and municipalities.
- Lead production of three major annual festivals, plus many smaller networking events and other convenings.
- Acted as spokesperson in public relations for the chamber and on behalf of the Bethel area.
- Maintained social media presences on Facebook, Instagram, and Twitter.
- Acted with the Mahoosuc Sustainable Tourism Committee to produce “The Mahoosuc Way,” an innovative sustainable tourism campaign developed after convening 40+ nonprofits, businesses, municipalities, and state officials.

Events & Marketing Manager – November 2012-October 2017

- Implemented first-ever membership database, streamlining data management, event registration, billing, member log-in capabilities, and web listings.
- Produced new website, bethelmaine.com, using member database system.
- Relaunched new websites and developed improved event procedures.

Bethel Area Nonprofit Collaborative – 2011-2012

Network Facilitator - Secured grant funding to launch an innovative collaborative that facilitated local nonprofits working together to improve programming and reduce duplication of efforts.

Androscoggin River Watershed Council – 2010-2012

Program Coordinator – Coordinated all aspects of a 19-day series of paddling trips extending the length of the Androscoggin River, promoting environmental stewardship and access to the river.

Sunday River – Winters ‘05/’06, ‘06/’07, ‘07/’08

Snow Reporter & Communications Coordinator - Told Sunday River’s daily story through web updates, photography, newsletters, press releases, and intra-resort communications.

Northern Forest Center – Summers 2006-2009

Tour Coordinator – Staffed a mobile exhibit displaying the shared history and culture of the northern regions of Maine, New Hampshire, Vermont, and New York.

EDUCATION

Dartmouth College
Bachelor of Arts, Sociology
2004

Institute of Organization Management
IOM
U.S. Chamber of Commerce Foundation
2014-2017

LEADERSHIP & VOLUNTEERISM

Maine Climate Council

September 2019-present
Appointed by Governor Janet Mills to contribute to a bold plan to reduce carbon emissions in Maine.

Androscoggin Valley Hospital

March 2024-present
Board member; finance committee

Maine Association of Chamber of Commerce Executives (MACCE)

Board of Directors April 2018-March 2024
President June 2019-June 2021
Promoting professional development for Maine chamber of commerce executives.

Maine State Comprehensive Outdoor Recreation Plan (SCORP)

Member, Steering Committee November 2018-October 2019
Provided input to Maine's official plan for outdoor recreation, including inventorying resources, recognizing opportunities, and setting priorities for the next 5 years.

Maine Lakes & Mountains Tourism Council

2017-2024
Collaborated on joint tourism initiatives with other council members in Western Maine.

CORE (formerly Bethel Area Nonprofit Collaborative)

Secretary, Board of Directors August 2017-June 2020
Lead innovative organization geared toward strengthening local nonprofits and encouraging collaboration.

Sunday River

Mountain Host 2015-present
Facilitate a great guest experience and assist the Ski Patrol.

Bethel Conservation Commission

Member 2010-2017
Key projects included guiding management plan for new conservation land, implementing annual Green-Up Day, and conducting a village tree inventory.

Virgel Hammonds

207.458.9810 • vhammonds@aurora-institute.org • @virgelhammonds

EDUCATION LEADER AND INNOVATOR IN PERSONALIZED LEARNING

Dynamic leader with a passion to help all students succeed. Proven experience in transforming teaching and learning through competency-based, personalized education. Believe in offering learners voice and choice in their educational journeys and empowering educators through valuable, relevant, human-centered professional learning opportunities. By partnering with state, district and school leaders, community partners, parents, educators and students, I am a committed educator, strategic leader and partner who strives to support learning communities in their unique journeys to humanize learning with a strong vision and equity at its core.

AREAS OF EXPERTISE

- | | |
|--|------------------------------|
| • Communication and Interpersonal Skills | • Organizational Development |
| • Community Development | • Policy Development |
| • Conflict Resolution | • Public Speaking |
| • Curriculum and Instruction | • Problem Solving |
| • Human-centered Pedagogy | • Process Development |
| • Innovation and Reform | • School Finance and Law |
| • Instructional Leadership | • Strategic Planning |
| | • Team Building |

PROFESSIONAL EXPERIENCE

Chief Executive Officer, Aurora Institute

2024-Present

Serves as chief executive officer for leading education nonprofit organization focused on advancing personalized, competency-based education through policy, practice, and research. Responsible for leading strategic direction and overall vision for the organization, and inspiring and motivating staff through collaborative and empowering leadership. Additionally, oversee comprehensive development strategy and annual conference drawing close to 1,000 education innovators each year to come together to collaborate on reshaping K-12 education systems.

Chief Learning Officer, KnowledgeWorks

2015 – 2024

Lead establishment of a national personalized learning network, partnering with national policymakers and local learning communities throughout the country to redesign learning structures to become more human-centered and based on proficiency, rather than seat time. Strategically guide KnowledgeWorks in Schools team to develop and deliver professional development and support in instructional design with states, district and school leaders, and teachers. National thought leader on competency-based education, frequently speaking at national conferences, workshops and convenings, and providing testimony to state departments of education in support of innovative bills that support competency-based, personalized learning ecosystems.

Superintendent, Regional School District 2, Hallowell, Maine

2011 – 2015

Serves as the Chief Executive and Administrative Officer for the school system. Responsible for the general administration of all instructional, business, and operational functions; and for advising and making recommendations to the Board of Education with respect to such activities. Responsible for overseeing the instruction of more than 4300 students and leading and managing a \$31.3 million budget, 350 employees, and 10 schools, centers, and programs. Under my leadership, a five-year strategic plan has been drafted and Board of Education approved. Driven by our vision to become “a system of student-centered learning”, our learning community embraced student voice and choice through varied learning opportunities that occurred year-round and took place inside, as well as outside of our schools. Successfully managed transition from traditional to competency-based learning in a district spanning five communities. Since implementing, the learning community has experienced high school graduation rates above 92% and average four-year college GPAs above 3.40.

- Collaborated with teachers and school leaders to develop an instructional strategic design and accountability mechanism by which to assess practices.
- Established guiding principles for instruction and implemented a curriculum designed to ensure mastery of standards by all students.
- Secured buy-in from community members to build a competency-based system from kindergarten through 12th grade.
- Partnered with four local universities to establish dual enrollment articulation agreements to serve the needs of all district high schools.
- Collaborated with educators and principals to create a clearly defined learning continuum in which competencies were laid out and detailed for greater understanding amongst students, parents and community members.
- Worked extensively to secure staff contracts, establish a regional budgetary process, and align district policies to support proficiency-based learning.
- Implemented one-to-one laptop initiative for all students from 3rd through 12th grade.
- Established strategic design and RSU 2 Best Practices document.

Principal, Lindsay Unified School District, California

2007 – 2011

Provided leadership and supervision in the areas of instructional leadership, staff development, staff evaluation, data analysis, operations, and finance. Led school reform efforts by establishing customized learning processes and proficiency expectations for all students, opened a new high school, and, with the help of the learning community, redesigned desired learning outcomes, expectations, and culture for learning. Under my leadership, we established consistent growth around academic performance, student attendance and behavior, and school climate. Exceeded Adequate Yearly Progress targets by more than 20 points each year as principal. Despite the implementation of new, locally designed competencies and rigorous leadership expectations, four-year graduation rates increased 7%. Responsible for 1,600 students, and 75 faculty and staff members.

Assistant Principal, Mt. Whitney High School, Visalia Unified School District, California

2006 – 2007

Provided leadership and supervision in the areas of instructional leadership, staff development, staff evaluation, and student activities. Coordinated the school's recertification process, Blue Ribbon School application, and student leadership cohort.

English Language Arts Teacher, Lindsay Unified School District, California

2003 – 2006

Immersed 7th and 8th grade students in a personalized learning environment using creative, innovative, and research-based teaching strategies and methodologies. Focused on student growth, with students averaging a two-grade level growth rate on the reading and a four-grade level growth rate on the writing assessment test each year. Chaired the Learning Lab Committee that evaluated student growth data and instructional efficacy. Fully supported and incorporated the Teaching and Learning initiative in daily classroom activities, which placed a major emphasis on the development and utilization standards-based grading which lead to implementation of competency-based learning structures. Awarded 2006 Lindsay Unified School District Teacher of the Year.

Spanish Teacher, Academy of Notre Dame, Massachusetts

2000 – 2003

Provided Spanish instruction and cultural learning opportunities for the students in the middle school as well as the high school. Responsible for redesigning the middle school's Spanish curricula (6th – 8th grade) to align more appropriately to the high school's Advanced Placement (AP) foreign language expectations. 70% of students who took the AP Spanish language exam passed with a 3 or higher. Also served as the Academy's cross country and track coach.

EDUCATION / CERTIFICATIONS

2012	Master of Education Education Leadership Fresno Pacific University, Fresno, CA	Maine Superintendent High School Principal
2000	Bachelor of Science Political Science and Economics University of Massachusetts Lowell Lowell, MA	California Superintendent K-12 Administration High School English Middle School English

NOTABLE PROFESSIONAL DEVELOPMENT

Pahara-Aspen Education Fellowship – Summer 2016 Cohort

Nominated to participate in a leadership development program designed strengthen and sustain diverse, high-potential leaders who are reimagining public education in America. The program provides participants the opportunity to reflect on the values tensions involved in effective and enlightened leadership across the public, nonprofit and private sectors.

PRESENTATIONS

Presentations have been conducted at the international, national, state, and local levels at conferences, workshops, and in-services on the following topics:

“Innovation for Equity + Redefining Student Success,” “A National Perspective on Competency Education,” “Is it Policy to Practice or Practice to Policy?”, “Closing the Equity Gap in All Neighborhoods through Personalized Learning,” “Redesigning for Competency Education Begins with Strategic Communications,” and “Transforming Education with Learners at the Center.”

BOARD MEMBERSHIPS / EDUCATIONAL SERVICE

- Aurora Institute Board Chair (Previous)
 - *CompetencyWorks* Advisory Board (Previous)
 - Mastery Transcript Advisory Council (Previous)
 - Learner-Centered Collaborative Board
 - Jobs for Maine Graduates Board Vice Chair
 - GenUS Board
 - PBLWorks Board Chair
-

MOXIE Public Schools: Attachment 13- Background Certifications

INITIAL BACKGROUND CERTIFICATION

As the duly authorized representative of the **MOXIE Public Schools**, I certify that the Criminal History Records Check process through the Maine Department of Education has been initiated for each board member and school leader and will be completed within the timetables set forth in the Sample Contract: Start-Up Plan and Conditions.


I also acknowledge that this is an ongoing obligation and if there is a change in board membership or school leadership the background check verification process must be immediately initiated to ensure compliance with our obligations as a public charter school applicant.

Signed and dated this 13 day of February 2025 in Portland, Maine, under penalty of perjury.

NAME OF SCHOOL

MOXIE PUBLIC SCHOOLS

SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE



DATE 2/13/2025

NAME OF DULY AUTHORIZED REPRESENTATIVE

BETH RABBITT

MOXIE Public Schools: Attachment 14- Code of Ethics and Conflicts of Interest

BOARD OF DIRECTORS CODE OF ETHICS AND CONFLICT OF INTEREST POLICY FOR Moxie Public Schools, A Maine Nonprofit Public Benefit Corporation

CODE OF ETHICS

MOXIE Public Schools Board of Directors Code of Ethics

As members of the Board of Directors of MOXIE Public Schools, we commit to upholding the highest ethical standards in governance, leadership, and decision-making. Recognizing our responsibility to act in the best interests of the school, its students, and the broader community, we agree to abide by the following principles:

1. Commitment to Mission & Integrity

- We will act in alignment with MOXIE Public Schools' mission, ensuring that our decisions support the school's commitment to competency-based learning, equity, and student success.
- We will conduct ourselves with honesty, transparency, and integrity, maintaining the trust and confidence of students, families, staff, and the public.

2. Accountability & Fiduciary Responsibility

- We will exercise sound financial stewardship, ensuring that public and donor funds are managed responsibly and that all decisions are made in the best interest of the school's sustainability and long-term success.
- We will uphold all applicable state and federal laws, as well as the policies set forth in MOXIE's governance structure.

3. Conflict of Interest & Ethical Decision-Making

- We will disclose any conflicts of interest and recuse ourselves from decision-making where personal, financial, or professional relationships may compromise objectivity.
- We will avoid using our position for personal gain and ensure that MOXIE's resources are used solely for advancing the school's mission.

4. Equity, Inclusion, & Cultural Competence

- We will advocate for equitable access to high-quality education for all students, particularly those from historically marginalized communities.
- We will engage in ongoing training in cultural competence and anti-bias education, ensuring that governance decisions reflect the diverse needs of the MOXIE community.

5. Professionalism & Collegiality

- We will treat fellow board members, school leaders, staff, and community members with respect, professionalism, and open-mindedness.
- We will foster collaborative, mission-driven discussions that prioritize students' well-being and academic success over personal or political interests.

6. Confidentiality & Transparency

- We will respect the confidentiality of sensitive school matters, including student records, personnel issues, and legal matters.
- We will promote transparency in governance, ensuring that board actions and decisions are conducted in an open and accountable manner.

7. Commitment to Continuous Learning

- We will participate in annual board training, including sessions on governance best practices, fiduciary responsibilities, and cultural competence.
- We will remain informed about state and federal charter school policies to effectively guide the school's strategic direction.

Acknowledgment & Commitment

Each board member affirms their commitment to this Code of Ethics and agrees to abide by its principles throughout their service on the MOXIE Public Schools Board of Directors.

Signature: _____

Printed Name: _____

Date: _____

CONFLICT OF INTEREST

Purpose

The purpose of this conflict of interest policy is to protect the interests of Moxie Public Schools ("the Organization") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Definitions

1. Interested Person
 - Any director, principal officer, or member of a committee with governing board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
 - A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
 - A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Procedures

1. Duty to Disclose

- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board-delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- An interested person may make a presentation at the governing board or committee meeting, but after the presentation, they shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- The President of the governing board or chairperson of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged

- failure to disclose.
- If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings

The minutes of the governing board and all committees with board-delegated powers shall contain:

- The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Compensation

- A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements

Each director, principal officer, and member of a committee with governing board-delegated powers shall annually sign a statement which affirms such person:

- Has received a copy of the conflicts of interest policy,
- Has read and understands the policy,
- Has agreed to comply with the policy, and
- Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit, or in an excess benefit transaction.

Use of Outside Experts

When conducting the periodic reviews as provided for in this policy, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Adopted by the Board of Directors on 7/15/2024

BOARD OF DIRECTORS CONFLICT OF INTEREST DISCLOSURE FORM **Moxie Public Schools, A Maine Nonprofit Public Benefit Corporation**

Name:

Position:

Date:

As a member of the Board of Directors of Moxie Public Schools, I recognize that I have a duty of loyalty to the organization. This duty requires me to avoid conflicts of interest and to disclose any situation where my personal or professional interests might conflict with the interests of the organization. To that end, I submit the following disclosure:

1. Financial Interests

Please list any financial interests (e.g., ownership, investment, compensation arrangements) that you or your family members have with any entities that may do business with or have any relationship with Moxie Public Schools:

2. Organizational Affiliations

Please list any positions you or your family members hold (e.g., board member, officer, employee, consultant) with other nonprofit or for-profit organizations that might pose a conflict of interest with Moxie Public Schools:

3. Other Potential Conflicts

Please disclose any other relationships, activities, or positions that might create a conflict of interest or the appearance of a conflict of interest with your responsibilities to Moxie Public Schools:

Certification

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have read and understand Moxie Public Schools's [conflict of interest policy](#) and agree to comply fully with its terms and conditions at all times during my service as a member of the Board of Directors. If a situation arises in the future that might involve me in a conflict of interest, I will promptly disclose the conflict in writing to the Board President.

Signature: _____

Printed Name: _____

Date: _____

Acknowledgment by the Board

Received by the Board of Directors on:

Reviewed by:

Signature: _____

MOXIE Public Schools: Omitted Attachments List

Given they are not applicable and/or do not yet exist, we have omitted the following Attachments from our application. This document serves as a required upload for those questions.

