



**2024 MAINE CHARTER SCHOOL COMMISSION -
NEW SCHOOL APPLICATION**
Maine Charter School Commission



Organization Information

Organization Name

MOXIE Public Schools



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1. CATEGORY 1: GENERAL INFORMATION

1.1. Section A: School Information

Q1.

School Type

- Elementary
- Middle
- Junior High
- High

Applicant Comments :

We will serve middle and high school students.

Q2.

Grade Levels Served

- pre-K
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8



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- 9
- 10
- 11
- 12

Q3.

Total number of students in Year 1

120

Q4.

Total number of students at full enrollment

We are seeking to operate one charter school with multiple brick-and-mortar learning sites. Each site will serve 420 students, and we plan to open between 3 and 5 sites. Total enrollment will be between 1,020 and 2,100 at full scale.

Q5.

School District

N/A/multi-district

Applicant Comments :

We will be operating across district lines to support student mobility.

Q6.

Community

Cumberland and Androscoggin Counties, but we will be open to enrolling students from across the State.

Q7.



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Phone

603-547-0942

Q8.

Fax

None

Q9.

Website Address

moxiepublicschools.me

Q10.

Street Address

411 Congress St, Portland, ME 04101

Q11.


Sponsoring Entity (Nonprofit Organization)*

****In Maine, a "charter school applicant" must be "a nonprofit, nonreligious organization. If the organizers of a start-up public charter school have been affiliated with a previous school or education program, they must form a separate nonprofit organization in this State to be eligible for state and federal grants." (20-A M.R.S.A § 2407(3))***

MOXIE Public Schools

Q12.

Estimated Open Date

Thu Sep 03 2026 (Eastern T 



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Q13.

Contracted Educational Service Provider (ESP), if applicable

None.

Q14.

Calendar Type

- Standard
- Extended School Year

Q15.

Number of Instructional Days

180

1.2. Section B: Primary Contact Person

Q16.

Name

Beth Rabbitt

Q17.

Position

Founder

Q18.

Address

411 Congress St, Portland, ME 04101



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Q19.

Mobile Phone

603-547-0942

Q20.

Alternate Phone

None

Q21.

Email address

beth@moxiepublicschools.me

Q22.

Current Employer

The Learning Accelerator

1.3. Section C: Enrollment Projections

Q23. Complete the template provided. This table is derived from the applicant's School Information Section A regarding grades served. The number of students must include the target number per grade.

Upload Required File Type: pdf, word Max File Size: 30 Total Files Count: 1

Applicant Comments :

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Resources

Category 1 Section C ...

Applicant Evidence :

MPS Response to MC...

Uploaded on **2/10/2025**
by **Beth Rabbitt**

1.4. Section D: Current and Prospective Board Member Roster

Q24. Complete the template provided

1. Name;
2. Title on Board;
3. Contact (Phone & Email Address);
4. Mailing Address; and
5. Current Employer.

Upload Required File Type: pdf, word Max File Size: 30 Total Files Count: 30

Resources

Category 1 Section D ...



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Applicant Evidence :


MPS Response to MC...

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1.5. Section E: Start-Up Team

Q25. Complete the template provided


1. Name;
2. Title/Position on Start-up Team;
3. Contact (Phone & Email Address);
4. Mailing Address; and
5. Current Employer.

Upload Required File Type: pdf, word Max File Size: 30 Total Files Count: 30

Applicant Comments :

At this time, the board is operating as the organizational start-up team. We have no paid employees. Two board members (indicated with an asterisk in 1.4 Section D) have planned to transition if approved. Please also note, the template provided here is "Category 1 Section D" rather than Section E. We have included Section E from the template provided in the draft application.

Resources


Category 1 Section D ...



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Applicant Evidence :


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2. CATEGORY 2: EXECUTIVE SUMMARY

Please address the following:

Q26.

Why are you seeking to open a public charter school and what problem are you addressing by starting this school?



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Maine has bold aspirations, envisioning a world in which every Mainer has an unmatched quality of life and good paying jobs in a vibrant, sustainable, and environmentally responsible economy. Yet, the future of our community and workforce is increasingly diverse, multilingual, and multicultural. Our students have higher mobility and greater heterogeneity of need. Despite the efforts of educators, achievement, perceptions of belonging, are declining, with greater gaps for those farthest from opportunity. Overall enrollment and attendance have failed to rise to pre-pandemic levels, as higher numbers of families pursue private and home-school options. This, combined with the fact that existing teacher shortages are being worsened by pay structures that are amongst the lowest in the country, means we need new strategies.

In the face of increasing equity gaps and declining overall K-12 performance, how will Maine's public K-12 learning systems rise to close these gaps, serving our students at the highest levels and enabling them to thrive as active contributors to the future of our State?