- **Attachment 7:** We are waiting to execute formalized partnerships until after approval, please see our narrative.
- **Attachment 15:** We have not formalized any MOUs at this time.
- **Attachment 16:** This is not applicable as we do not intend to work with an ESP.
- **Attachment 21:** This is not yet applicable, please see our narrative.
- **Attachment 26:** We are currently in discussions with three philanthropic entities about supporting MOXIE's start-up: The Barr Foundation, Charter School Growth Fund, and the NewSchools Venture Fund. We also plan to apply for a federal Charter School Program Developer Grant. However, all potential funds are dependent on charter approval. We have not yet secured any philanthropic commitments beyond individual board contributions to start-up cost
- **Attachment 28:** MOXIE Public Schools is a new nonprofit; we do not yet have any assets or income as we are currently raising funds. For this reason, Attachment 28 is not yet applicable to our organization.
- **Attachment 29:** MOXIE Public Schools is a new nonprofit; we have not undertaken any financial audits. For this reason, Attachment 29 is not yet applicable to our organization.
- **Attachment 30:** We are not an existing operator.

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MOXIE Public Schools: Attachment 17- Staffing Chart

We are providing staffing projections for the individual and cross-network learning sites as well as the shared network school home office.

Learning Sites Staffing Model and Rollout- Single Site

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Director of Operations	1	1	1	1	1	1
Director of Lower School		1	1	1	1	1
Director of Upper School		1	1	1	1	1
Lead Lower School Teachers (Core Subjects)	1	2	3	4	4	4
Lead Lower School Teachers (Specialist, Multilingual and SPED)	1	2	3	4	4	4
Lead Upper School Teachers (Core Subjects)	1	2	2	2	2	2
Lead Upper School Teachers (Specialist, Multilingual and SPED)	1	2	2	2	2	2
Lower School Community Educators	1	2	4	5	5	5
Lower School Community Educators	1	1	1	1	1	1
Social Worker/Student Support	1	1	1	1	1	1
Out-of-School Coordinator	0	1	1	1	1	1
Total FTEs	8	17	23	27	27	27

Learning Sites Staffing Model and Rollout- Cross Sites

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Director of Operations	1	1	2	3	3	5
Director of Lower School	0	1	1	2	3	5
Director of Upper School	0	1	1	2	3	5
Lead Lower School Teachers (Core Subjects)	1	2	4	7	9	20
Lead Lower School Teachers (Specialist, Multilingual and SPED)	1	2	4	7	9	20
Lead Upper School Teachers (Core Subjects)	1	2	3	5	6	10
Lead Upper School Teachers (Specialist, Multilingual and SPED)	1	2	3	5	6	10
Lower School Community Educators	1	2	5	8	11	25
Lower School Community Educators	1	2	5	8	11	25
Social Worker/Student Support	1	1	2	3	3	5
Out-of-School Coordinator	0	1	1	2	3	5

Total FTEs	8	17	31	52	67	135
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Home Office Staffing Model and Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Executive Director/Chief Executive Officer	1	1	1	1	1	1
Chief of Teaching and Learning	1	1	1	1	1	1
Director/Managing Director Operations			1	1	1	1
Director/Managing Director Student Success				1	1	1
Director/Managing Director Partnerships				1	1	1
Director/Managing Director Curriculum and Assessments			1	1	1	1
Director/Managing Director Student Pathways			1	1	1	1
Administrative Assistant	1	1	1	2	2	3
Total FTEs	3	3	6	9	9	10

MOXIE Public Schools: Attachment 18

Draft Head of School Evaluation

This evaluation tool ensures that the Head of School/Director is meeting expectations in academic leadership, school culture, operational management, and professional development. The governing board will use this rubric to assess performance annually, ensuring accountability and continuous improvement.

Evaluation Categories & Performance Levels

Category	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
1. Student Achievement & Academic Growth	Student outcomes exceed benchmarks; competency-based model fully implemented; innovative strategies improve learning.	Student outcomes meet expectations; competency-based learning is consistently applied.	Some progress in student achievement, but gaps remain in implementing personalized learning.	Student outcomes are below expectations; lack of clear academic strategy or improvement efforts.
2. School Culture & Community Engagement	School fosters a highly inclusive, supportive, and restorative culture; strong family and community engagement.	Positive school climate with active family/community involvement.	Some challenges in culture/climate or engagement with families and community.	School culture is struggling; lack of family and community engagement.
	Collaboration is strong; clear, strategic leadership is demonstrated.	Engages effectively with the community and team and aligns with strategic goals.	Communication inconsistent; strategic priorities not always clear.	Lack of transparency or ineffective alignment.
3. Operational & Financial Management	As applicable, discretionary budget is managed with surplus; Talent and time resources	As applicable, discretionary, financial and operational goals are met; compliance is maintained.	Some operational or financial challenges; resources not always effectively allocated.	Budgetary / resource management concerns, compliance issues, or operational inefficiencies.

	effectively allocated; School day operates efficiently.			
4. Leadership & Staff Development	Strong retention of high-quality staff; effective professional development and leadership pipeline.	Staff are engaged, and PD opportunities are aligned with school goals.	Some staff dissatisfaction or gaps in professional learning support.	High staff turnover; inadequate professional development.

Evaluation Process:

1. Mid-Year Check-In (January)
 - Chief of Teaching and Learning and Head of School review progress on goals.
 - Adjustments made as needed.
 2. End-of-Year Review (June)
 - Chief of Teaching completes the evaluation rubric based on data, observations, and stakeholder input.
 - Written feedback and recommendations for improvement provided.
 3. Goal Setting for Next Year (July-August)
 - Head of School and Chief of Teaching establish performance goals for the upcoming year.
-

Final Rating & Next Steps

- Score of 16: Highly effective leadership; eligible for additional growth and promotion.
- Score of 12-14: Meets expectations; continue current strategy.
- Score of 10-11: Improvement plan required; additional support needed.
- Score below 10: Leadership concerns require intervention and corrective action.

This evaluation tool ensures that MOXIE Public Schools' leadership remains accountable, data-driven, and student-focused while promoting a culture of continuous growth and excellence.

MOXIE Public Schools: Attachment 19

Draft Educator Evaluation

MOXIE Public Schools Teacher Evaluation Tool: This evaluation tool is designed to ensure MOXIE teachers are assessed holistically, aligning with competency-based learning, instructional effectiveness, and community engagement. By incorporating student outcomes, instructional rigor, collaboration, and stakeholder feedback, MOXIE fosters a growth-oriented, high-accountability teaching culture that supports continuous improvement and equity-driven instruction. It is *aligned with Maine's Performance Evaluation and Professional Growth (PEPG) System*.

Teacher Name: _____

Grade/Subject: _____

Evaluator: _____

Evaluation Date: _____

I. Student Growth & Learning Outcomes (40%)

Indicator	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Student Mastery & Progress	Majority of students demonstrate exceptional growth on competency-based assessments; mastery levels exceed targets.	Students meet expected growth and mastery targets.	Some students show progress, but gaps remain in competency attainment.	Little to no student progress; lack of effective instructional adjustments.	

Use of Personal Learning Plans (PLPs)	Effectively tailors PLPs to student needs; evidence of differentiated support.	Implements PLPs with fidelity; monitors progress.	PLPs exist but lack regular updates or targeted support.	PLPs are not utilized effectively.
Data-Driven Decision-Making	Frequently uses performance data to refine instruction and provide real-time student interventions.	Uses student data to adjust instruction periodically.	Limited use of data to inform instruction.	Does not use data to drive instructional planning.
Student Growth & Learning Outcomes Score: _____ /12				

II. Instructional Practice (40%)

Indicator	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Competency-Based Instruction	Consistently facilitates mastery-based learning with multiple ways for students to demonstrate understanding.	Implements competency-based instruction effectively.	Inconsistently applies competency-based methods.	Does not use a mastery-based approach to instruction.	

Lesson Planning & Execution	Plans engaging, rigorous lessons that align with school model; integrates interdisciplinary and project-based learning.	Lessons align with competency-based model; some interdisciplinary integration.	Lessons are partially aligned with school model but lack depth.	Lessons lack alignment with instructional priorities.
Student Engagement & Differentiation	Provides highly engaging, student-centered instruction; uses multiple strategies to reach diverse learners.	Engages students effectively and differentiates instruction.	Engages some students; limited differentiation strategies.	Instruction lacks engagement and differentiation.

Instructional Practice Score: ____ /12

III. Professional Collaboration & Leadership (10%)

Indicator	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
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Participation in PLCs & Collaboration	Actively contributes to PLCs; helps colleagues improve instructional practices.	Regularly participates in PLCs and team meetings.	Attends PLCs but contributes minimally.	Rarely participates in professional collaboration.
Mentorship & School Leadership	Takes initiative in teacher-led initiatives and school improvement efforts.	Participates in school leadership initiatives when invited.	Limited involvement in leadership activities.	No engagement in leadership or mentorship efforts.
Professional Collaboration & Leadership Score: ____/8				

IV. Student & Family Feedback (10%)

Indicator	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Student Feedback & Engagement	Students report high engagement and strong teacher-student relationships.	Students express satisfaction with instruction and support.	Student feedback suggests some engagement challenges.	Students report lack of engagement or support.	

Family Communication & Partnership	Proactively engages families in student learning; communication is clear and responsive.	Maintains consistent, positive communication with families.	Communicates with families inconsistently.	Lacks communication with families.
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Student & Family Feedback Score: ____ /8

V. Overall Evaluation Score & Rating

Total Score	Rating
38 – 44	Highly Effective
30 – 37	Effective
22 – 29	Needs Improvement
Below 22	Unsatisfactory

Final Score: ____ /44

Final Rating: _____

Evaluator Comments & Next Steps:

Teacher Comments & Reflection:

Next Steps & Professional Growth Plan:

- ☐ Continue current practice
- ☐ Targeted coaching required
- ☐ Improvement plan necessary

Evaluator Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

MOXIE Public Schools: Exhibit

Draft Job Description: Upper Head of School MOXIE Public Schools

Position Title: Upper Head of School (Grades 9-12)

Reports To: Chief of Teaching and Learning / Governing Board

Location: MOXIE Public Schools

Employment Type: Full-Time, 12-Month Position

Position Overview

MOXIE Public Schools seeks an Upper Head of School to serve as the instructional leader for grades 9-12, ensuring that all students experience competency-based, project-driven learning that prepares them for college, career, and civic life. The Upper Head of School will lead the high school instructional team, overseeing curriculum implementation, teacher coaching, student academic outcomes, and school culture. This role requires visionary leadership, instructional expertise, and a deep commitment to equity and personalized learning.

Key Responsibilities

Instructional Leadership & Student Achievement

- Lead the implementation of competency-based, interdisciplinary learning experiences that align with MOXIE's instructional model.
- Ensure that Signature Learning Experience project-based learning (PBL) and real-world application are embedded into all subject areas, preparing students for career-connected pathways and postsecondary success.
- Oversee competency-based assessment systems, ensuring students progress based on mastery rather than traditional grading structures.
- Analyze student performance data, using it to drive instructional decision-making and targeted interventions.
- Guide teachers in differentiating instruction to meet the needs of diverse learners, including English Learners (ELs) and students with disabilities.

Teacher Development & Coaching

- Supervise and develop a high-performing instructional team, including core teachers, special education staff, and community educators.
- Lead weekly professional learning communities (PLCs) focused on instructional best practices, collaborative planning, equity, and student engagement.
- Conduct regular classroom observations and instructional coaching cycles to ensure continuous improvement.
- Partner with educators to design and refine interdisciplinary project-based units that integrate student interests, workforce skills, and community engagement.

School Culture & Student Engagement

- Foster a student-centered, relationship-driven school culture, ensuring that students feel deeply known and supported.
- Lead the implementation of restorative practices, ensuring a proactive approach to discipline that promotes accountability and community-building.
- Oversee the high school advisory system, ensuring that every student has a trusted adult mentor guiding their academic and personal development.

- Ensure students have access to early college coursework, internships, and workforce learning experiences aligned with their individual learning plans (ILPs).

Family & Community Engagement

- Build strong relationships with families, community partners, and industry leaders, ensuring alignment with postsecondary readiness goals.
- Collaborate with out-of-school learning leads to expand dual-enrollment and early college opportunities, real-world learning experiences, job shadowing, and career mentorships aligned to students' personal learning plans.

Operational & Strategic Leadership

- Work closely with the Chief of Teaching and Learning and collaboratively with Upper School Heads at other learning sites to execute MOXIE's academic plans.
- Manage the Upper School instructional budget, ensuring resources are allocated effectively to support student learning.
- Ensure compliance with Maine charter school regulations regarding teacher licensure, instructional hours, and student performance metrics.

Qualifications & Experience

Required:

- Master's degree in Education, Educational Leadership, or a related field.
- Minimum of 5 years of experience in instructional leadership, school administration, or coaching teachers in a secondary school setting.
- Proven track record of improving student outcomes through competency-based and project-based learning models.
- Strong knowledge of competency-based education, equity-driven teaching practices, and interdisciplinary instruction.
- Experience in restorative discipline practices, student mentorship models, and culturally responsive leadership.

Preferred:

- Experience working in a charter school, innovative school model, or early college/high school partnership.
- Familiarity with career-connected learning pathways, workforce partnerships, and postsecondary readiness initiatives.
- Bilingual proficiency in Spanish, French, or other languages spoken by MOXIE families.

MOXIE Public Schools: Attachment 19b- Hiring Plans

See below for the key qualifications and resumes for the identified members of the leadership team. These positions are not yet formally filled, but we envision current board members moving into operational roles for the Chief Executive Officer and Chief of Teaching and Learning/Founding School Leader roles. We provide job responsibilities for those positions and resumes summarizing the qualifications of our planned leaders. Finally, we have provided a job description for our Founding Director of Operations.

Overview: Chief Executive Officer (CEO)	1
Overview: Chief of Teaching and Learning	5
Job Description and Qualifications: Founding Director of Operations	10

Overview: Chief Executive Officer (CEO)

The Chief Executive Officer (CEO) of MOXIE Public Schools serves as the visionary leader and strategic architect of the organization, ensuring that the school delivers on its mission to provide competency-based, personalized, and career-connected learning for all students. The CEO is responsible for organizational leadership, external relations, financial sustainability, and strategic growth, working in partnership with the Governing Board, school leadership, and community stakeholders to drive innovation and long-term impact.

1. Vision & Strategic Leadership

- Set and champion MOXIE’s mission, vision, and values, ensuring alignment across all aspects of school operations and educational programming.
- Lead long-term strategic planning, including expansion, program innovation, and sustainability efforts.
- Cultivate a culture of excellence, equity, and continuous improvement, ensuring that all students are prepared for college, career, and civic life.

2. Organizational & Academic Leadership

- Oversee school leadership teams, ensuring that instructional models, student supports, and operations align with MOXIE’s competency-based, interdisciplinary learning approach.
- Partner with the Head(s) of School and instructional leadership to monitor academic outcomes, student success, and staff performance.
- Establish systems for data-driven decision-making and continuous evaluation, ensuring students meet or exceed state and school-defined performance benchmarks.

3. Financial Stewardship & Sustainability

- Develop and manage multi-year financial plans, ensuring fiscal sustainability and responsible resource allocation.
- Oversee budget development, compliance, and financial reporting, working closely with the Finance Committee.
- Lead fundraising and external investment efforts, including securing grants, philanthropic donations, and public-private partnerships to support MOXIE's long-term goals.

4. External Relations, Advocacy & Community Engagement

- Serve as the primary external spokesperson, representing MOXIE to policymakers, funders, community leaders, and the public.
- Build and maintain strong partnerships with local businesses, higher education institutions, workforce development organizations, and community-based nonprofits.
- Advocate for policy and funding initiatives that support competency-based learning, equity-driven education, and career-connected pathways for students.

5. Governance & Board Relations

- Work in partnership with the Governing Board, ensuring effective governance, compliance, and strategic alignment.
- Provide regular updates and data-driven insights on school performance, financial health, and operational progress.
- Support board development, recruitment, and training to ensure strong governance leadership.

6. Talent Development & Organizational Culture

- Recruit, develop, and retain high-performing school and operations leaders, fostering a culture of collaboration, innovation, and accountability.
- Ensure professional learning, coaching, and leadership development opportunities for all staff.
- Prioritize diversity, equity, and inclusion in hiring, talent development, and school culture initiatives.

Proposed CEO: Dr. Beth Rabbitt

As the proposed CEO of MOXIE Public Schools, Beth will be responsible for driving the organization's success, scaling its impact, and ensuring that every student receives a transformative, future-ready education. As a founder with over 20 years supporting improvement and innovation in K-12 education, she brings visionary leadership, operational expertise, financial acumen, and deep commitment to student-centered learning and community engagement. Her prior professional experience follows:

Recent Professional Experience

The Learning Accelerator (TLA) / Chief Executive Officer

2016- PRESENT, CEO; APRIL 2013 - 2016, Partner; NATIONAL (U.S.)

Leader of national nonprofit accelerating transformation of K-12 schooling.