Maine has one remaining open charter, which represents a significant opportunity to pilot a new approach to K-12 learning grounded in tested strategies for serving our emerging student population with more equitable instructional, enrollment, and support policies; intentional community-based partnerships; and college and career workforce connection. Led by an experienced team of K-12 educators and community leaders, MOXIE Public Schools will ensure each Maine student develops the skills, connections, and readiness to collectively flourish in a complex world. In partnership with communities and networks 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.

Over the next decade, MOXIE will:

- **Build a school functioning as a connected network of three to five 6-12th grade learning sites** that will recruit a diverse-by-design student body, using a competency-based approach featuring deep personalization; real-world, inquiry-based learning; intentional support networks; and whole-self development.
- **Leverage charter flexibilities and partnerships to meet the needs of every MOXIE learner**, including enrolling students across district boundaries, engaging external experts, enabling staff to work collaboratively and strategically, and leveraging a strong central infrastructure to create economies of opportunity and support. This includes connecting students to Maine's existing workforce development and career and technical education opportunities, while preparing them for any post-secondary opportunities they wish to pursue.



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- **Enable every MOXIE learner to develop the connection and understanding, confidence and competence, and purpose and commitment necessary to thrive as future Maine citizens,** including relevant social networks and post-graduation credentials and credits.
- **Demonstrate sustainable, future-ready, and replicable approaches and pathways** for how K-12 organizations can innovate to solve our most critical current and future challenges.

By networking support and expertise, proactively engaging with others, leveraging technology strategically to support individual learning and tapping into resources beyond typical boundaries, we will ensure learning is relevant and demonstrate how K-12 schooling can continue to evolve to meet the needs of present and future challenges. We will also serve as a laboratory for greater innovation as well as policy change across the State and nation.

Applicant Comments :

Sources for data claims:

Demographic pattern shifts: <https://www.maine.gov/doe/data-warehouse/reporting/enrollment>
(<https://www.maine.gov/doe/data-warehouse/reporting/enrollment>)

Maine mobility data: <https://data.census.gov/profile/Maine?g=040XX00US23>

Perception data: <https://educationindicators.me/k-12-education/> (<https://educationindicators.me/k-12-education/>)

Declining Maine K12 performance: <https://www.maine.gov/doe/dashboard>
(<https://www.maine.gov/doe/dashboard->)

Gaps across these indicators are widening for learners already furthest from opportunity: <https://www.maine.gov/doe/dashboard> (<https://www.maine.gov/doe/dashboard->), <https://educationindicators.me/k-12-education/> (<https://educationindicators.me/k-12-education/>)

Existing teacher shortages are being worsened by pay structures that are amongst the lowest in the country: [https://www.nea.org/resource-library/educator-pay-and-student-spending-how-does-your-state-rank/teacher#:~:text=The%20national%20average%20public%20school%20teacher%20salary,South%20Dakota%20\(\\$53%2C153\)%20at%20the%20low%20end](https://www.nea.org/resource-library/educator-pay-and-student-spending-how-does-your-state-rank/teacher#:~:text=The%20national%20average%20public%20school%20teacher%20salary,South%20Dakota%20($53%2C153)%20at%20the%20low%20end) ([https://www.nea.org/resource-library/educator-pay-and-student-spending-how-does-your-state-rank/teacher#:~:text=The%20national%20average%20public%20school%20teacher%20salary,South%20Dakota%20\(\\$53%2C153\)%20at%20the%20low%20end](https://www.nea.org/resource-library/educator-pay-and-student-spending-how-does-your-state-rank/teacher#:~:text=The%20national%20average%20public%20school%20teacher%20salary,South%20Dakota%20($53%2C153)%20at%20the%20low%20end))



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Q27.

State the grade levels and number of students to be served by the school.

MOXIE is seeking to open one school with networked learning sites, allowing it to enroll and retain students across boundaries of student mobility and need as well as access economies of scale often lacking in single-site charters. We will focus on grades six to twelve, and plan to open between three and five learning sites, serving between ~1,260 and 2,100 students across the state at full scale.

Q28.

State the proposed location of the school and catchment area. Provide rationale for selecting the school location, grade levels served, and student body. Be explicit in the rationale for the location and its alignment to the evidence of educational need, anticipated student population and challenges. (20-A M.R.S.A. § 2404).



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MOXIE intends to be a public school option for any Maine family seeking a more learner-centered, flexible public school option. Our goal is to offer a program available to communities around the State, with a particular focus on Androscoggin and Cumberland Counties. We are explicitly designing the program model to serve students who may be traditionally underserved within existing paradigms, particularly those who are new to our communities, multilingual, highly mobile, and/or cognitively diverse. As we consider how and where this model might support learners, we are looking to open a school with learning sites in areas that serve higher populations in high-need communities in Cumberland and Androscoggin counties (e.g. those serving the highest number of new Mainers, serving a higher number of low income families who may be affected by housing insecurity). Our first proposed learning site, MOXIE PWM (Portland Westbrook) will be strategically located at a boundary between two cities that enroll a higher number of low income, new Mainers, and homeless children than others in the State. As we seek to grow our schools' learning sites, we will continue to prioritize areas of highest need while also ensuring the learning sites remain highly networked and collaborative.

Middle and high school represent a critical period in K-12 education, as they serve as the bridge between foundational learning and postsecondary readiness. During these years, students experience rapid cognitive, social, and emotional development, requiring a learning environment that supports higher-order thinking, identity exploration, and future planning. Research highlights that academic trajectories established in middle school strongly predict high school graduation and college success (Balfanz, 2009). Additionally, high school serves as a launchpad for career and college pathways, making it essential that students receive personalized support, competency-based progression, and access to real-world learning opportunities. This period is also a high-risk phase for disengagement, particularly for students from historically marginalized backgrounds, emphasizing the need for equitable, culturally responsive models that keep students engaged, motivated, and on track for lifelong success. By focusing on middle and high school, MOXIE Public Schools ensures that students receive the critical academic, social-emotional, and career-connected learning experiences needed to thrive in college, career, and beyond.



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Applicant Comments :

Sources for enrollment pattern claims:

City low income: <https://www.maine.gov/doe/data-warehouse/reporting/enrollment>
(<https://www.maine.gov/doe/data-warehouse/reporting/enrollment>)

New Mainers: <https://www.maine.gov/mdot/civilrights/docs/title6/2023/2023%20Demographic%20Profile%20of%20Maine.pdf>
(<https://www.maine.gov/mdot/civilrights/docs/title6/2023/2023%20Demographic%20Profile%20of%20Maine.pdf>)

Unhoused/homeless: <https://eddataexpress.ed.gov/dashboard/homeless/2020-2021?sy=2781&s=792>
(<https://eddataexpress.ed.gov/dashboard/homeless/2020-2021?sy=2781&s=792>)

Research citation:

Balfanz, R. (2009). Putting middle grades students on the graduation path: A policy and practice brief. Westerville, OH: National Middle School Association.

Q29.

Provide a high-level overview of the educational approach and key design elements of the school.



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By leveraging charter flexibilities, and drawing on the rich knowledge and resource base of the larger K-12 education field, MOXIE's learning model will feature deep personalization, real-world, inquiry-based learning, intentional, connected support networks, and whole-self development. Our model design and strategies will intentionally address:

- **Supporting high student mobility across traditional boundaries**, addressing to instability and disconnection, which could be mitigated by cross-district and -community enrollment boundaries with networked learning sites to keep kids supported and connected regardless of physical address.
- **Meeting demand to flex to a diversity of language, grade-level readiness and skills and cognitive/ social/ physical needs**, which would be addressed through adopting flexible, strategic staffing teaching approaches and technology-supported infrastructure to enable educators to quickly understand, adjust to, and accelerate learning and support for every individual student.
- **Addressing widening feelings of disengagement**, including low relevance and belonging by explicitly designing for sustained relationships and self-direction at the core of school through teaming, community engagement, and whole-child development.
- **Taking on the critical need to prepare kids to enter and thrive in the future community and workforce**– particularly for students with limited existing social capital– via 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.
- **Overcoming limited access to experts and experiences based on location, availability, and resources by 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.

By helping students understand their community, explore themselves in context, and explore their purpose in the broader world, MOXIE will create the innovative, learner-centered K-12 experiences needed to chart the future of schooling in Maine and lead the United States towards more equitable, just, and, vibrant futures for all citizens.

Q30.

Summarize the relevant experience of the school's founders.



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The founding team is made up of Mainers with deep K-12, nonprofit, and community expertise and lived experiences as multilingual, cognitively diverse, multilingual, first-generation college-going, rural, and immigrant students, teachers, school leaders, and superintendents, and parents of current learners in Maine public schools. We bring over 60 years of experience as leaders in K-12 education, have founded, led, and directly supported public schools and systems, and have comprehensive knowledge as well as expert networks to tap into as we pursue this work.

Q31.

If the applicant is planning to open their school in the fall of 2027, please provide a rationale for this request. An applicant must describe the circumstances surrounding the proposed delay in opening the school.


This is not applicable.

Q32.

If desired, share any additional information, or upload documents related to the Executive Summary (i.e., maps, floor plans, etc.).

Please see an overview deck of the MOXIE Public Schools concept and plan, including sample student stories and journeys.

Applicant Evidence :


2025-01_MPS Overvie...

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3. CATEGORY 3: MISSION/VISION/STUDENT POPULATION/COMMUNITY ENGAGEMENT

3.1. Section 2: Mission/Vision

This section should provide a concise summary of the following:

Plan, Mission, Vision: The mission and vision statements provide the foundation for the entire application. The mission and vision statements, taken together, should:

- a. Identify the students and community to be served;
- b. Articulate the objectives and goals for the school;
- c. Illustrate what success will look like; and
- d. Align with the purposes of the Maine charter school law (20-A M.R.S.A., Chapter 112) and the Commission's state priorities for new schools (20-A M.R.S.A. § 2406(2)).