- Managed strategic and operational turnaround of nonprofit, establishing the organization as a leading informer/influencer of policy and action.
- Raised over \$25mm in philanthropic and fee-based revenue, supporting direct mission activities and pass-through grants to other education organizations, catalytically growing impact.
- Built a diversified business model, launching targeted consulting, research, and advising program services for other nonprofits, local, regional, and state agencies, philanthropies, education technology, and professional service companies.
- Spearheaded design, development, and growth of direct-to-educator products and resources reaching over 8mm users annually with free and open tools.
- Conducted and led research teams to develop original, mixed methods research and through-leadership projects, disseminated widely via and cited by numerous publications and organizations, including the U.S. Federal Register.
- Advised national and local education initiatives on a broad range of topics, including artificial intelligence, education technology, market strategies, quality improvement, innovative teaching and learning approaches, adult professional development, etc.
- Invited speaker at numerous conferences and convenings, including SXSWedu, ASU-GSV, Aurora Symposium, Harvard University, ISTE, etc.
- Successfully navigated significant market instabilities while achieving growth and revenue goals, high stakeholder ratings, and within alignment to values.

As a Partner (prior to 2016), led national research on technology-supported models of teaching and learning and developed and executed a national professional learning strategy to launch free and open training for teachers and leaders.

Touchstone Education / Director of Human Capital, Doctoral Resident

JUNE 2012 - APRIL 2013; NEWARK, NJ

As a member of a new charter school start-up team, developed talent systems to support the launch of a blended learning school system. Completed original doctoral research on competency-based teacher development models for innovative schools.

Harvard University / Founding Innovation Lab Fellow, Program Director
SEPTEMBER 2010 - JULY 2012; CAMBRIDGE, MA

Launched a new initiative at Harvard University to foster social entrepreneurship across institutions, leading to new permanent funding and ongoing programs.

Education Resource Strategies / Summer Associate, Consultant
JUNE 2011 - APRIL 2012; WATERTOWN, MA

Consulted with school systems on strategic resource allocation and school turnaround strategies.

NewSchools Venture Fund / Associate Partner
AUGUST 2006 - JUNE 2010; BOSTON, MA

Provided philanthropic support and management assistance to education entrepreneurs, including emerging charter school systems, technologists, and support organizations.

Education

Harvard Graduate School of Education / Ed.L.D, Doctor of Education Leadership
AUGUST 2010 - MAY 2013, CAMBRIDGE, MA USA
Gant Family Foundation Fellow; Teaching Fellow (Entrepreneurship in Education)

Dartmouth College / B.A., Psychology and Brain Sciences
SEPTEMBER 2000 - JUNE 2004, HANOVER, NH USA
Cum Laude/Highest Departmental Honors; Presidential Scholar; Class of '61 Research Fellow; Sigma Xi Science Honors; Benjamin Banneker '69 Award; Nickerson '64 Psychology Prize

Fellowships

Joyful Impact Accelerator Fellow, Cohort 5 (2024-Present)

Pahara-Aspen Education Fellow, Cohort 25 (2020- Present)

Aspen Global Leaders Network (2020-Present)

New Profit Social Entrepreneur (2017-2021); Venture Alumni (2021- Present)

Service and Appointments

Portland Parks Conservancy Board Member (2025-Present)

Portland Parks Commissioner Chairperson (2024-Present); Vice Chair (2023-2024)

GiveThx Board Member (2021- Present)

Catalyst:Education Board Member (2018- Present)

Innovate EDU Board Member (2017-2023)

Highlander Institute Board Member (2016-2021)

UNOW Day Nursery School Trustee (2014-2017)

Scholar Academies Trustee (2010-2016)

Overview: Chief of Teaching and Learning

The Chief of Teaching and Learning serves as the founding instructional leader for MOXIE Public Schools' first learning site and will oversee all aspects of teaching, learning, and instructional innovation as the organization expands to multiple campuses. This leader is responsible for ensuring that MOXIE's competency-based, interdisciplinary, and career-connected learning model is implemented effectively, driving student achievement, teacher development, and instructional excellence across all learning sites.

1. Instructional Leadership & Academic Excellence

- Lead the design and execution of MOXIE's instructional model, ensuring it aligns with competency-based learning, project-based instruction, and interdisciplinary curriculum.
- Oversee the implementation of high-impact teaching strategies, personalized learning approaches, and real-world learning experiences to ensure all students succeed.
- Monitor student performance, mastery progression, and engagement, using data-driven decision-making to adjust instruction and interventions as needed.

2. Founding Site Leadership & Scaling Instructional Systems

- Serve as the founding instructional leader at the first MOXIE learning site, ensuring a strong foundation in teaching and learning.
- Develop and refine instructional systems, teacher coaching models, and curriculum frameworks that will scale across multiple campuses.
- Establish shared professional learning structures, assessment practices, and instructional priorities across all MOXIE sites as the school expands.

3. Teacher Development & Professional Learning

- Build and oversee a personalized, competency-based professional development system for educators, ensuring alignment with MOXIE's instructional philosophy.
- Provide instructional coaching, mentorship, and ongoing training to support teachers in implementing high-quality, equity-driven instruction.
- Lead Professional Learning Communities (PLCs) and peer observation cycles, fostering a culture of collaborative teaching and continuous improvement.

4. Curriculum & Assessment Innovation

- Oversee the development and refinement of MOXIE's interdisciplinary curriculum, ensuring alignment with Maine Learning Results, Next Generation Science Standards (NGSS), and career-ready competencies.
- Implement performance-based assessments, capstone projects, and digital portfolios to measure student mastery.
- Ensure that all curriculum and assessment practices are culturally responsive, inclusive, and designed to support diverse learners.

5. School Culture & Equity-Driven Instruction

- Ensure that all students feel deeply known, supported, and challenged in their learning environment.
- Lead the integration of restorative practices, social-emotional learning (SEL), and student advisories to create a strong, equity-centered school culture.
- Design and oversee inclusive instructional strategies that meet the needs of English Learners (ELs), students with disabilities, and historically marginalized students.

6. Leadership & Strategic Growth

- Collaborate with the Chief Executive Officer and lower and upper school leadership teams to develop a multi-campus instructional vision and implementation strategy.
- Support hiring, onboarding, and coaching of instructional leaders as MOXIE expands.
- Provide ongoing instructional leadership to ensure the fidelity and effectiveness of MOXIE's model across multiple learning sites.

Proposed CTL/Founding School Leader: Dan Sonrouille

As Chief of Teaching and Learning, Dan will be responsible for ensuring that MOXIE's instructional model is transformative, scalable, and designed to accelerate student success. As the founding instructional leader, he will lay the foundation for MOXIE's first school site while building the systems and structures necessary for high-quality, competency-based instruction across multiple campuses. With over 20 years of experience as an educator, founding school teacher, system administrator, and trainer of other teachers, Dan is deeply committed to student-centered, equity-driven education and passionate about preparing students for future-ready careers and postsecondary pathways. His prior professional experience follows:

RECENT PROFESSIONAL EXPERIENCE

Relay Graduate School of Education, New York, NY (2016-Present)

- Professor, Secondary Science, Curriculum Design (July 2023-Present)
 - Spearheaded the redesign of 4 of 6 secondary science courses between the fall of 2023 and fall of 2025 with all courses earning at least 90% strongly agree/agree across all questions on our post-module evaluation surveys.
 - Collaborate with all department design professors, instructional technology designers, and the regulatory and accreditation team to ensure all courses in your department are aligned to state standards, regulations and/or code, and state accreditation requirements.
 - Provide an exceptional student experience during implementation of courses earning at or above 95% strongly agree/agree across all questions on the institutional student satisfaction survey
 - Teach courses focused on curriculum design, supporting multilingual and exceptional learners, phenomena-based learning, culturally responsive teaching, discourse in science classrooms, integration of technology, and data-informed teaching.
- Assistant Professor, 1.0 Teacher Programs, Secondary Science (July 2022-July 2023) ○ Teach Secondary Science Methods and Applications of Effective Teaching coursework to a cohort of ~45 year 1 graduate students using Canvas, GSuite, and Monday.com platforms to create an intellectually rigorous, safe, and supportive environment. On the fall 2022 core content professor survey, earned 100% agree/strongly agree from students across all questions.
 - Serve as advisor for cohort of ~45 year 1 graduate students, developing a rapport of trust and accessibility with advisees, ensuring accurate advice and quality support, contributing to a positive student experience. On the fall 2022 advisor survey, earned 95-100% agree/strongly agree from students across all questions.
- Science Content Adjunct Professor, Relay New York & National Campus (2016-Present) ○ Teach Secondary Science Methods coursework to year 2 graduate students using Canvas, GSuite, and Monday.com platforms to create an intellectually rigorous, safe, and supportive environment. Regularly earn 95-100% agree/strongly agree across all questions on the student surveys for content instruction.
 - Support graduate students' pedagogical development, evaluate assessments, and support with culturally responsive approaches to teaching and classroom culture.
- Curriculum and Course Design Team, Relay 2.0 (2019-2020) and 1.0 (2020-Present) ○ Core team member of Relay 1.0 design team, responsible for maintenance and updates to all Y1 and Y2 methods coursework
 - Manage course updates and revisions to all materials on Google Drive and Canvas ensuring alignment to Relay GSE's DEIA vision and incorporating feedback from professors.
 - Core project team member supporting the design of Relay 2.0 Secondary Science Graduate Coursework for Relay GSE

- Worked with a diverse team to integrate core and content-specific pedagogy, which aligning to Relay's vision for diversity, equity, inclusion, and anti-racism using equitable design protocol and current educational research

Portland Public Schools, Portland ME (August 2022-Present)

- Secondary Science Instructional Coach (2023-Present)
 - Provide targeted teacher and school-leader support on planning for new curricular roll out across science departments
 - Provide short-cycle observation and feedback to teachers based on agreed-upon strategies to improve instruction.
 - Support science teams and school leadership with the creation and implementation of meaningful and sustainable systems & structures for utilizing student work and performance data to develop department goals, priorities for peer observations, and craft agendas for Wednesday common planning time.
- Lyseth Elementary School PTA Enrichment Chair (2022-Present)
 - Spearheaded the creation of Lyseth's before/after school enrichment club programming, serving over 200 students per quarter across grades k-5 by providing before and after school enrichment programming
 - Collaborated with school leadership and administrative staff to establish effective systems of communication and program operations between all stakeholders
 - Developed and managed all systems for communication, registration, rostering, programming, finance, and operation
 - In our first full year of operation the program generated over \$22k in revenue and over \$8k profit while providing scholarships for ~23% of registered students (169 total) through our questions asked, tiered donation system.

MeshEd Collective, Brooklyn NY (April 2021-July 2022)

- COO & Director of STEAM
 - Managed teams of full-/part-time staff and interns ensuring all communication, technology, and logistical needs were met across multiple course sites with a variety of partner organizations.
 - Created and maintained hiring, communications, financial, programming, and project-track systems using Monday.com, increasing efficiency and efficacy within and across teams
 - Developed robust data systems, using Monday.com and Google Sheets, to efficiently capture track, and share important data and information with relevant stakeholders, including enrollment, student feedback, and teacher satisfaction.
 - Led diverse teams of content and pedagogical experts from across the country in creating project-based learning courses using MeshEd's project-based learning architecture.

Ascend Public Charter Schools, Brooklyn, NY (2015-2021)

- Director of High School STEM – Ascend Network (2018-2021)
 - Directly supported school STEM teams in the areas of curriculum design, teaching, and learning through 1-on-1 coaching and evaluation of deans and direct coaching and evaluation of teachers.

- Designed and led summer and school year professional development for a diverse team of network leaders, teachers, and consultants in the development of course materials, learning experiences, and data analysis, consistently earning ratings of agree and strongly agree across staff survey questions 95-100% of the time.
- Co-created vision for learning and instructional framework at Ascend's high schools leveraging equity-centered design frameworks and research in pedagogy, neuroscience, and liberal arts education.
- Led the development and roll-out of hundreds of curricular products aligned to Ascend's vision for learning and DEIA initiatives in HS STEM, managing a team of educators across the country.
- With a diverse team of stakeholders from the high school community, helped lead the pivot to remote learning during the early phase of the pandemic.
- Department Chair, Grade Level Chair, and Instructional Coach – Brooklyn Ascend HS (2015-2018)
 - Provided direct teacher coaching and professional development to novice and experienced teachers across grades and departments in the areas of course design, pedagogy, data analysis, culturally responsive teaching practices, and implementation of restorative practices.
 - Served as culture lead, supporting with disciplinary issues, leading parent/guardian outreach, and fostering positive family and student relationships.
- Science Teacher - Brooklyn Ascend HS (2015-2018)
 - Taught Biology, Physics, Chemistry, and AP Biology to students in grades 9-12 using innovative teaching techniques such as asynchronous, mastery-based learning, flipped classroom project-based learning, place-based learning, and phenomenon based learning.
 - Routinely had state exam scores that far exceeded district, city, and state averages.

Achievement First Brooklyn High School, Brooklyn, NY (2009-2015)

- Science Teacher and Grade Level Chair
 - Served as culture lead, supporting with disciplinary issues, leading parent/guardian outreach, and fostering positive family and student relationships.
 - Led and provided professional development for multiple teams of teachers, grades 9-12, to ensure high expectations and excellence in the areas of school culture, teaching, and learning.
 - Supported novice and experienced teachers in developing a more robust tool kit in supporting students with behavioral choices.
 - Taught a range of science courses that focused on creating individualized student experiences using inquiry frameworks and consistently had students achieve at least 90% passing rate on state exams.

The High School for Arts, Imagination, and Inquiry, New York, NY (2005-2009)

- Science Teacher
 - Supported with culture and disciplinary issues.
 - General Science, Regents Biology, Urban Ecology, AP Biology Instructor. Consistently above 90% passing in state exam courses.

EDUCATION/CERTIFICATION

- Maine State certifications in teaching, curriculum coordination, and building administration
- New York State teacher certification
- City College, New York, NY - Master of Arts in Secondary Education-Biology
- Central Connecticut State University, New Britain, CT - Bachelor of Science in Biology

AWARDS and AFFILIATIONS

- Teach For America - National Science Advisory Panel Member 2017-2019
 - Math for America Master Teacher Fellowship, 2014-2018
 - NAATE Advanced Teacher Leader Program, 2013-2015
 - Achievement First Stage 4 Distinguished Teacher – awarded to top 10% of teachers based on the Teacher Career Pathway metrics (2013)
 - BSCS/NABT National AP Biology Leadership Academy, 2013-2015
 - New York City Teaching Fellows, 2005-2007
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Job Description and Qualifications: Founding Director of Operations

Position Title: Founding Director of Operations

Location: MOXIE Public Schools – [Portland, Maine]

Employment Type: Full-Time, Exempt

Salary: \$110,000

Start Date: Fall 2025

School Opening: Fall 2026

Reports To: Chief Executive Officer

Position Overview

MOXIE Public Schools is seeking a Founding Director of Operations to lead the operational launch and ongoing management of our first learning site. As a critical member of the school's leadership team, this individual will be responsible for ensuring that all non-instructional systems and operations run effectively and efficiently, allowing teachers and students to thrive in a mission-driven, student-centered learning environment.

The Founding Director of Operations will play a key role in school start-up, overseeing the development and implementation of critical operational functions, including facilities setup, technology infrastructure, student enrollment, compliance, transportation, and financial management. The ideal candidate will be detail-oriented, results-driven, and an exceptional project manager with strong skills in stakeholder engagement and problem-solving.

This is an opportunity to build the operational foundation of an innovative school model while working in a fast-paced, collaborative start-up environment. There will be significant opportunity for growth as the organization scales its enrollment.

Key Responsibilities

1. School Start-Up & Launch Preparation

- Lead the development and execution of all operational systems to support a successful Fall 2026 school opening.
- Oversee facilities planning, build-out, and readiness, ensuring a safe, accessible, and flexible learning environment.
- Develop technology infrastructure, including student information systems, network security, and device deployment.
- Manage enrollment and student registration systems, ensuring compliance with Maine charter school regulations.
- Establish vendor relationships for food services, transportation, and back-office support.
- Build school-wide operational policies and procedures, ensuring alignment with the school's mission and state compliance requirements.

2. Facilities & Operational Systems Management

- Ensure the school building is safe, clean, and well-maintained in collaboration with external facilities partners.
- Manage daily logistics, including transportation, food service, and emergency preparedness.
- Oversee inventory management for school supplies, furniture, and technology.
- Lead safety and security initiatives, ensuring the school complies with all health, safety, and emergency protocols.