Q33.State the mission of the school. The mission is a statement of the fundamental purpose of the school, describing why it exists.

MOXIE Public Schools is a new school organization 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 education environments that 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.

Q34.State the school's vision. The vision statement outlines how the school will operate and what it will achieve in the long term.



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Our vision and core purpose are tightly connected to those of State leaders. Maine has big goals for the future. The State's 2030 development plans envision it becoming an international leader in creating an unmatched quality of life and well-paying jobs for its citizens through sustainable and environmentally responsible economic development. Making this vision a reality for every Mainer (in the demographically oldest State in the nation) will demand we attract, develop, and retain a diverse, prepared workforce and citizenship. Our K-12 public education systems will play a critical role, ensuring our youngest community members are ready to thrive in this future.

Yet, the future of our community is increasingly diverse, multilingual, and multicultural. Its students have higher mobility and greater heterogeneity and needs. In the face of increasing equity gaps and declining overall K-12 performance, how will we serve these students to enable them to thrive as active contributors to the future of our State?

Over the next decade, MOXIE will directly address these needs, offering a high-quality, flexible, and innovative option for Maine families and the future of our State.

Applicant Comments :

Sources for data claims:

Demographic pattern shifts: <https://www.maine.gov/doe/data-warehouse/reporting/enrollment>
(<https://www.maine.gov/doe/data-warehouse/reporting/enrollment>)

Maine mobility data: <https://data.census.gov/profile/Maine?g=040XX00US23>

Declining Maine K12 performance: <https://www.maine.gov/doe/dashboard>
(<https://www.maine.gov/doe/dashboard->)

Gaps across these indicators are widening for learners already furthest from opportunity: <https://www.maine.gov/doe/dashboard> (<https://www.maine.gov/doe/dashboard->), <https://educationindicators.me/k-12-education/> (<https://educationindicators.me/k-12-education/>)

Q35.Evaluation: How will the school evaluate the extent to which its mission is being achieved and its vision realized?



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We will seek to achieve the following:

- Build a connected network of three to five 6-12th grade learning sites that will recruit a diverse-by-design student body, using a competency-based approach featuring deep personalization, real-world, inquiry-based learning, intentional support networks, and whole-self development.
- Leverage charter flexibilities and partnerships to meet the needs of every MOXIE learner, including enrolling students across district boundaries, engaging external experts, enabling staff to work collaboratively and strategically, and leveraging a strong central infrastructure to create economies of opportunity and support.
- Enable every MOXIE learner to develop the connection and understanding, confidence and competence, and purpose and commitment necessary to thrive as future Maine citizens, including via gap-closing academic performance, building relevant social networks, and earning post-graduation credentials and credits.
- Demonstrate sustainable, future-ready, and replicable approaches and pathways for how K-12 organizations can innovate to solve our most critical current and future challenges.

By networking support and expertise, proactively engaging with others, leveraging technology strategically to support individual learning and tapping into resources beyond typical boundaries, we will ensure learning is relevant and demonstrate how K-12 schooling can continue to evolve to meet the needs of present and future challenges.

Q36.Core Purposes(s): Identify the core purpose(s) of this school consistent with Maine charter school law (20-A.M.R.S.A, Chapter 112, §2402).



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We believe that, through approval of our application of our charter, we have a unique opportunity to support State needs and tightly align to the Commission's goals (20-A.M.R.S.A, Chapter 112, §2402). By offering a new, innovative option for Maine students-- one that leverages new roles for educators, competency-based approaches that close gaps in opportunity and achievement, and flexibilities of enrollment-- we will with offer a new public solution for meeting increasingly complex learning and enrollment needs. We will address the stated priorities to "improve pupil learning by creating more high-quality schools with high standards for pupil performance; to close achievement gaps between high-performing and low-performing groups of public school students; to increase high-quality educational opportunities within the public education system; to provide alternative learning environments for students who are not thriving in traditional school settings; to create new professional opportunities for teachers and other school personnel; to encourage the use of different, high-quality models of teaching and other aspects of schooling; and to provide students, parents, community members and local entities with expanded opportunities for involvement in the public education system.

Q37. Include, as Attachment 1, existing evidence of support from intended students, families and/or community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

In terms of community support, we will concretely note that two of the founding team members will commit to enrolling our students in our proposed schools. In terms of other enrollment commitments, we are a new organization whose work has been informed through conversations with a variety of organizations across the State as well as parents and community members who offered input to this proposal.

At the same time, the student body we intend to serve is highly vulnerable at this time due to changing federal policies (predominantly underserved, mobile, and/or new to Maine); given public record access, listing specific individuals beyond our committed team would expose these individuals to potential personal risk. In addition, we have been provided feedback from the community organizations serving these individuals that they do not wish to offer documented support for a charter given its potential political divisiveness in the State and the potential impact doing so might have on their access to other public funding streams and supports. Please see Attachment 1 for a list of entities we have engaged as feedback partners and who we believe are positioned to support our enrollment and program efforts if approved.


Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 30



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Applicant Evidence :


MPS Submission to M...

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Q38. Specifically describe the applicant's ties to and/or knowledge of the target community.

Our founding team is composed of four Mainers with deep expertise as educators and community members. Collectively, they bring lived experiences as multilingual, cognitively diverse, multilingual, first-generation college, rural, and immigrant students, teachers, school leaders, and superintendents, and parents of current learners in Maine’s public schools.

3.2. Section 3: Student Population/Need and Demand/Community Engagement

The information in this section should provide evidence of a cohesive and compelling rationale for creating a new school in the intended community that is responsive to and reflective of the aspirations and needs of that community.

Q39.

Provide a definition of the community your school seeks to serve, including a demographic analysis of the identified community and the proposed geographic location of the school.



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MOXIE intends to be a public school option for any Maine family seeking a more learner-centered, flexible public school option. Our goal is to offer a program available to communities around the State, with a particular focus on Cumberland and Androscoggin Counties. We are explicitly designing the program model to serve students who may be traditionally underserved within existing paradigms, particularly those who are new to our communities, multilingual, highly mobile, and/or cognitively diverse. As we consider how and where this model might support learners, we are looking to open a school with learning sites in areas that serve higher populations in high-need communities in Cumberland and Androscoggin counties (e.g. those serving the highest number of new Mainers, serving a higher number of low income families who may be affected by housing insecurity). Our first proposed learning site, MOXIE PWM (Portland Westbrook) will be strategically located at a boundary between two cities that enroll a higher number of low-income, new Mainers, and homeless children than others in the State. As we seek to grow our schools' learning sites, we will continue to prioritize areas of highest need while also ensuring the learning sites remain highly networked and collaborative.

Applicant Comments :

Sources for data claims:

Cities that enroll a higher number of low-income students: <https://www.maine.gov/doe/data-warehouse/reporting/enrollment> (<https://www.maine.gov/doe/data-warehouse/reporting/enrollment>)

Enrollment of new Mainers: <https://www.maine.gov/mdot/civilrights/docs/title6/2023/2023%20Demographic%20Profile%20of%20Maine.pdf>
(<https://www.maine.gov/mdot/civilrights/docs/title6/2023/2023%20Demographic%20Profile%20of%20Maine.pdf>)

Concentration of unhoused/homeless children : <https://eddataexpress.ed.gov/dashboard/homeless/2020-2021?sy=2781&s=792> (<https://eddataexpress.ed.gov/dashboard/homeless/2020-2021?sy=2781&s=792>)

Q40.

Describe the proposed student population the school seeks to serve, including demographics. Include a rationale for the number of students, grade levels, student demographics, and the basis for growth plan in the enrollment attendance projection (Section C of Category 1).



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As discussed in question 1 of this section, our student population is diverse by design, but prioritizes the needs of students at the margin of traditional district support and services because of unique needs or physical movement. This approach, often referred to as "designing from the margins," involves creating solutions that address the unique challenges faced by marginalized students, which in turn leads to more inclusive and effective educational practices. By centering the experiences of those typically excluded from traditional educational models, schools can develop strategies that benefit the entire student body. (Bellwether, 2021 (https://bellwether.org/wp-content/uploads/2021/09/Lost-by-Design-Designing-From-the-Margins-Toolkit-September-2021-FINAL.pdf?utm_source=chatgpt.com)) This model is unique and untested in Maine given limits on choice based opportunities, but we believe it will provide new learning experiences and opportunities for students. It will also provide the State and its learning communities opportunities to connect, reflect, grow, and learn from Moxie's transformative work.

Within this context, MOXIE Public Schools will strategically focus on grades 6-12 to maximize economic opportunity and accelerate learning, ensuring students are equipped for college, careers, and workforce demands. This decision is grounded in research and the school's core design principles, as outlined in the reference documents.

1. Economic Opportunity: Closing Workforce Readiness Gaps

- Middle and high school years are critical for career preparation and economic mobility.
 - By providing early college coursework, industry-recognized credentials, and workforce training, MOXIE ensures students graduate with a competitive edge.
- High school completion and postsecondary credentials dramatically impact earning potential.
 - A high school diploma alone increases lifetime earnings, but access to dual enrollment and technical training further enhances long-term economic stability.
- Rural and mobile students face heightened economic barriers.
 - By prioritizing students in grades 6-12, MOXIE can intervene before disengagement and offer flexible, career-aligned learning pathways.

2. Learning Acceleration: Addressing Gaps and Expanding Potential



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- Middle school is a pivotal time for skill-building and academic growth.
 - Research shows that students who struggle in grades 6-8 are at higher risk of high school dropout. Early intervention prevents long-term setbacks.
- Competency-based progression enables faster mastery.
 - MOXIE's model allows students to move at their own pace, filling gaps while accelerating in areas of strength.
- Personalized and project-based learning sustains engagement.
 - The school's signature learning experiences, interdisciplinary projects, and career-aligned coursework provide relevance and real-world application, increasing motivation and success.

MOXIE Public Schools prioritizes grades 6-12 to break cycles of economic disadvantage by accelerating learning, expanding college and career pathways, and equipping students for workforce success. By focusing on learning acceleration and economic opportunity, MOXIE ensures students graduate prepared for postsecondary success and lifelong financial stability.

Applicant Comments :

Research Citation:

Hailly T.N. Korman, Liz McNamee, and Bonnie O'Keefe (2021). Designing From the Margins: Tools and Examples for Practitioners to Address Fragmentation and Build Equity Into Systems Design. Bellwether, Harvard, MA. (https://bellwether.org/wp-content/uploads/2021/09/Lost-by-Design-Designing-From-the-Margins-Toolkit-September-2021-FINAL.pdf?utm_source=chatgpt.com)

Q41.

Provide evidence of ongoing community engagement in the development of this application, including the approaches and strategies used by the application team to learn about the community, understand its unique needs and assets, gather input on the proposed educational program, school culture, after-school programs, etc. Evidence includes a description of community stakeholders involved in engagement activities and information on discussions with school administrative unit(s) and communities in the proposed school's catchment area concerning recruitment and operations of the proposed public charter school, and possible collaboration with nearby school administrative units;



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multiple and varied engagement opportunities and strategies (e.g., radio, written materials, public meeting/hearing, direct outreach, community activities, etc.) relevant for the intended community; and an explanation of how access to opportunities were equitable based on: times; locations; community diversity; inclusion of under-resourced students and families, including students with disabilities and Multilingual Learners; first language of community members.

In terms of community engagement, please see Attachment 1 for documented outreach to local organizations. The founding team is composed of experienced educators and nonprofit leaders who are deeply embedded in our Maine communities. Several of us are also parents of Maine public education students (including those whose students moved to Maine during their elementary education and who qualify for special education). As we have approached this work, we have focused on better understanding needs, identifying opportunities for collaboration, and getting feedback on our concepts from organizations with expertise and experience with the community, including those serving new Mainers, under-resourced families, and students who are cognitively diverse or multilingual. As a brand new organization without an existing school, we have not established significant media or communication strategy, focusing instead on understanding how the presence and design of a school like the one we envision could solve persistent challenges present in traditional systems. We have also spoken directly with leaders at Portland Public Schools. This activity will remain a priority between submission of our application and public hearings, and we hope to be able to concretely grow this list and potential formal partnerships by this time.

Q42.

Provide evidence of need for this new school. Need may refer to academic need (performance of comparative schools in the community demonstrates a need for high-quality options), programmatic need (need for more or different educational program options in the community); access need (insufficient number of seats in existing schools that deliver strong results for students and/or the proposed educational programming); or enrollment need (a growth in the student population and a need for more seats in the community).



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Evidence of need, and the opportunity to launch a new school capable of addressing it, is the driver for our application. Despite being an early leader in rural collaboration, education technology, and proficiency-based learning, Maine's K-12 landscape is relatively traditional, with limited deep instructional innovation, enrollment flexibility, or personalization. K-12 school populations are stable, but public enrollment is decreasing. Along with this, we are increasingly educating a more diverse student body, serving families whose children are multilingual, multicultural, neurodiverse, and/or experiencing housing insecurity. Families are also becoming more mobile, moving across international, state, county, and municipal boundaries as they pursue housing and job stability.

The data show that we are not meeting these increasing demands. K-12 academic performance has declined over the last 30 years, chronic absenteeism is increasing, and students' sense of belonging is decreasing. Gaps across these indicators are widening for learners already furthest from opportunity. This, combined with the fact that existing teacher shortages are being worsened by pay structures that are amongst the lowest in the country, means we need new strategies.

Maine has one remaining open charter, which represents a significant opportunity to pilot a new approach to K-12 learning grounded in out-of-state tested strategies for serving our emerging student population with more equitable instructional, enrollment, and support policies; intentional community-based partnerships; and college and career workforce connection. Specifically, launching a new charter network would address the following structural and systemic challenges:

- High student mobility across traditional boundaries, leading to instability and disconnection, which could be mitigated by cross-district and cross-community enrollment boundaries with networked learning sites to keep kids supported and connected regardless of physical address.
- Meeting demand to flex to a diversity of language, grade-level readiness and skills, cognitive/ social/ physical needs, which would be addressed through adopting flexible, strategic staffing teaching approaches and technology-supported infrastructure to enable educators to quickly understand, adjust to, and accelerate learning and support for every individual student
- Addressing widening feelings of disengagement, including low relevance and belonging by explicitly designing for sustained relationships and self-direction at the core of school through teaming, community engagement, and whole-child development
- Taking on the critical need to prepare kids to enter and thrive in the future community and workforce – particularly for students with limited existing social capital – via 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
- Overcoming limited access to experts and experiences based on location, availability, and resources by strategically networking, deploying, and growing educators across sites in more dynamic ways,



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allowing staff and other partners to work effectively and sustainably with more students

By leveraging these charter flexibilities, and drawing on the rich knowledge and resource base of the larger K-12 education field, MOXIE's learning model will feature deep personalization, real-world, inquiry-based learning, intentional, connected support networks, and whole-self development. By helping students understand their community, explore themselves in context, and explore their purpose in the broader world, MOXIE will create the innovative, learner-centered K-12 experiences needed to chart the future of schooling in Maine and lead the United States towards more equitable, just, and vibrant futures for all citizens.