3. Project Management & Data-Driven Decision Making

- Develop project plans and implementation timelines for major operational initiatives.
- Monitor key operational performance indicators, identifying trends and areas for improvement.
- Provide regular reports to school leadership and the governing board, ensuring operational transparency.
- Implement continuous improvement processes, ensuring that operational systems remain efficient as the school scales.

4. Stakeholder Engagement & Leadership

- Serve as the primary operational liaison for staff, students, families, vendors, and community partners.
- Build strong cross-functional relationships with instructional leaders, ensuring operations support student learning.
- Provide operational training and support to teachers and staff, ensuring a culture of shared responsibility and efficiency.
- Foster an inclusive and solutions-oriented approach to operational problem-solving.

5. Budget & Financial Oversight

- Partner with the Executive Director and Finance Committee to manage school-wide budgeting and procurement.
- Ensure that operational expenses align with financial sustainability goals.
- Lead contract negotiation and vendor management, ensuring cost-effective services.

Qualifications & Experience

Required:

- Bachelor's degree in business administration, education leadership, operations management, or a related field.
- Minimum 5 years of professional experience in operations, project management, or a leadership role in a school or mission-driven organization.
- Demonstrated success in launching and managing large-scale operational systems.
- Strong project management skills, with experience managing complex initiatives from planning to execution.
- Exceptional detail orientation, organizational skills, and ability to drive towards measurable outcomes.
- Experience managing budgets, contracts, and vendor relationships.
- Strong interpersonal and communication skills, with a proven ability to engage diverse stakeholders with empathy and professionalism.

Preferred:

- Experience in a charter school, innovative school model, or start-up environment.
- Knowledge of K-12 education regulations, school compliance, and operational best practices.
- Familiarity with school safety, technology, and transportation systems.
- Bilingual proficiency (Spanish, French, or other languages spoken by MOXIE families) is a plus.

MOXIE Public Schools: Attachment 20- Pre-Service Summer Institute Overview

MOXIE Public Schools Pre-Service Summer Institute

Before the school year begins, MOXIE Public Schools will conduct a multi-week Pre-Service Summer Institute designed to prepare all staff—teachers, community educators, administrators, and support personnel—for the school’s unique competency-based, project-driven, and restorative learning model. This intensive training period will ensure that educators are fully equipped to implement the school’s instructional framework, engage diverse learners, and foster an inclusive, safe, and responsive school culture.

Pre-Service Summer Institute Overview

Duration: *13 Days (August 17 – September 2, 2026)*

Daily Structure: *8:30 AM – 12:30 PM (with a mix of whole-group training, small-group collaborative planning, and individual preparation time)*

Focus Areas:

1. MOXIE’s Competency-Based & Personalized Learning Model
 2. Interdisciplinary, Project-Based Learning (PBL)
 3. Culturally Responsive & Inclusive Teaching Practices
 4. Restorative Practices & School Culture Building
 5. Student Well-Being, Trauma-Informed Instruction, & Safety Training
 6. Family & Community Partnerships
 7. Data-Driven Decision-Making & Continuous Improvement
-

Pre-Service Summer Institute Schedule & Description

Week 1: Vision, Culture, & Foundations of MOXIE’s Model

Day 1: Welcome to MOXIE – Building a Shared Vision

- Introduction to MOXIE’s Mission & Values
 - Overview of competency-based learning, project-based experiences, and equity-driven instruction
- Relationship-Building & Team Development
 - Restorative Circles to build community among staff
 - Understanding the role of Community Educators & interdisciplinary teams

Day 2: The Competency-Based Learning Model

- Competency-Based Progression & Mastery Grading
 - Understanding how students progress at their own pace based on mastery
 - Hands-on practice with competency rubrics and performance assessments
- Personalized Learning Plans (PLPs) & Data-Driven Differentiation
 - Using real-time data to adjust instruction and provide individualized support

Day 3: Interdisciplinary & Project-Based Learning (PBL) Design

- Creating Interdisciplinary Projects That Matter
 - Designing Signature Learning Experiences that integrate multiple subjects
 - Collaborating with colleagues to develop real-world learning units
- Authentic Assessment & Demonstrations of Learning
 - Planning for student exhibitions, public presentations, and mastery-based evaluations

Day 4: Building a Restorative School Culture

- Restorative Practices & Conflict Resolution
 - Conducting restorative circles and using restorative questioning
 - Developing a school-wide restorative discipline system
- Equity & Anti-Bias Training
 - Understanding implicit bias, microaggressions, and culturally affirming instructional strategies

Day 5: Safety, Child Protection, & Trauma-Informed Instruction

- Child Abuse & Mandatory Reporting Training
 - Identifying signs of abuse, neglect, and student trauma
 - Steps for reporting concerns & collaborating with child welfare agencies
- Trauma-Informed Teaching & Social-Emotional Learning (SEL)
 - Strategies for de-escalation, supporting student well-being, and fostering resilience
- Emergency Response & School Safety Protocols
 - Procedures for fire drills, lockdowns, and crisis intervention

Week 2: Instructional Strategies, Data Use, & Student-Centered Learning

Day 6: Differentiation & Inclusive Teaching Practices

- Supporting English Learners (ELs) & Special Education Students
 - Overview of co-teaching models, Individualized Education Plans (IEPs), and language supports
 - Using Universal Design for Learning (UDL) strategies
- Engaging Families as Learning Partners
 - Strategies for inclusive family engagement & multilingual communication

Day 7: Competency-Based Instruction in Action

- Lesson Planning & Assessment for Mastery

- Designing flexible, student-centered lessons
- Peer feedback & revision cycles

Day 8: Data-Driven Decision-Making

- Using Real-Time Data to Inform Teaching
 - Analyzing student mastery data and identifying intervention needs
 - Small-group coaching on formative assessment strategies

Day 9: Community Engagement & Career Pathways

- Connecting Students to Real-World Learning
 - Partnerships with local businesses, higher education, and workforce programs
 - Building internship & early college experiences

Day 10: Personalized Educator Development & Self-Reflection

- Goal-Setting & Individualized Professional Growth Plans
 - Teachers create their Individualized Professional Learning Pathways
 - Peer Learning Labs & Classroom Simulations
 - Teachers practice delivering lessons and receive structured feedback
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Week 3: Collaboration, Classroom Set-Up, & Year-Long Planning

Day 11-12: Teacher Collaboration & Unit Planning

- Finalizing Interdisciplinary Project Plans
- Co-Teaching & Cross-Disciplinary Team Planning

Day 13: Preparing for the First Day with Students + Educator Showcase & Reflection

- Rehearsing Advisory & Student Orientation Plans
 - Creating Classroom Culture Agreements & Norms
 - Teachers present project ideas & receive final feedback
 - Closing ceremony, commitments, & next steps
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MOXIE Public Schools: Omitted Attachments List

Given they are not applicable and/or do not yet exist, we have omitted the following Attachments from our application. This document serves as a required upload for those questions.

- **Attachment 7:** We are waiting to execute formalized partnerships until after approval, please see our narrative.
- **Attachment 15:** We have not formalized any MOUs at this time.
- **Attachment 16:** This is not applicable as we do not intend to work with an ESP.
- **Attachment 21:** This is not yet applicable, please see our narrative.
- **Attachment 26:** We are currently in discussions with three philanthropic entities about supporting MOXIE's start-up: The Barr Foundation, Charter School Growth Fund, and the NewSchools Venture Fund. We also plan to apply for a federal Charter School Program Developer Grant. However, all potential funds are dependent on charter approval. We have not yet secured any philanthropic commitments beyond individual board contributions to start-up cost
- **Attachment 28:** MOXIE Public Schools is a new nonprofit; we do not yet have any assets or income as we are currently raising funds. For this reason, Attachment 28 is not yet applicable to our organization.
- **Attachment 29:** MOXIE Public Schools is a new nonprofit; we have not undertaken any financial audits. For this reason, Attachment 29 is not yet applicable to our organization.
- **Attachment 30:** We are not an existing operator.

MOXIE Public Schools: Attachment 22- Start Up Plan

MOXIE Public Schools Draft Start-Up and Pre-Opening Plan

The following plan details required actions to meet the Start-Up and Pre-Opening Requirements of the Maine Charter Commission, which we will complete prior to opening our doors and starting instruction.

Students, Enrollment, and Admissions	Benchmark	Tasks	Person Responsible	Internal Deadlines	Commission Due Date	Documentation Required
	Enrollment and admissions policies are approved by school board, if different from materials approved by the authorizer in the original application	Draft enrollment and admissions policies	MPS Application Team	February 13, 2025	July 31, 2025 (Prior to recruiting or enrolling students)	Enrollment and admissions policy and procedures Enrollment form
		Revise policies based on authorizer feedback	MPS Board	June 30, 2025		
		Approve final enrollment and admissions policies	MPS Board	July 30, 2025		
	Board-approved student code of conduct is on file and provided to students and families in a Student and Family Handbook.	Draft related policies required for application	MPS Application Team	February 13, 2025	March 1, 2025 (Prior to enrolling students)	Board-approved code of conduct Copy of Student and Family Handbook
		Draft complete policies for Student and Family Handbook	Executive Team	June 30, 2025		
		Approve/finalize code of conduct	MPS Board	July 30, 2025		
		Approve/finalize policies for Student and Family Handbook	MPS Board	July 30, 2025		
		Post Student and Family Handbook on MOXIE website, include in enrollment materials	MPS Board	July 30, 2025		
	School has procedures in place for creating, storing, securing, and using	Draft record policy and procedures	Executive Team	June 30, 2025	August 2, 2026 (Within 30 days prior to school opening)	Evidence of protocols/systems for student records
		Finalize record policy and procedures	MPS Board	July 30, 2025		

	student academic, attendance, and discipline records	Execute record policies and procedures through secure technology platform (aligned to MOXIE technology stack and systems)	Executive Team	August 1, 2025		
	Student admissions lottery conducted according to rules and regulations and waitlist maintained appropriately (if applicable)	Draft lottery plan as required for application	MPS Application Team	February 12, 2025	July 31, 2025 (Prior to recruiting or enrolling students)	Lottery date and copy of lottery procedures. Wait list numbers by grade.
		Revise approach based on authorizer feedback	Student enrollment team	June 30, 2025		
		Execute admissions lottery aligned to plan	Director of Operations	March 9, 2026		
		Execute waitlist acceptance as aligned to plan	Student enrollment team	March 24, 2026-August 2, 2026		
	Student Recruitment	Develop high-level recruitment plan for application	MPS Application Team	February 12, 2025	July 31, 2025 (Prior to recruiting or enrolling students)	Dates and locations of enrollment events/meetings with number of attendees at each event. Copies of mailings, publications, and flyers with description of use/purpose.
		Develop detailed recruitment plan based on feedback	Student enrollment team	June 30, 2025		
		Execute recruitment plan in advance of lottery	Student enrollment team	August 1, 2025-March 1, 2026		
		If needed, execute additional recruitment activities to achieve targets	Student enrollment team	August 2, 2026		
	50% of student enrollment target met	Execute enrollment plans to achieve target	Student enrollment team	June 2, 2026	June 2, 2026 (Within 90 days prior to school opening)	Number of enrolled students by grade.

	80% of student enrollment target met	Execute enrollment plans to achieve target	Student enrollment team	July 2, 2026	July 2, 2026 (Within 60 days prior to school opening)	Number of enrolled students by grade.
	90% of student enrollment target met	Execute enrollment plans to achieve target	Student enrollment team	August 2, 2026	August 2, 2026 (Within 30 days prior to school opening)	<p>Number of enrolled students by grade.</p> <p>If a school does not reach 90% of planned enrollment well in advance of school opening, the school must submit a revised budget (see “Budget” section) and may be at risk of not opening.</p>

Governance	Benchmark	Tasks	Person Responsible	Internal Deadlines	Commission Due Date	Documentation Required
	Charter contract executed by Board	Receipt of Charter for execution	MPS Board	May 2025	On/Around June 1, 2025 (Upon signing of contract)	Board-executed charter contract
		Execute charter contract	MPS Board	On/Around June 1, 2025 (Upon receipt of contract)		
	Organization is incorporated as a not-for-profit	File incorporation papers with State	MPS Board	June 4, 2024	On/Around June 1, 2025 (Upon signing of contract)	Copy of charter holder’s certificate of incorporation or similar documentation
		Receipt of Incorporation	MPS Board	June 6, 2024		

	Organization has secured federal tax-exempt status	Apply for tax-exempt status with IRS	MPS Board	July 15, 2024	On/Around June 1, 2025 (Upon signing of contract)	Copy of tax exempt letter and federal tax id number from IRS
		Receive determination letter	MPS Board	April 30, 2025		
	Bylaws are executed by the board, if different from materials approved by the authorizer in the original application.	Draft Bylaws	MPS Board	June 1, 2024	June 2, 2026 (Within 90 days prior to school opening)	Copy of executed bylaws
		Board Approval of Draft Bylaws	MPS Board	June 4, 2024		
	Updated board roster (with officer designations) and organizational chart updated	Determination of board expansion recruitment priorities	MPS Board Governance Committee	July 30, 2025	August 15, 2026 (Within 2 weeks prior to school opening)	Board roster, new board member forms and organizational chart
		Identification and recruitment of new members aligned to plan	MPS Board Governance Committee	December 31, 2025		
		Updated roster developed, with committee details	MPS Board Governance Committee	February 28, 2026		
	Board meeting (s) conducted	Meet to review charter contract	MPS Board	May 2024	After minutes approval in following regular meeting	Meeting dates and copy of board meeting minutes
		Conduct quarterly meetings	MPS Board	Quarterly, Ongoing		
	Adoption of all required policies	Adoption of Conflict of Interest/Ethics policies	MPS Board	July 10, 2024	August 2, 2026 (Within 30 days prior to school opening)	Copy of policies
		Draft and review of remaining required policies	MPS Board	June 30, 2026		
		Approval of full policy set	MPS Board	July 30, 2026		
	Board Training completed	Draft board training topics	MPS Application Team	February 13, 2025	July 2, 2026 (Within 60 days prior to school opening)	Date and agenda of training
		Develop full board training and	MPS Board Governance	December 31,		

		onboarding plan	Committee	2025		
		Execute board training	MPS Board	June 1, 2026		

Educational Program	Benchmark	Tasks	Person Responsible	Internal Deadlines	Commission Due Date	Documentation Required
	School calendar is final	Draft annual calendar	MPS Application Team	February 13, 2025	June 2, 2026 (Within 90 days prior to school opening)	School calendar including all key dates
		Review annual calendar with Board	Executive Team	January 1, 2026		
		Approve finalized calendar for SY26-27	MPS Board	February 1, 2026		

Administration and Staff	Benchmark	Tasks	Person Responsible	Internal Deadlines	Commission Due Date	Documentation Required
	Qualified school administrator hired	Draft administrator job description	MPS Application Team	February 13, 2025	July 15, 2026 (Within 10 days of hiring and no later than six weeks prior to school opening)	Name, resume, and copies of administrator license(s) and Criminal History Record Check Approval from Maine Department of Education.
		Identify candidate	MPS Application Team	February 13, 2025		
		Hire candidate	Executive Team	September 30, 2025		
		Execute documentation	Director of Operations	July 15, 2026		
	All key administrative/leadership roles filled (ex. Dean of Students, CFO, Special	Draft staffing plans and job descriptions	MPS Application Team	February 13, 2025	July 15, 2026 (Within 10 days of hiring and no later than six weeks prior to school	Updated organizational or staffing chart with names filled in for all administrative/leadership roles.
		Articulate draft hiring processes	MPS Application Team	January 1, 2026		
		Execute hiring per plan	Executive Team	August 1, 2026		