Applicant Comments :

Sources for data claims:

Demographic pattern shifts: <https://www.maine.gov/doe/data-warehouse/reporting/enrollment>
(<https://www.maine.gov/doe/data-warehouse/reporting/enrollment>)

Maine mobility data: <https://data.census.gov/profile/Maine?g=040XX00US23>

Perception data: <https://educationindicators.me/k-12-education/> (<https://educationindicators.me/k-12-education/>)

Declining Maine K12 performance: <https://www.maine.gov/doe/dashboard>
(<https://www.maine.gov/doe/dashboard>-)

Gaps across these indicators are widening for learners already furthest from opportunity: <https://www.maine.gov/doe/dashboard> (<https://www.maine.gov/doe/dashboard>-), <https://educationindicators.me/k-12-education/> (<https://educationindicators.me/k-12-education/>)

Existing teacher shortages are being worsened by pay structures that are amongst the lowest in the country: [https://www.nea.org/resource-library/educator-pay-and-student-spending-how-does-your-state-rank/teacher#:~:text=The%20national%20average%20public%20school%20teacher%20salary,South%20Dakota%20\(\\$53%2C153\)%20at%20the%20low%20end](https://www.nea.org/resource-library/educator-pay-and-student-spending-how-does-your-state-rank/teacher#:~:text=The%20national%20average%20public%20school%20teacher%20salary,South%20Dakota%20($53%2C153)%20at%20the%20low%20end) ([https://www.nea.org/resource-library/educator-pay-and-student-spending-how-does-your-state-rank/teacher#:~:text=The%20national%20average%20public%20school%20teacher%20salary,South%20Dakota%20\(\\$53%2C153\)%20at%20the%20low%20end](https://www.nea.org/resource-library/educator-pay-and-student-spending-how-does-your-state-rank/teacher#:~:text=The%20national%20average%20public%20school%20teacher%20salary,South%20Dakota%20($53%2C153)%20at%20the%20low%20end))

Q43.



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Provide evidence for demand for this new school. Demand refers to the intention or desire of a sufficient number of students and families to attend a new charter school to meet a school's expressed enrollment goals. Evidence may include objective market research; surveys or other measures of local demand; intent-to-enroll forms or similar commitments by families; expected conversion rates of commitments to actual enrollment; or other.

MOXIE is seeking to primarily serve students whose needs are not currently being adequately met by traditional models and enrollment boundaries. Given we have not received a charter, are seeking to build a school with broad catchment, we have been relying on broader demand metrics for the State alongside more proximate conversations around need or interest.

Most acutely, the rapidly changing demographics of the State as concrete evidence of the need for a new model such as MOXIE, and for the importance of offering it as a compelling, concrete example that can attract families who are unaware that schools could offer the level of support and flexibilities needed. In addition to the market research we are completing through conversations with different community organizations, we would cite that Maine parents have indicated significant interest in new learning options. This has been tied to actual behavioral choice-making indicative of parental dissatisfaction with the status quo, leading to sustained declines in family enrollment in Maine's traditional schools. According to EdChoice's general population poll, fewer than half of Maine parents surveyed with to enroll in their local public school. Over 2/3rds of survey parents support charter school choice options. The Homeschool Research Lab at the Johns Hopkins Institute for Education Policy has found that enrollment in homeschool has nearly doubled since the pandemic. Maine's overall school enrollment has dropped 4% over that same period, despite the fact that our school aged population has remained stable. Parents in Maine, as is the case in many other geographies nationally, are demanding different for their kids. Their enrollment choices are showing it.