	Education Director, etc.)	Codify updated org chart	Director of Operations	August 1, 2026	opening)	
	All positions filled including: paraprofessional, clerical, janitorial, support staff, substitute teachers, Nurse, Doctor/NP, etc.	Draft staffing plans	MPS Application Team	February 13, 2025	August 15, 2026 (Within 2 weeks prior to school opening)	Copy of staff roster
		Articulate draft hiring processes and job descriptions	Executive Team	January 1, 2026		
		Execute hiring per plan	Director of Operations	August 1, 2026		
		Codify updated org chart	Director of Operations	August 1, 2026		
	Criminal History Record Check Approval completed through MDOE for all school staff and volunteers.	Articulate process for MDOE check for all hires	Director or Operations	January 1, 2026	August 28, 2026 (Within 1 week prior to school opening)	Staff information entered into MDOE portal Note: Staff may not work without CHRC approval
		Execute MDOE checks	Director or Operations	On rolling basis, completed by August 1, 2026		
	Employees meet certification requirements	Articulate process for certification validation	Director or Operations	January 1, 2026	At the time of employee hire	Copies of valid teaching and ed. tech. certification and a list of those obtaining certification within 3 years of hire and those meeting criteria for unique qualifications as applicable. Note: Special Education teachers must hold valid certification and are not eligible for 3 year certification or
		Execute validation and documentation	Director or Operations	On rolling basis, completed by August 1, 2026		

						unique qualifications.
	Adequate Special Education and English Learner (EL) staffing in place to serve enrolled students	Recruitment of SPED and multilingual staff per model	Chief of Teaching and Learning	On rolling basis, completed by August 1, 2026	August 15, 2026 (Within 2 weeks prior to school opening)	Documentation of number of students identified as requiring Special Education or EL services and indication of how staffing will meet student needs in accordance with law and IEPs
		Additional supports identified based on enrolled population	Chief of Teaching and Learning	On rolling basis, completed by August 1, 2026		
		Execute documentation	Director of Operations	On rolling basis, completed by August 1, 2026		
	Initial Orientation and Professional Development scheduled to occur prior to the start of school year	Draft initial orientation and professional development plan and priorities	MPS Application Team	February 13, 2025	September 1, 2026 (Prior to first day of school)	Orientation and PD calendar and agenda(s)
		Revise and finalize year 1 orientation and professional development plan	Chief of Teaching and Learning	June 1, 2026		
	Board-approved personnel policies are provided to all staff in an Employee Handbook	Draft initial policies for application	MPS Application Team	February 13, 2025	July 2, 2026 (Within 60 days prior to school opening)	Board-approved personnel policies Copy of Employee Handbook
		Revise and finalize policies to support initial hiring	Executive team	June 1, 2025		
		Approve policies at board level	MPS Board	June 30, 2025		

Management Contract (if applicable)	Benchmark	Tasks	Person Responsible	Internal Deadlines	Commission Due Date	Documentation Required
	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Copy of executed agreement and signed by representatives of

						the management company and the school's board
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Budget	Benchmark	Tasks	Person Responsible	Internal Deadlines	Due Date to Commission	Documentation Required
	Board-approved budget for first fiscal year	Draft budget for application submission	MPS Application Team	February 13, 2025	July 1, 2026	Copy of board-approved budget with detailed assumptions for all key revenues and expenditures
		Revision of budget based on Commission input	MPS Board Finance Committee, Accountant	June 30, 2025		
		Development of final year 1 budget	MPS Board Finance Committee, Accountant	May 30, 2026		
	Board-approved five-year budget	Draft budget for application submission	MPS Application Team	February 13, 2025	August 1, 2026	Copy of board-approved five-year budget aligned to provisions of approved charter application
		Revision of budget based on Commission input	MPS Board Finance Committee, Accountant	June 30, 2025		
		Development of finalized 5-year projected budget	MPS Board Finance Committee, Accountant	May 30, 2026		
	Detailed monthly cash-flow projection for first year of operation	Draft monthly cash flow	MPS Board Finance Committee, Accountant	May 30, 2026	August 2, 2026 (Within 30 days prior to school opening)	Copy of monthly cash flow projections
		Final projected monthly cashflow for year 1	MPS Board Finance Committee, Accountant	July 31, 2026		
	Revised budget if enrollment is below 90% of student enrollment target	Revise budget as necessary	Executive team	July 1, 2026	August 12, 2026 (Within 20 days prior to school opening)	Revised budget that demonstrates fiscal viability of school and ability to fulfill material

	included in board-approved budget. If revised budget does not demonstrate viability, the authorizer will delay or stop school opening.	Engage board to approve or make decision to delay opening	MPS Board	July 31, 2026		terms of the approved educational program with reduced enrollment.
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Financial Management	Benchmark	Tasks	Person Responsible	Internal Deadlines	Commission Due Date	Documentation Required
	Completed necessary state documents and requirements to generate payments	Identify necessary documents and requirements	Director of Operations	January 1, 2026	July 1, 2026	Certification that documents and requirements are complete
		Complete paperwork and submissions to meet requirements	Director of Operations	February 1, 2026		
	Board-approved fiscal controls policies and procedures	Draft high-level fiscal control policies and procedures for application	MPS Application Team	February 13, 2025	July 1, 2026	Copy of board-approved internal controls policies
		Develop detailed fiscal controls policies and procedures	Executive Team	June 30, 2025		
		Review fiscal controls policies and procedures with Board Finance committee for recommendation to Board	MPS Board Finance Committee	July 1, 2025		
		Receive Board approval for finalized fiscal policies and procedures	MPS Board	July 31, 2025		

	Accounting system in place	Identify outsourced accounting firms for diligence	Director of Operations	January 1, 2026	July 1, 2026	Evidence of employment of or contract with accountant, bookkeeper, or person who will handle such duties
		Confirm purchase of Maine-approved accounting software	Director of Operations	January 1, 2026		
		Contract execution with accountant	Executive Team	January 1, 2026		
		Implementation of software, integration with other payment systems	Director of Operations, Accountant	January 1, 2026		

Facility	Benchmark	Tasks	Person Responsible	Internal Deadlines	Commission Due Date	Documentation Required
	Viable facility secured	Conduct Facilities Walk Throughs	MPS Board	June- December 20206	May 2, 2026 (Within 120 days prior to school opening)	Executed lease or copy of deed with physical address of viable facility
		Identify Facility	MPS Board	December 31, 2025		
		Negotiation Lease Agreement	MPS Board	January 30, 2026		
		Execute Lease	MPS Board	March 31, 2026		
	Certificate of Occupancy	Apply for Certificate	Director of Operations	March 31, 2026	August 2, 2026 (Within 30 days prior to school opening)	Certificate of Occupancy
		Receive Certificate	Director of Operations	March 31, 2026		
	Emergency Plan finalized	Draft emergency plan	Director of Operations	March 31, 2026	August 15, 2026 (Within 2 weeks prior to school opening)	Copy of emergency plan
		Finalize/approve emergency plan	MPS Board	June 1, 2026		

	Testing of drinking and cooking water fixtures Testing of interior water lines Testing of exterior water lines Based on: https://www.maine.gov/dhhs/mecdc/environmental-health/dwpl/cet/documents/samplingProtocolForLeadSchools.pdf	Identify water testing consultant	Director of Operations	May 1, 2026	August 8, 2026 (Within 3 weeks prior to school opening)	Documentation and results of each test
		Conduct tests	Director of Operations	June 1, 2026		
		If needed, develop remediation/backup plan	Director of Operations	July 1, 2026		
	Fire and Asbestos Inspections, Lead Paint and PCBs Assessment	Request Inspections	Director of Operations	May 1, 2026	August 8, 2026 (Within 3 weeks prior to school opening)	Documentation of inspections and assessments
		Conduct tests	Director of Operations	June 1, 2026		
		If needed, develop remediation/backup plan	Director of Operations	July 1, 2026		
	Office and classroom equipment, furnishings and fixtures and installations complete	Develop detailed fiscal controls policies and procedures	Director of Operations	May 1, 2026	August 15, 2026 (Within 2 weeks prior to school opening)	Inspection during pre-opening visit
		Identify vendors	Director of Operations	June 1, 2026		
		Execute orders	Director of Operations	July 1, 2026		
		Accept deliver and set up	Director of Operations	August 1, 2026		

	Space meets program requirements to execute material elements of the education program (classrooms, technology, special purpose space, and restrooms meet requirements of program and number of students enrolled)	Develop requirements document to inform facility walkthroughs and selection	MPS Board	June 30, 2025	August 15, 2026 (Within 2 weeks prior to school opening)	Floor plan Inspection during pre-opening visit
	Space is accessible to all students and complies with anticipated IEP requirements	Develop requirements document to inform facility walkthroughs and selection	MPS Board	June 30, 2025	August 15, 2026 (Within 2 weeks prior to school opening)	Inspection during pre-opening visit
		Once student enrolled, conduct additional assessment to ensure all needs will be met	Director of Operations	August 1, 2026		

Transportation	Benchmark	Tasks	Person Responsible	Internal Deadlines	Commission Due Date	Documentation Required
	Contract with transportation provider (as applicable)	Identify vendors and partner organizations positioned to support strategy based on plan (below)	Director of Operations	April 30, 2026	August 2, 2026 (Within 30 days prior to school opening)	Copy of agreement with transportation provider (as applicable)
		Negotiate vendor/partner contracts	Director of Operations	May 31, 2026		
		Execute vendor/partner contracts	MPS Board	June 30, 2026		
	Final transportation plan documentation	Based on demand and enrollment patterns, determine transportation	Director of Operations	April 30, 2026	August 15, 2026 (Within 2 weeks)	Copy of health and safety certificates

	(if applicable) including related health and safety certificates	options and draft strategy			prior to school opening)	Copies of criminal background checks for provider
		Finalize overall plan based on 90% enrollment with vendors	Director of Operations	June 30, 2026		
		Obtain health and safety certificates	Director of Operations	August 15, 2026		
		Obtain verification of criminal background checks for vendors/other providers and partners	Director of Operations	August 15, 2026		
		Revise plan based on actual enrollment, family input	Director of Operations	August 15, 2026		

Food Service	Benchmark	Tasks	Person Responsible	Internal Deadline	Commission Due Date	Documentation Required
	Food service plan (if applicable)	Determine strategic options for food services	Director of Operations	February 28, 2026	August 1, 2026 (>30 days prior to opening)	Copy of food or vendor services contract Evidence of appropriate state and local health department inspections and licenses
		Investigate food service vendors and potential partners	Director of Operations	March 30, 2026		
		Negotiate service contracts	Director of Operations	April 30, 2026		
		Ensure timely submission of NSLP/Maine School Meals for All paperwork	Director of Operations	August 1, 2026		
		Select and execute contract with food service vendor	MPS Board	May 30, 2026		
		Draft/finalize MCS food service operational guidance and protocols	Director of Operations	June 30, 2026		
		Submit state/local health	Director of Operations	June 30, 2026		

		department licenses				
		Obtain state/local health department licenses via inspection completion	Director of Operations	July 31, 2026		
	Additional food service tasks	Train relevant staff on all food service protocols	Director of Operations	September 2, 2026	N/A	

Insurance	Benchmark	Tasks	Person Responsible	Internal Deadline	Commission Due Date	Documentation Required
	Appropriate and required coverage obtained	Determine insurance and coverage needed aligned to sample contract	MPS Application Team	February 13, 2025	July 1, 2026	Proof of appropriate coverage from insurance provider that meets local and statutory requirements
		Obtain quotes for insurance aligned to charter contract requirements	Director of Operations	May 1, 2026		
		Select insurance providers and policies	Director of Operations	June 1, 2026		
		Approve/execute agreements with providers and policies.	MPS Board	June 30, 2026		

MOXIE Public Schools: Attachment 23- Insurance Coverage Plan

Insurance Coverage Plan

To ensure compliance with contractual requirements and to protect the school, students, staff, and assets, MOXIE Public Schools will secure the following types of insurance coverage:

- **Worker's Compensation Insurance**
 - Covers obligations imposed by federal and state statutes for employee injuries or illnesses.
 - Minimum coverage: \$500,000.
- **Comprehensive General Liability Insurance**
 - Protects the school against claims of bodily injury and property damage.
 - Minimum combined single limit: \$1,000,000 per occurrence.
- **Comprehensive Automobile Liability Insurance**
 - Covers bodily injury and property damage for school-owned, hired, or non-owned vehicles used for school programs or services.
 - Minimum combined single limit: \$1,000,000 per occurrence.
- **Property Insurance**
 - Covers school buildings and contents acquired with public funds.
 - Provides the Commission the ability to file claims for any loss of public-funded property.
- **Errors and Omissions Liability Insurance**
 - Covers potential liability from professional services, including financial management and indemnification.
 - Maximum deductible: \$100,000 per claim.
 - Minimum limits: \$2,000,000 per claim and annual aggregate.
- **Surety Bond**
 - Maintained by the executive financial officer to ensure financial integrity.
 - Coverage amount: \$250,000.
- **Primary and Named Insured Coverage**
 - All policies will be primary and name the school as the insured party.
 - Policies will also name the Commission as "separately insured" as required.
- **Policy Documentation**
 - Copies of all required policies and certificates of coverage will be provided annually to the Commission before the first day of school.

This comprehensive plan ensures that the school meets legal requirements, protects stakeholders, and upholds financial and operational integrity.

MOXIE Public Schools: Attachment 25- Budget Narrative

MOXIE Public Schools is seeking to build a new community charter school made up of three-to-five networked learning sites in central Maine. We seek to offer an effective, innovative learning experience for Maine kids and families as well as serve as a laboratory for State and national K-12 innovation. Our budget reflects these goals.

Key Budget Highlights:

Our financial modeling assumes the launch of our first site (MOXIE-PWM in Portland/Westbrook), with additional site growth to scale over 14 years. Our modeling includes projections for central school staff as well as learning sites. See the table below for the growth assumptions we are making about the number of sites, students enrolled, and staff from Planning (2025-2026) to Full Scale (2039-2040).

MOXIE Year	Application	Planning	Launch/1	2	3	4	5	6	7	8	9	10	11	12	13	SCALE
School Year	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	2035-2036	2036-2037	2037-2038	2038-2039	2039-2040
Learning Sites	--	--	1	1	2	3	3	4	5	5	5	5	5	5	5	5
Enrolled Students	--	--	120	238	474	766	1,000	1,292	1,588	1,830	2,006	2,070	2,078	2,084	2,094	2,100
Learning Site Staff	--	--	8	17	31	52	67	85	106	121	131	135	135	135	135	135
MOXIE Home Office	--	1.8	3	3	6	9	9	9	10	10	10	10	10	10	10	10

Our fundraising goals reflect our aim to both meet start-up needs as well as achieve growth targets for enrollment and innovation programming over time. We project sustainability on public revenues beginning in school operation year five, at which point we will begin to prioritize fundraising for future years, building a strong operating reserve, and increasing investment in additional wraparound and support programs.

Modeling Assumptions

Universal Modeling Assumptions

- Budgeting is cash-based.
- We are assuming a fiscal year beginning July 1
- We have not included any inflation, assuming flat revenues and expenses for the purposes of modeling.
- Where an expense was essentially cost-neutral due to the presence of 1:1 reimbursement mechanisms (e.g. Gifted and Talented grants, medicaid/MaineCare reimbursement, school meals, etc.), we did not include that in the model.

Revenues

For revenues, we have projected a set of fundraising targets (philanthropic, grant, corporate giving). Fundraising targets in early years reflect needed start-up funds, and in later years reflect goals for additional contributions to operating reserve, capital investment, expansion of wraparound services for students and families, and innovation funding. To achieve this goal, we will seek to capitalize on national charter start-up philanthropic funding as well as federal programs such as the Charter School Program Development grant. We will also pursue local funding, which we will increase focus on once we have a charter.

We are currently in discussions with three philanthropic entities about supporting MOXIE's start-up: The Barr Foundation, Charter School Growth Fund, and the NewSchools Venture Fund. We also plan to apply for a federal Charter School Program Developer Grant. However, all potential funds are dependent on charter approval. We have not yet secured any philanthropic commitments beyond individual board contributions to start-up cost, so have omitted Attachment 26.

In terms of recurring public revenues, we have based projections on the data provided from Attachment 24. We have also added a Title 1 funding estimate given our projected demographics, which we've estimated at the "Basic" level of \$1,000 per eligible student. We did not include a schoolwide eligibility assumption, potential targeted grants, or Education Finance Incentive Grants (EFIG).

Overall, we believe this model likely underestimates our ongoing per pupil revenue due to the fact that it is using 2024-2025 EPS formulas. Given EPS formulas have risen year-over-year at an average of 2.6%, we anticipate in 2026-2027 K-8 EPS will be \$8,408 and HS EPS will be \$8,961. This difference would significantly positively impact our revenue forecast. For this reason, we are offering a second budget projection for comparison.

We have not included following other potential sources of funding or discounts given lack of specific data to inform projections:

- Other potential federal assistance, such as other Title programs
- In-kind contributions or partnership programs
- E-Rate/Universal Access Funds
- Cost-neutral reimbursement grants, including Maine Gifted and Talented program grants (excluded from expenses)
- Potential loans or debt-based financing

Expenses

At scale, MOXIE's annual expense budget is projected to be ~\$25.6mm. (Budgetarily, as a comparison point, Augusta serves a similar number of students with an annual budget of \$34.9mm.) To the extent possible, we have budgeted as conservatively as possible to represent the highest possible budget liability.

- In start-up years, MOXIE home office staff will support direct start-up of the learning site. Over time, these staff will act as networked supports across the school learning sites.
- For benefits (insurance, payroll, etc.), we have budgeted 30% of salaries.
- For expenses, we have projected with the following assumptions aligned to the number of sites, students, and staff.
- For transportation, we have budgeted at full liability of 100% of students at the 2024-2025 reimbursement rate per Attachment 24.
- For facilities, we are modeling based off of rental rates of \$17 per square foot, 100 square feet per student. Given practicalities, for all sites, we assume we will rent one space for two year increments (e.g. in Year 1, we would rent a large enough space to stay in place for Year 2). Ideally, assuming we could access financing, we would seek to purchase our own facilities, but have assumed rentals for a conservative estimate.
- For annual supplies (curriculum, software, hardware, material goods, etc.) we have assumed \$2,000 per student based on IES's reported national averages.
- For start-up supplies (new furnishings, collateral, one-time purchases, etc.) we assume \$2,000 per new student, up to year 8, when we have set a recurring expense of \$350,000 for repurchasing/new equipment on an annual basis.
- For utilities (electricity, water, broadband), we are using an estimate of \$1.50 per square foot.
- For insurance, we are assuming \$150 per enrolled student.
- For additional outsourced support (facilities management, support services, IT, admin, etc.), we have included an assumption of \$100,000 per site.
- For additional administrative (audit, legal, etc.) we have budgeted \$50,000 per site.

Budget- Application Year to Scale: Please see Exhibit

MOXIE Year	Application	Planning	Launch/1	2	3	4	5	6	7	8	9	10	11	12	13	SCALE
School Year	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	2035-2036	2036-2037	2037-2038	2038-2039	2039-2040
Learning Sites	--	--	1	1	2	3	3	4	5	5	5	5	5	5	5	5
Enrolled Students	--	--	120	238	474	766	1,000	1,292	1,588	1,830	2,006	2,070	2,078	2,084	2,094	2,100
Learning Site Staff	--	--	8	17	31	52	67	85	106	121	131	135	135	135	135	135
MOXIE Home Office	--	1.8	3	3	6	9	9	9	10	10	10	10	10	10	10	10
Projected Revenues																
Planned Philanthropic/Grant Raised																
Grants- Philanthropic National	\$5,000	\$450,000	\$525,000	\$500,000	\$500,000	\$500,000	\$500,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Grants- Philanthropic Local	\$5,000	\$150,000	\$475,000	\$250,000	\$350,000	\$350,000	\$250,000	\$350,000	\$350,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Coporate Giving	---	\$5,000	\$75,000	\$75,000	\$75,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000						
Grants- Public, CTE Programmatic Support/Other	---	\$20,000	\$80,000	\$80,000	\$80,000	\$130,000	\$180,000	\$180,000	\$230,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000
Grants-Public (Federal CSP)	---	\$225,000	---	\$225,000	\$225,000	---	\$225,000	\$225,000	---	---	---	---	---	---	---	---
Grants- Public ME G&T/Ch 104	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Total Philanthropic/Grant (Uncommitted)	\$10,000	\$850,000	\$1,155,000	\$1,130,000	\$1,280,000	\$1,130,000	\$1,255,000	\$1,155,000	\$980,000	\$780,000	\$780,000	\$780,000	\$780,000	\$780,000	\$780,000	\$780,000
Recurring Public Revenues																
Est Federal Title 1 (Basic)	---	---	\$60,000	\$119,000	\$237,000	\$383,000	\$500,000	\$646,000	\$794,000	\$915,000	\$1,003,000	\$1,035,000	\$1,039,000	\$1,042,000	\$1,047,000	\$1,050,000
Est State Per Pupil (per MCCS Attach 24)	---	---	\$1,608,578	\$3,165,585	\$6,304,161	\$10,198,961	\$13,285,967	\$17,180,767	\$21,129,583	\$24,324,621	\$26,664,859	\$27,529,114	\$27,637,146	\$27,718,170	\$27,853,210	\$27,934,234
Total Recurring Public Revenues	\$0	\$0	\$1,668,578	\$3,284,585	\$6,541,161	\$10,581,961	\$13,785,967	\$17,826,767	\$21,923,583	\$25,239,621	\$27,667,859	\$28,564,114	\$28,676,146	\$28,760,170	\$28,900,210	\$28,984,234
TOTAL REVENUES	\$10,000	\$850,000	\$2,823,578	\$4,414,585	\$7,821,161	\$11,711,961	\$15,040,967	\$18,981,767	\$22,903,583	\$26,019,621	\$28,447,859	\$29,344,114	\$29,456,146	\$29,540,170	\$29,680,210	\$29,764,234
Projected Expenses																
Personnel																
Site-Based Staff Salaries	\$0	\$0	\$565,000	\$1,235,000	\$2,150,000	\$3,635,000	\$4,655,000	\$5,820,000	\$7,305,000	\$8,325,000	\$8,925,000	\$9,175,000	\$9,175,000	\$9,175,000	\$9,175,000	\$9,175,000
Site-Based Staff Benefits	\$0	\$0	\$169,500	\$370,500	\$645,000	\$1,090,500	\$1,396,500	\$1,746,000	\$2,191,500	\$2,497,500	\$2,677,500	\$2,752,500	\$2,752,500	\$2,752,500	\$2,752,500	\$2,752,500
HO Staff Salaries	\$0	\$300,000	\$500,000	\$500,000	\$950,000	\$1,300,000	\$1,300,000	\$1,300,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000
HO Staff Benefits	\$0	\$90,000	\$150,000	\$150,000	\$285,000	\$390,000	\$390,000	\$390,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000
TOTAL PERSONNEL	\$0	\$390,000	\$1,384,500	\$2,255,500	\$4,030,000	\$6,415,500	\$7,741,500	\$9,256,000	\$11,251,500	\$12,577,500	\$13,357,500	\$13,682,500	\$13,682,500	\$13,682,500	\$13,682,500	\$13,682,500
Non-Personnel																
MCCS (2.45% EPS)	---	---	\$39,410	\$77,557	\$154,452	\$249,875	\$325,506	\$420,929	\$517,675	\$595,953	\$653,289	\$674,463	\$677,110	\$679,095	\$682,404	\$684,389
Transportation	\$0	\$0	\$106,116	\$210,463	\$419,158	\$677,374	\$884,300	\$1,142,516	\$1,404,268	\$1,618,269	\$1,773,906	\$1,830,501	\$1,837,575	\$1,842,881	\$1,851,724	\$1,857,030
Facilities (Rent)	\$0	\$121,380	\$404,600	\$525,980	\$1,239,980	\$1,523,200	\$1,953,980	\$2,667,980	\$2,951,200	\$3,260,600	\$3,570,000	\$3,570,000	\$3,570,000	\$3,570,000	\$3,570,000	\$3,570,000
Supplies (Annual)	\$0	\$20,000	\$240,000	\$476,000	\$948,000	\$1,532,000	\$2,000,000	\$2,584,000	\$3,176,000	\$3,660,000	\$4,012,000	\$4,140,000	\$4,156,000	\$4,168,000	\$4,188,000	\$4,200,000
Start-Up/Replenish (Supplies/Furnishings)	\$0	\$10,000	\$236,000	\$472,000	\$584,000	\$468,000	\$584,000	\$592,000	\$484,000	\$352,000	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000
Utilities (Energy, Water, Internet)	\$0	\$3,600	\$18,000	\$35,700	\$71,100	\$114,900	\$150,000	\$193,800	\$238,200	\$274,500	\$300,900	\$310,500	\$311,700	\$312,600	\$314,100	\$315,000
Insurance	\$0	\$2,000	\$18,000	\$35,700	\$71,100	\$114,900	\$150,000	\$193,800	\$238,200	\$274,500	\$300,900	\$310,500	\$311,700	\$312,600	\$314,100	\$315,000
Addtl Outsourced Support	\$5,000	\$50,000	\$100,000	\$100,000	\$200,000	\$200,000	\$300,000	\$300,000	\$400,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
Additional Admin	\$0	\$30,000	\$50,000	\$50,000	\$100,000	\$150,000	\$150,000	\$200,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
TOTAL NON-PERSONNEL	\$5,000	\$236,980	\$1,212,126	\$1,983,400	\$3,787,790	\$5,030,248	\$6,497,786	\$8,295,024	\$9,659,543	\$10,785,822	\$11,710,995	\$11,935,964	\$11,964,085	\$11,985,176	\$12,020,328	\$12,041,419
TOTAL EXPENSES	\$5,000	\$626,980	\$2,596,626	\$4,238,900	\$7,817,790	\$11,445,748	\$14,239,286	\$17,551,024	\$20,911,043	\$23,363,322	\$25,068,495	\$25,618,464	\$25,646,585	\$25,667,676	\$25,702,828	\$25,723,919
NET INCOME	\$5,000	\$223,020	\$226,951	\$175,684	\$3,371	\$266,213	\$801,681	\$1,430,743	\$1,992,540	\$2,656,298	\$3,379,364	\$3,725,650	\$3,809,561	\$3,872,494	\$3,977,382	\$4,040,315

Budget- Application Year to Scale with Estimated Updated EPS: Using an updated estimate EPS (accounting for likely increases before launch), our revenue increases by roughly \$100,000 per year at start and to nearly \$300,000 more per year at school site scale. This would significantly lower our fundraising costs and help us achieve sustainability for schools on public revenues by year four.

MOXIE Year School Year	Application 2024-2025	Planning 2025-2026	Launch/1 2026-2027	2 2027-2028	3 2028-2029	4 2029-2030	5 2030-2031	6 2031-2032	7 2032-2033	8 2033-2034	9 2034-2035	10 2035-2036	11 2036-2037	12 2037-2038	13 2038-2039	SCALE 2039-2040
Learning Sites	--	--	1	1	2	3	3	4	5	5	5	5	5	5	5	5
Enrolled Students	--	--	120	238	474	766	1,000	1,292	1,588	1,830	2,006	2,070	2,078	2,084	2,094	2,100
Learning Site Staff	--	--	8	17	31	52	67	85	106	121	131	135	135	135	135	135
MOXIE Home Office	--	1.8	3	3	6	9	9	9	10	10	10	10	10	10	10	10
Projected Revenues																
Planned Philanthropic/Grant Raised																
Grants- Philanthropic National	\$5,000	\$450,000	\$500,000	\$400,000	\$400,000	\$400,000	\$400,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Grants- Philanthropic Local	\$5,000	\$150,000	\$450,000	\$250,000	\$250,000	\$250,000	\$250,000	\$350,000	\$350,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Coporate Giving	---	\$5,000	\$50,000	\$75,000	\$75,000	\$100,000	\$100,000	\$100,000	\$100,000							
Grants- Public, CTE Programmatic Support/Other	---	\$20,000	\$80,000	\$80,000	\$130,000	\$180,000	\$180,000	\$230,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000
Grants-Public (Federal CSP)	---	\$225,000	---	\$225,000	\$225,000	---	\$225,000	\$225,000	---	---	---	---	---	---	---	---
Grants- Public ME G&T/Ch 104	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Total Philanthropic/Grant (Uncommitted)	\$10,000	\$850,000	\$1,080,000	\$1,030,000	\$1,080,000	\$930,000	\$1,155,000	\$1,155,000	\$980,000	\$780,000	\$780,000	\$780,000	\$780,000	\$780,000	\$780,000	\$780,000
Recurring Public Revenues																
Est Federal Title 1 (Basic)	---	---	\$60,000	\$119,000	\$237,000	\$383,000	\$500,000	\$646,000	\$794,000	\$915,000	\$1,003,000	\$1,035,000	\$1,039,000	\$1,042,000	\$1,047,000	\$1,050,000
Est State Per Pupil (per MCCS Attach 24)	---	---	\$1,697,644	\$3,340,756	\$6,653,034	\$10,762,695	\$14,020,441	\$18,130,102	\$22,296,719	\$25,668,377	\$28,137,351	\$29,048,646	\$29,162,557	\$29,247,991	\$29,390,381	\$29,475,815
Total Recurring Public Revenues	\$0	\$0	\$1,757,644	\$3,459,756	\$6,890,034	\$11,145,695	\$14,520,441	\$18,776,102	\$23,090,719	\$26,583,377	\$29,140,351	\$30,083,646	\$30,201,557	\$30,289,991	\$30,437,381	\$30,525,815
TOTAL REVENUES	\$10,000	\$850,000	\$2,837,644	\$4,489,756	\$7,970,034	\$12,075,695	\$15,675,441	\$19,931,102	\$24,070,719	\$27,363,377	\$29,920,351	\$30,863,646	\$30,981,557	\$31,069,991	\$31,217,381	\$31,305,815
Projected Expenses																
Personnel																
Site-Based Staff Salaries	\$0	\$0	\$565,000	\$1,235,000	\$2,150,000	\$3,635,000	\$4,655,000	\$5,820,000	\$7,305,000	\$8,325,000	\$8,925,000	\$9,175,000	\$9,175,000	\$9,175,000	\$9,175,000	\$9,175,000
Site-Based Staff Benefits	\$0	\$0	\$169,500	\$370,500	\$645,000	\$1,090,500	\$1,396,500	\$1,746,000	\$2,191,500	\$2,497,500	\$2,677,500	\$2,752,500	\$2,752,500	\$2,752,500	\$2,752,500	\$2,752,500
HO Staff Salaries	\$0	\$300,000	\$500,000	\$500,000	\$950,000	\$1,300,000	\$1,300,000	\$1,300,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000
HO Staff Benefits	\$0	\$90,000	\$150,000	\$150,000	\$285,000	\$390,000	\$390,000	\$390,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000
TOTAL PERSONNEL	\$0	\$390,000	\$1,384,500	\$2,255,500	\$4,030,000	\$6,415,500	\$7,741,500	\$9,256,000	\$11,251,500	\$12,577,500	\$13,357,500	\$13,682,500	\$13,682,500	\$13,682,500	\$13,682,500	\$13,682,500
Non-Personnel																
MCCS (2.45% EPS)	---	---	\$41,592	\$81,849	\$162,999	\$263,686	\$343,501	\$444,188	\$546,270	\$628,875	\$689,365	\$711,692	\$714,483	\$716,576	\$720,064	\$722,157
Transportation	\$0	\$0	\$106,116	\$210,463	\$419,158	\$677,374	\$884,300	\$1,142,516	\$1,404,268	\$1,618,269	\$1,773,906	\$1,830,501	\$1,837,575	\$1,842,881	\$1,851,724	\$1,857,030
Facilities (Rent)	\$0	\$121,380	\$404,600	\$525,980	\$1,239,980	\$1,523,200	\$1,953,980	\$2,667,980	\$2,951,200	\$3,260,600	\$3,570,000	\$3,570,000	\$3,570,000	\$3,570,000	\$3,570,000	\$3,570,000
Supplies (Annual)	\$0	\$20,000	\$240,000	\$476,000	\$948,000	\$1,532,000	\$2,000,000	\$2,584,000	\$3,176,000	\$3,660,000	\$4,012,000	\$4,140,000	\$4,156,000	\$4,168,000	\$4,188,000	\$4,200,000
Start-Up/Replenish (Supplies/Furnishings)	\$0	\$10,000	\$236,000	\$472,000	\$584,000	\$468,000	\$584,000	\$592,000	\$484,000	\$352,000	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000
Utilities (Energy, Water, Internet)	\$0	\$3,600	\$18,000	\$35,700	\$71,100	\$114,900	\$150,000	\$193,800	\$238,200	\$274,500	\$300,900	\$310,500	\$311,700	\$312,600	\$314,100	\$315,000
Insurance	\$0	\$2,000	\$18,000	\$35,700	\$71,100	\$114,900	\$150,000	\$193,800	\$238,200	\$274,500	\$300,900	\$310,500	\$311,700	\$312,600	\$314,100	\$315,000
Addtl Outsourced Support	\$5,000	\$50,000	\$100,000	\$100,000	\$200,000	\$200,000	\$300,000	\$300,000	\$400,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
Additional Admin	\$0	\$30,000	\$50,000	\$50,000	\$100,000	\$150,000	\$150,000	\$200,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
TOTAL NON-PERSONNEL	\$5,000	\$236,980	\$1,214,308	\$1,987,692	\$3,796,338	\$5,044,060	\$6,515,781	\$8,318,283	\$9,688,138	\$10,818,744	\$11,747,071	\$11,973,193	\$12,001,458	\$12,022,657	\$12,057,989	\$12,079,187
TOTAL EXPENSES	\$5,000	\$626,980	\$2,598,808	\$4,243,192	\$7,826,338	\$11,459,560	\$14,257,281	\$17,574,283	\$20,939,638	\$23,396,244	\$25,104,571	\$25,655,693	\$25,683,958	\$25,705,157	\$25,740,489	\$25,761,687
NET INCOME	\$5,000	\$223,020	\$238,835	\$246,564	\$143,696	\$616,135	\$1,418,160	\$2,356,819	\$3,131,081	\$3,967,133	\$4,815,780	\$5,207,953	\$5,297,599	\$5,364,834	\$5,476,893	\$5,544,128

Contingency Planning

Overall Contingency Approach: MOXIE Public Schools will stay laser focused on meeting enrollment goals and achieving high levels of efficiency. MOXIE is committed to financial sustainability and has developed a contingency plan to address potential revenue shortfalls in the event that anticipated funding (public or private) is delayed, reduced, or not received due to enrollment, changes in federal or state funding programs, or some other unforeseen event. Our strategy focuses on proactive financial planning, expenditure prioritization, and diversified revenue streams to ensure the school remains financially stable while continuing to provide high-quality, competency-based education for all students.

1. Proactive Financial Planning & Reserve Fund Strategy

- Prioritization of Operating Reserves: MOXIE will seek to build and maintain an initial cash reserve allowing for financial flexibility in the event of delayed or lower-than-expected revenues. To do this, and **to meet the Commission's goal of MOXIE having at least 2 months of school operating reserve on hand by end of year 3, we will need to raise more than is operationally needed in start-up years, applying annual net income to building the reserve.**
 - **Given our model is scaling at the same time as we are building the reserve, we are calculating this on a per-site operations cost (school staff, all site non-personnel costs).**
 - **In year 3 of site operations, the target 2-month reserve would be \$839,067. (Projected actual reserve: \$900,239)**
- Conservative Budgeting: The school will adopt a low-revenue, high-cost budgeting model, ensuring that financial plans account for potential shortfalls while still meeting core obligations.
- Multi-Year Financial Projections: MOXIE will regularly update its five-year financial model, adjusting for enrollment trends, state funding shifts, and external fundraising.

2. Expenditure Adjustments & Cost Controls

If revenue shortfalls occur, MOXIE will implement a tiered approach to expenditure reductions that prioritizes instruction and student needs while reducing non-essential costs.

Tier 1: Immediate Cost Containment Measures (Minimal Impact on Students)

- Hiring Adjustments: Delay hiring of non-instructional positions until financial stability is confirmed.
- Operational Efficiencies: Reduce non-essential administrative costs, professional services, and consulting contracts.
- Deferring Non-Essential Purchases: Postpone large equipment, technology, and furniture purchases that are not immediately necessary.

Tier 2: Strategic Reductions & Revenue Adjustments

- Slowing Growth: Delay the opening of new learning sites or reduce site goal to three.
- Staffing Adjustments: Implement hiring freezes or staggered hiring timelines for non-classroom roles while maintaining teacher-student ratios.
- Facility Cost Management: Explore renegotiating leases, subleasing unused space, or delaying facility expansion plans.
- Programmatic Adjustments: Shift professional development and curricular investments to more cost-effective or in-house solutions.

Tier 3: Structural Adjustments (Only in Severe Revenue Shortfalls)

- Temporary Salary Adjustments: Implement salary freezes or deferred salary increases for leadership roles before impacting instructional staff.

- Targeted Enrollment Growth Efforts: Strengthen recruitment strategies to increase student enrollment, which directly impacts per-pupil funding.
- Grant Realignments: Reallocate private philanthropic funding to cover critical operational gaps if state revenues fall short.

3. Diversified Revenue Streams to Offset Shortfalls

MOXIE's financial model includes multiple revenue sources beyond state per-pupil funding to ensure stability.

- Philanthropic & Grant Funding: Establish multi-year commitments from foundations, corporate sponsors, and individual donors.
- Public-Private Partnerships: Leverage partnerships with businesses, higher education institutions, and workforce organizations to fund career pathways and student support programs.
- Facility Use Revenue: Explore leasing unused space to external partners or using facilities for community programming to generate additional income.
- Federal & State Categorical Grants: Actively pursue Title I, Special Education (IDEA), and Perkins funding to supplement core operations.

4. Financial Oversight & Risk Management

- Monthly Financial Monitoring: The Finance Committee and Executive Leadership Team will review real-time financial reports to detect revenue fluctuations early.
- Scenario Planning: The school will conduct quarterly risk assessments to evaluate funding trends and prepare for potential adjustments.
- Governing Board Involvement: The Board of Directors will oversee financial decision-making, ensuring transparency and strategic adjustments if revenue expectations change.

Year 1 Contingency: This is a “big swing” strategy. We will need to aggressively raise funds as well as achieve enrollment targets to achieve our goals. Should we not be able to meet planning-year goals for revenue or enrollment demand, we would suggest delaying opening to 2026-2027.

MOXIE Year	Application	Planning	Launch/1	2	3	4	5	6	7	8	9	10	11	12	13	SCALE
School Year	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	2035-2036	2036-2037	2037-2038	2038-2039	2039-2040
Learning Sites	--	--	1	1	2	3	3	4	5	5	5	5	5	5	5	5
Enrolled Students	--	--	120	238	474	766	1,000	1,292	1,588	1,830	2,006	2,070	2,078	2,084	2,094	2,100
Learning Site Staff	--	--	8	17	31	52	67	85	106	121	131	135	135	135	135	135
MOXIE Home Office	--	1.8	3	3	6	9	9	9	10	10	10	10	10	10	10	10
Projected Revenues																
Planned Philanthropic/Grant Raised																
Grants- Philanthropic National	\$5,000	\$450,000	\$525,000	\$500,000	\$500,000	\$500,000	\$500,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Grants- Philanthropic Local	\$5,000	\$150,000	\$475,000	\$250,000	\$350,000	\$350,000	\$250,000	\$350,000	\$350,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Coporate Giving	---	\$5,000	\$75,000	\$75,000	\$75,000	\$100,000	\$100,000	\$100,000	\$100,000							
Grants- Public, CTE Programmatic Support/Other	---	\$20,000	\$80,000	\$80,000	\$130,000	\$180,000	\$180,000	\$230,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000
Grants-Public (Federal CSP)	---	\$225,000	---	\$225,000	\$225,000	---	\$225,000	\$225,000	---	---	---	---	---	---	---	---
Grants- Public ME G&T/Ch 104	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*
Total Philanthropic/Grant (Uncommitted)	\$10,000	\$850,000	\$1,155,000	\$1,130,000	\$1,280,000	\$1,130,000	\$1,255,000	\$1,155,000	\$980,000	\$780,000	\$780,000	\$780,000	\$780,000	\$780,000	\$780,000	\$780,000
Recurring Public Revenues																
Est Federal Title 1 (Basic)	---	---	\$60,000	\$119,000	\$237,000	\$383,000	\$500,000	\$646,000	\$794,000	\$915,000	\$1,003,000	\$1,035,000	\$1,039,000	\$1,042,000	\$1,047,000	\$1,050,000
Est State Per Pupil (per MCCS Attach 24)	---	---	\$1,608,578	\$3,165,585	\$6,304,161	\$10,198,961	\$13,285,967	\$17,180,767	\$21,129,583	\$24,324,621	\$26,664,859	\$27,529,114	\$27,637,146	\$27,718,170	\$27,853,210	\$27,934,234
Total Recurring Public Revenues	\$0	\$0	\$1,668,578	\$3,284,585	\$6,541,161	\$10,581,961	\$13,785,967	\$17,826,767	\$21,923,583	\$25,239,621	\$27,667,859	\$28,564,114	\$28,676,146	\$28,760,170	\$28,900,210	\$28,984,234
TOTAL REVENUES	\$10,000	\$850,000	\$2,823,578	\$4,414,585	\$7,821,161	\$11,711,961	\$15,040,967	\$18,981,767	\$22,903,583	\$26,019,621	\$28,447,859	\$29,344,114	\$29,456,146	\$29,540,170	\$29,680,210	\$29,764,234
Projected Expenses																
Personnel																
Site-Based Staff Salaries	\$0	\$0	\$565,000	\$1,235,000	\$2,150,000	\$3,635,000	\$4,655,000	\$5,820,000	\$7,305,000	\$8,325,000	\$8,925,000	\$9,175,000	\$9,175,000	\$9,175,000	\$9,175,000	\$9,175,000
Site-Based Staff Benefits	\$0	\$0	\$169,500	\$370,500	\$645,000	\$1,090,500	\$1,396,500	\$1,746,000	\$2,191,500	\$2,497,500	\$2,677,500	\$2,752,500	\$2,752,500	\$2,752,500	\$2,752,500	\$2,752,500
HO Staff Salaries	\$0	\$300,000	\$500,000	\$500,000	\$950,000	\$1,300,000	\$1,300,000	\$1,300,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000
HO Staff Benefits	\$0	\$90,000	\$150,000	\$150,000	\$285,000	\$390,000	\$390,000	\$390,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000
TOTAL PERSONNEL	\$0	\$390,000	\$1,384,500	\$2,255,500	\$4,030,000	\$6,415,500	\$7,741,500	\$9,256,000	\$11,251,500	\$12,577,500	\$13,357,500	\$13,682,500	\$13,682,500	\$13,682,500	\$13,682,500	\$13,682,500
Non-Personnel																
MCCS (2.45% EPS)	---	---	\$39,410	\$77,557	\$154,452	\$249,875	\$325,506	\$420,929	\$517,675	\$595,953	\$653,289	\$674,463	\$677,110	\$679,095	\$682,404	\$684,389
Transportation	\$0	\$0	\$106,116	\$210,463	\$419,158	\$677,374	\$884,300	\$1,142,516	\$1,404,268	\$1,618,269	\$1,773,906	\$1,830,501	\$1,837,575	\$1,842,881	\$1,851,724	\$1,857,030
Facilities (Rent)	\$0	\$121,380	\$404,600	\$525,980	\$1,239,980	\$1,523,200	\$1,953,980	\$2,667,980	\$2,951,200	\$3,260,600	\$3,570,000	\$3,570,000	\$3,570,000	\$3,570,000	\$3,570,000	\$3,570,000
Supplies (Annual)	\$0	\$20,000	\$240,000	\$476,000	\$948,000	\$1,532,000	\$2,000,000	\$2,584,000	\$3,176,000	\$3,660,000	\$4,012,000	\$4,140,000	\$4,156,000	\$4,168,000	\$4,188,000	\$4,200,000
Start-Up/Replenish (Supplies/Furnishings)	\$0	\$10,000	\$236,000	\$472,000	\$584,000	\$468,000	\$584,000	\$592,000	\$484,000	\$352,000	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000
Utilities (Energy, Water, Internet)	\$0	\$3,600	\$18,000	\$35,700	\$71,100	\$114,900	\$150,000	\$193,800	\$238,200	\$274,500	\$300,900	\$310,500	\$311,700	\$312,600	\$314,100	\$315,000
Insurance	\$0	\$2,000	\$18,000	\$35,700	\$71,100	\$114,900	\$150,000	\$193,800	\$238,200	\$274,500	\$300,900	\$310,500	\$311,700	\$312,600	\$314,100	\$315,000
Addtl Outsourced Support	\$5,000	\$50,000	\$100,000	\$100,000	\$200,000	\$200,000	\$300,000	\$300,000	\$400,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
Additional Admin	\$0	\$30,000	\$50,000	\$50,000	\$100,000	\$150,000	\$150,000	\$200,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
TOTAL NON-PERSONNEL	\$5,000	\$236,980	\$1,212,126	\$1,983,400	\$3,787,790	\$5,030,248	\$6,497,786	\$8,295,024	\$9,659,543	\$10,785,822	\$11,710,995	\$11,935,964	\$11,964,085	\$11,985,176	\$12,020,328	\$12,041,419
TOTAL EXPENSES	\$5,000	\$626,980	\$2,596,626	\$4,238,900	\$7,817,790	\$11,445,748	\$14,239,286	\$17,551,024	\$20,911,043	\$23,363,322	\$25,068,495	\$25,618,464	\$25,646,585	\$25,667,676	\$25,702,828	\$25,723,919
NET INCOME	\$5,000	\$223,020	\$226,951	\$175,684	\$3,371	\$266,213	\$801,681	\$1,430,743	\$1,992,540	\$2,656,298	\$3,379,364	\$3,725,650	\$3,809,561	\$3,872,494	\$3,977,382	\$4,040,315

MOXIE Year	Application	Planning	Launch/1	2	3	4	5	6	7	8	9	10	11	12	13	SCALE
School Year	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	2035-2036	2036-2037	2037-2038	2038-2039	2039-2040
Learning Sites	--	--	1	1	2	3	3	4	5	5	5	5	5	5	5	5
Enrolled Students	--	--	120	238	474	766	1,000	1,292	1,588	1,830	2,006	2,070	2,078	2,084	2,094	2,100
Learning Site Staff	--	--	8	17	31	52	67	85	106	121	131	135	135	135	135	135
MOXIE Home Office	--	1.8	3	3	6	9	9	9	10	10	10	10	10	10	10	10
Projected Revenues																
Planned Philanthropic/Grant Raised																
Grants- Philanthropic National	\$5,000	\$450,000	\$500,000	\$400,000	\$400,000	\$400,000	\$400,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Grants- Philanthropic Local	\$5,000	\$150,000	\$450,000	\$250,000	\$250,000	\$250,000	\$250,000	\$350,000	\$350,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Coporate Giving	---	\$5,000	\$50,000	\$75,000	\$75,000	\$100,000	\$100,000	\$100,000	\$100,000							
Grants- Public, CTE Programmatic Support/Other	---	\$20,000	\$80,000	\$80,000	\$130,000	\$180,000	\$180,000	\$230,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000	\$280,000
Grants-Public (Federal CSP)	---	\$225,000	---	\$225,000	\$225,000	---	\$225,000	\$225,000	---	---	---	---	---	---	---	---
Grants- Public ME G&T/Ch 104	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*	---*
Total Philanthropic/Grant (Uncommitted)	\$10,000	\$850,000	\$1,080,000	\$1,030,000	\$1,080,000	\$930,000	\$1,155,000	\$1,155,000	\$980,000	\$780,000	\$780,000	\$780,000	\$780,000	\$780,000	\$780,000	\$780,000
Recurring Public Revenues																
Est Federal Title 1 (Basic)	---	---	\$60,000	\$119,000	\$237,000	\$383,000	\$500,000	\$646,000	\$794,000	\$915,000	\$1,003,000	\$1,035,000	\$1,039,000	\$1,042,000	\$1,047,000	\$1,050,000
Est State Per Pupil (per MCCS Attach 24)	---	---	\$1,697,644	\$3,340,756	\$6,653,034	\$10,762,695	\$14,020,441	\$18,130,102	\$22,296,719	\$25,668,377	\$28,137,351	\$29,048,646	\$29,162,557	\$29,247,991	\$29,390,381	\$29,475,815
Total Recurring Public Revenues	\$0	\$0	\$1,757,644	\$3,459,756	\$6,890,034	\$11,145,695	\$14,520,441	\$18,776,102	\$23,090,719	\$26,583,377	\$29,140,351	\$30,083,646	\$30,201,557	\$30,289,991	\$30,437,381	\$30,525,815
TOTAL REVENUES	\$10,000	\$850,000	\$2,837,644	\$4,489,756	\$7,970,034	\$12,075,695	\$15,675,441	\$19,931,102	\$24,070,719	\$27,363,377	\$29,920,351	\$30,863,646	\$30,981,557	\$31,069,991	\$31,217,381	\$31,305,815
Projected Expenses																
Personnel																
Site-Based Staff Salaries	\$0	\$0	\$565,000	\$1,235,000	\$2,150,000	\$3,635,000	\$4,655,000	\$5,820,000	\$7,305,000	\$8,325,000	\$8,925,000	\$9,175,000	\$9,175,000	\$9,175,000	\$9,175,000	\$9,175,000
Site-Based Staff Benefits	\$0	\$0	\$169,500	\$370,500	\$645,000	\$1,090,500	\$1,396,500	\$1,746,000	\$2,191,500	\$2,497,500	\$2,677,500	\$2,752,500	\$2,752,500	\$2,752,500	\$2,752,500	\$2,752,500
HO Staff Salaries	\$0	\$300,000	\$500,000	\$500,000	\$950,000	\$1,300,000	\$1,300,000	\$1,300,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000
HO Staff Benefits	\$0	\$90,000	\$150,000	\$150,000	\$285,000	\$390,000	\$390,000	\$390,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000	\$405,000
TOTAL PERSONNEL	\$0	\$390,000	\$1,384,500	\$2,255,500	\$4,030,000	\$6,415,500	\$7,741,500	\$9,256,000	\$11,251,500	\$12,577,500	\$13,357,500	\$13,682,500	\$13,682,500	\$13,682,500	\$13,682,500	\$13,682,500
Non-Personnel																
MCCS (2.45% EPS)	---	---	\$41,592	\$81,849	\$162,999	\$263,686	\$343,501	\$444,188	\$546,270	\$628,875	\$689,365	\$711,692	\$714,483	\$716,576	\$720,064	\$722,157
Transportation	\$0	\$0	\$106,116	\$210,463	\$419,158	\$677,374	\$884,300	\$1,142,516	\$1,404,268	\$1,618,269	\$1,773,906	\$1,830,501	\$1,837,575	\$1,842,881	\$1,851,724	\$1,857,030
Facilities (Rent)	\$0	\$121,380	\$404,600	\$525,980	\$1,239,980	\$1,523,200	\$1,953,980	\$2,667,980	\$2,951,200	\$3,260,600	\$3,570,000	\$3,570,000	\$3,570,000	\$3,570,000	\$3,570,000	\$3,570,000
Supplies (Annual)	\$0	\$20,000	\$240,000	\$476,000	\$948,000	\$1,532,000	\$2,000,000	\$2,584,000	\$3,176,000	\$3,660,000	\$4,012,000	\$4,140,000	\$4,156,000	\$4,168,000	\$4,188,000	\$4,200,000
Start-Up/Replenish (Supplies/Furnishings)	\$0	\$10,000	\$236,000	\$472,000	\$584,000	\$468,000	\$584,000	\$592,000	\$484,000	\$352,000	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000
Utilities (Energy, Water, Internet)	\$0	\$3,600	\$18,000	\$35,700	\$71,100	\$114,900	\$150,000	\$193,800	\$238,200	\$274,500	\$300,900	\$310,500	\$311,700	\$312,600	\$314,100	\$315,000
Insurance	\$0	\$2,000	\$18,000	\$35,700	\$71,100	\$114,900	\$150,000	\$193,800	\$238,200	\$274,500	\$300,900	\$310,500	\$311,700	\$312,600	\$314,100	\$315,000
Addtl Outsourced Support	\$5,000	\$50,000	\$100,000	\$100,000	\$200,000	\$200,000	\$300,000	\$300,000	\$400,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
Additional Admin	\$0	\$30,000	\$50,000	\$50,000	\$100,000	\$150,000	\$150,000	\$200,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
TOTAL NON-PERSONNEL	\$5,000	\$236,980	\$1,214,308	\$1,987,692	\$3,796,338	\$5,044,060	\$6,515,781	\$8,318,283	\$9,688,138	\$10,818,744	\$11,747,071	\$11,973,193	\$12,001,458	\$12,022,657	\$12,057,989	\$12,079,187
TOTAL EXPENSES	\$5,000	\$626,980	\$2,598,808	\$4,243,192	\$7,826,338	\$11,459,560	\$14,257,281	\$17,574,283	\$20,939,638	\$23,396,244	\$25,104,571	\$25,655,693	\$25,683,958	\$25,705,157	\$25,740,489	\$25,761,687
NET INCOME	\$5,000	\$223,020	\$238,835	\$246,564	\$143,696	\$616,135	\$1,418,160	\$2,356,819	\$3,131,081	\$3,967,133	\$4,815,780	\$5,207,953	\$5,297,599	\$5,364,834	\$5,476,893	\$5,544,128

MOXIE Public Schools: Omitted Attachments List

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- **Attachment 7:** We are waiting to execute formalized partnerships until after approval, please see our narrative.
- **Attachment 15:** We have not formalized any MOUs at this time.
- **Attachment 16:** This is not applicable as we do not intend to work with an ESP.
- **Attachment 21:** This is not yet applicable, please see our narrative.
- **Attachment 26:** We are currently in discussions with three philanthropic entities about supporting MOXIE's start-up: The Barr Foundation, Charter School Growth Fund, and the NewSchools Venture Fund. We also plan to apply for a federal Charter School Program Developer Grant. However, all potential funds are dependent on charter approval. We have not yet secured any philanthropic commitments beyond individual board contributions to start-up cost
- **Attachment 28:** MOXIE Public Schools is a new nonprofit; we do not yet have any assets or income as we are currently raising funds. For this reason, Attachment 28 is not yet applicable to our organization.
- **Attachment 29:** MOXIE Public Schools is a new nonprofit; we have not undertaken any financial audits. For this reason, Attachment 29 is not yet applicable to our organization.
- **Attachment 30:** We are not an existing operator.

MOXIE Public Schools: Attachment 27- Fundraising Plan

MOXIE Public Schools Long-Term Fundraising Plan

I. Introduction & Purpose

MOXIE Public Schools is committed to financial sustainability through a diversified fundraising strategy that supports the school's long-term growth, program innovation, and student success. This plan outlines specific fundraising goals, leadership responsibilities, and board engagement strategies to ensure MOXIE remains financially stable while expanding opportunities for students.

II. Fundraising Goals & Priorities

MOXIE's long-term fundraising efforts will focus on securing funding for:

1. Start-Up & Facilities Expansion – Initial capital for school launch, facility improvements, and long-term infrastructure development.
2. Student Support & Equity Initiatives – Ensuring access to wraparound services, internships, career credentials, and early college programs.
3. Program Innovation & Technology – Investment in competency-based learning tools, interdisciplinary project-based curriculum, and instructional technology.
4. Teacher Development & Recruitment – Building a highly skilled, diverse faculty through professional learning and competitive compensation.
5. Sustainability & Reserve Fund – Establishing a fiscal reserve to safeguard against funding fluctuations and economic downturns.

III. Fundraising Strategies

1. Philanthropic Grants & Institutional Funding

- Secure multi-year grants from national and regional education-focused foundations.
- Establish partnerships with corporate sponsors for program-specific support.
- Pursue state and federal funding opportunities that align with MOXIE's competency-based learning model.

2. Major Donor & Individual Giving Campaigns

- Implement a Founders' Circle for early-stage philanthropic investors.
- Develop an annual giving campaign, targeting community leaders, alumni, and mission-aligned donors.
- Create matching gift opportunities and donor recognition programs to encourage high-level contributions.

3. Board-Led Fundraising & Engagement

- Require board members to participate in annual fundraising training and donor cultivation efforts.
- Assign fundraising roles to board committees, ensuring engagement in grant writing, donor outreach, and corporate partnerships.
- Set an annual board giving expectation, reinforcing leadership commitment.

4. Community-Based Fundraising & Corporate Sponsorships

- Establish a MOXIE Community Partners Program, connecting local businesses, nonprofits, and civic organizations.
- Leverage school events, student showcases, and community campaigns to drive engagement.
- Explore public-private partnerships to support career-connected learning experiences.

5. Alumni & Legacy Giving

- Create an Alumni Network, encouraging long-term engagement and contributions.
- Develop planned giving and endowment-building opportunities for long-term financial stability.

IV. Leadership & Implementation

1. Roles & Responsibilities

- Executive Director: Leads fundraising strategy, cultivates major donors, and oversees grant writing.
- Development & Advancement Team: Manages donor relations, annual giving campaigns, and event fundraising.
- Board of Directors: Provides governance oversight, actively participates in fundraising efforts, and leverages professional networks.
- School Leadership & Educators: Engage in community partnerships and program-specific funding opportunities.

2. Fundraising Timeline & Milestones

- Year 1-2: Establish foundational donor relationships, secure seed grants, launch annual giving.
- Year 3-5: Expand corporate partnerships, initiate reserve fund contributions, launch alumni engagement.
- Year 6+: Sustain major donor relationships, expand endowment, and ensure long-term financial security.

V. Evaluation & Accountability

- Track fundraising performance quarterly, using benchmarks for donor retention, grant success rates, and overall revenue growth.
- Provide annual reports to the Board of Directors, ensuring transparency and accountability.
- Adjust fundraising strategies based on impact data, donor feedback, and emerging funding opportunities.

MOXIE Public Schools' fundraising plan ensures long-term financial sustainability by leveraging philanthropy, corporate partnerships, and community engagement. Through strategic leadership, board involvement, and diverse funding streams, MOXIE will sustain its mission-driven, innovative educational model for years to come.

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MOXIE Public Schools: Attachment 31

Principal/Head of School Resume

Daniel Sonrouille

16 Farm House Lane, Portland, ME 04103
(347) 401-0433 mrsonrouille@gmail.com

PROFESSIONAL EXPERIENCE

Relay Graduate School of Education, New York, NY (2016-Present)

- Professor, Secondary Science, Curriculum Design (July 2023-Present)
 - Spearheaded the redesign of 4 of 6 secondary science courses between the fall of 2023 and fall of 2025 with all courses earning at least 90% strongly agree/agree across all questions on our post-module evaluation surveys.
 - Collaborate with all department design professors, instructional technology designers, and the regulatory and accreditation team to ensure all courses in your department are aligned to state standards, regulations and/or code, and state accreditation requirements.
 - Provide an exceptional student experience during implementation of courses earning at or above 95% strongly agree/agree across all questions on the institutional student satisfaction survey
 - Teach courses focused on curriculum design, supporting multilingual and exceptional learners, phenomena-based learning, culturally responsive teaching, discourse in science classrooms, integration of technology, and data-informed teaching.
- Assistant Professor, 1.0 Teacher Programs, Secondary Science (July 2022-July 2023) ○
 - Teach Secondary Science Methods and Applications of Effective Teaching coursework to a cohort of ~45 year 1 graduate students using Canvas, GSuite, and Monday.com platforms to create an intellectually rigorous, safe, and supportive environment. On the fall 2022 core content professor survey, earned 100% agree/strongly agree from students across all questions.
 - Serve as advisor for cohort of ~45 year 1 graduate students, developing a rapport of trust and accessibility with advisees, ensuring accurate advice and quality support, contributing to a positive student experience. On the fall 2022 advisor survey, earned 95-100% agree/strongly agree from students across all questions.
- Science Content Adjunct Professor, Relay New York & National Campus (2016-Present) ○
 - Teach Secondary Science Methods coursework to year 2 graduate students using Canvas, GSuite, and Monday.com platforms to create an intellectually rigorous, safe, and supportive environment. Regularly earn 95-100% agree/strongly agree across all questions on the student surveys for content instruction.
 - Support graduate students' pedagogical development, evaluate assessments, and support with culturally responsive approaches to teaching and classroom culture.

- Curriculum and Course Design Team, Relay 2.0 (2019-2020) and 1.0 (2020-Present)
 - Core team member of Relay 1.0 design team, responsible for maintenance and updates to all Y1 and Y2 methods coursework
 - Manage course updates and revisions to all materials on Google Drive and Canvas ensuring alignment to Relay GSE's DEIA vision and incorporating feedback from professors.
 - Core project team member supporting the design of Relay 2.0 Secondary Science Graduate Coursework for Relay GSE
 - Worked with a diverse team to integrate core and content-specific pedagogy, whi aligning to Relay's vision for diversity, equity, inclusion, and anti-racism using equitable design protocol and current educational research

Portland Public Schools, Portland ME (August 2022-Present)

- Secondary Science Instructional Coach (2023-Present)
 - Provide targeted teacher and school-leader support on planning for new curricular roll out across science departments
 - Provide short-cycle observation and feedback to teachers based on agreed-upon strategies to improve instruction.
 - Support science teams and school leadership with the creation and implementation of meaningful and sustainable systems & structures for utilizing student work and performance data to develop department goals, priorities for peer observations, and craft agendas for Wednesday common planning time.
- Lyseth Elementary School PTA Enrichment Chair (2022-Present)
 - Spearheaded the creation of Lyseth's before/after school enrichment club programming, serving over 200 students per quarter across grades k-5 by providing before and after school enrichment programming
 - Collaborated with school leadership and administrative staff to establish effective systems of communication and program operations between all stakeholders
 - Developed and managed all systems for communication, registration, rostering, programming, finance, and operation
 - In our first full year of operation the program generated over \$22k in revenue and over \$8k profit while providing scholarships for ~23% of registered students (169 total) through our questions asked, tiered donation system.

MeshEd Collective, Brooklyn NY (April 2021-July 2022)

- COO & Director of STEAM
 - Managed teams of full-/part-time staff and interns ensuring all communication, technology, and logistical needs were met across multiple course sites with a variety of partner organizations.
 - Created and maintained hiring, communications, financial, programming, and project-tracki systems using Monday.com, increasing efficiency and efficacy within and across te
 - Developed robust data systems, using Monday.com and Google Sheets, to efficiently captur track, and share important data and information with

relevant stakeholders, including enrollment, student feedback, and teacher satisfaction.

- Led diverse teams of content and pedagogical experts from across the country in creating project-based learning courses using MeshEd's project-based learning architecture.

Ascend Public Charter Schools, Brooklyn, NY (2015-2021)

- Director of High School STEM – Ascend Network (2018-2021)
 - Directly supported school STEM teams in the areas of curriculum design, teaching, and learning through 1-on-1 coaching and evaluation of deans and direct coaching and evaluation of teachers.
 - Designed and led summer and school year professional development for a diverse team of network leaders, teachers, and consultants in the development of course materials, learning experiences, and data analysis, consistently earning ratings of agree and strongly agree across staff survey questions 95-100% of the time.
 - Co-created vision for learning and instructional framework at Ascend's high schools leveraging equity-centered design frameworks and research in pedagogy, neuroscience, and liberal arts education.
 - Led the development and roll-out of hundreds of curricular products aligned to Ascend's vision for learning and DEIA initiatives in HS STEM, managing a team of educators across the country. ◦ With a diverse team of stakeholders from the high school community, helped lead the pivot to remote learning during the early phase of the pandemic.
- Department Chair, Grade Level Chair, and Instructional Coach – Brooklyn Ascend HS (2015-2018) ◦ Provided direct teacher coaching and professional development to novice and experienced teachers across grades and departments in the areas of course design, pedagogy, data analysis, culturally responsive teaching practices, and implementation of restorative practices. ◦ Served as culture lead, supporting with disciplinary issues, leading parent/guardian outreach, and fostering positive family and student relationships.
- Science Teacher - Brooklyn Ascend HS (2015-2018)
 - Taught Biology, Physics, Chemistry, and AP Biology to students in grades 9-12 using innovative teaching techniques such as asynchronous, mastery-based learning, flipped classroom project-based learning, place-based learning, and phenomenon based learning.
 - Routinely had state exam scores that far exceeded district, city, and state averages.

Achievement First Brooklyn High School, Brooklyn, NY (2009-2015)

- Science Teacher and Grade Level Chair
 - Served as culture lead, supporting with disciplinary issues, leading parent/guardian outreach, and fostering positive family and student relationships.
 - Led and provided professional development for multiple teams of teachers, grades 9-12, to ensure high expectations and excellence in the areas of school culture, teaching, and learning. ◦ Supported novice and experienced teachers in

developing a more robust tool kit in supporting students with behavioral choices.

- Taught a range of science courses that focused on creating individualized student experiences using inquiry frameworks and consistently had students achieve at least 90% passing rate on state exams.

The High School for Arts, Imagination, and Inquiry, New York, NY (2005-2009)

- Science Teacher
 - Supported with culture and disciplinary issues.
 - General Science, Regents Biology, Urban Ecology, AP Biology Instructor. Consistently above 90% passing in state exam courses.

EDUCATION/CERTIFICATION

- Maine State certifications in teaching, curriculum coordination, and building administration
- New York State teacher certification
- City College, New York, NY - Master of Arts in Secondary Education-Biology
- Central Connecticut State University, New Britain, CT - Bachelor of Science in Biology

AWARDS and AFFILIATIONS

- Teach For America - National Science Advisory Panel Member 2017-2019
- Math for America Master Teacher Fellowship, 2014-2018
- NAATE Advanced Teacher Leader Program, 2013-2015
- Achievement First Stage 4 Distinguished Teacher – awarded to top 10% of teachers based on the Teacher Career Pathway metrics (2013)
- BSCS/NABT National AP Biology Leadership Academy, 2013-2015
- New York City Teaching Fellows, 2005-2007

SELECTED PUBLICATIONS

- Waldron, A., Entress, C., & Sonrouille, D. (2022). Moving Practice-Based, Secondary Science Teacher Education Online: The Case of Inquiry-Based Labs. *Innovations in Science Teacher Education*, 7(4). Retrieved from <https://innovations.theaste.org/moving-practice-based-secondary-science-teacher-education-online-the-case-of-inquiry-based-labs/>