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Applicant Comments :

Sources for data claims:

Survey support for charter options: <https://edchoice.morningconsultintelligence.com/maine/>
(<https://edchoice.morningconsultintelligence.com/maine/>)

Homeschool enrollment: <https://education.jhu.edu/edpolicy/policy-research-initiatives/homeschool-hub/homeschool-research-lab/> (<https://education.jhu.edu/edpolicy/policy-research-initiatives/homeschool-hub/homeschool-research-lab/>)

Maine enrollment decline: <https://www.maine.gov/doe/data-warehouse/reporting/enrollment>
(<https://www.maine.gov/doe/data-warehouse/reporting/enrollment>)

Stable school-aged population: <https://nces.ed.gov/programs/digest-dashboard/state/maine>
(<https://nces.ed.gov/programs/digest-dashboard/state/maine>)



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4. CATEGORY 4: EDUCATIONAL PROGRAM DESIGN

4.1. Section 4: Program Overview

Educational Program Terms identify the characteristics of the essential components of the educational program that the applicant considers critical to the school's success *and* for which the applicant is prepared to be held accountable to the Commission and the public through inclusion in the charter contract. The Commission's oversight and evaluation of the proposed school's educational program includes assessment of the implementation of the program's key design elements and educational program terms. **Applicants should identify no fewer than three and no more than five Educational Program Terms.**

The Educational Program Terms should be *minimum* expectations. Applicants need not – and should not – include all the things that they want the school to be. Rather, applicants should include a set of minimum measurable programmatic components that will enable the Commission to objectively validate that the program the proposed school is offering is fundamentally consistent with what the school is advertised to be.

Articulate the Educational Program Terms in a way that indicates the objective measurable evidence that can be used to determine whether the proposed school has met the expectations. Avoid general statements about the school culture or learning environment. Focus on specific, measurable components that will establish that culture or learning environment.

The Educational Program Terms will become an attachment to the charter contract. It will not replace the Commission's ultimate focus on performance standards set out in the Academic Performance Framework.

Note: The Educational Program Terms focus on process rather than student *outcomes*. Educational Program Terms should capture the essentials of what students will *experience*. See the Commission's website for examples of Educational Program Terms. Refer to the document titled Educational Program Terms and Examples.

Q44.



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Describe how the applicant will provide a program of basic education that meets the goals in the state's expectations of learning as stated in Maine's system of Learning Results, 20-A, M.R.S.A. § 6209, including instruction in the essential academic learning requirements and participates in the statewide student assessment system.



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MOXIE Public Schools's education program will provide a rigorous, competency-based program of basic education that fully aligns with Maine's Learning Results (20-A, M.R.S.A. §6209) and prepares students for college, careers, and civic life. The school will ensure that all students receive instruction in the state's essential academic learning requirements while also participating in Maine's statewide student assessment system to measure proficiency and growth.

1. Alignment with Maine's Learning Results

MOXIE's curriculum will meet or exceed the content standards established in Maine's Learning Results, ensuring students achieve mastery in:

- **English Language Arts (ELA) – Developing strong reading, writing, speaking, and critical analysis skills, through both foundational skills instruction and integration across standards-aligned interdisciplinary project-based learning (PBL).**
- **Mathematics – Mastery of numeracy, problem-solving, and applied mathematical reasoning, taught through both foundational skills instruction and integration across standards-aligned real-world, competency-based applications.**
- **Science & Technology – Inquiry-driven, lab-based learning aligned with Next Generation Science Standards (NGSS), focusing on engineering, environmental science, and digital literacy.**
- **Social Studies – Emphasizing historical analysis, civic engagement, and global awareness, integrating authentic research and local community projects.**
- **Health & Physical Education – Supporting physical well-being, social-emotional learning (SEL), and overall student wellness.**
- **Visual & Performing Arts – Providing creative expression through music, visual arts, theater, and multimedia storytelling.**
- **Career & Educational Development – Embedding early college exposure, career pathways, and workforce readiness skills to ensure postsecondary success.**

MOXIE's competency-based progression model, aligned to MLR content standards will ensure students demonstrate mastery in these areas before advancing, with flexible pacing and personalized support.

2. Participation in Maine's Statewide Assessment System



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MOXIE Public Schools will fully participate in Maine’s statewide assessment system to measure student proficiency, growth, and school accountability. The school will administer:

- **Maine Educational Assessments Throughline (MEA) in ELA, math, and science, ensuring students meet state performance benchmarks (we will also utilize NWEA MAP Growth Assessments to track real-time progress and personalized learning needs).**
- **The Maine Science Assessment ensuring mastery of Maine Science and Engineering Standards/NGSS.**
- **Additional performance-based assessments, including capstone projects, digital portfolios, and student exhibitions, aligned with competency-based learning outcomes.**

These assessments will provide actionable data to guide instructional decision-making, interventions, and continuous improvement.

3. Differentiation & Culturally-Responsive Support for All Learners

MOXIE will ensure that all students—including English Learners (ELs), students with disabilities, and at-risk learners—have the support needed to succeed within Maine’s Learning Results framework by:

- **As appropriate, we will also use ACCESS for ELLs and Multi-State Alternative Assessment (MSAA) versions as needed for students**
- **Implementing Universal Design for Learning (UDL) strategies to make curriculum accessible to all students.**
- **Providing targeted interventions through advisory-based student support teams.**
- **Using real-time data from assessments to drive differentiated instruction and targeted supports.**

MOXIE will also train all educators in culturally responsive teaching and restorative practices, ensuring an inclusive, equity-driven learning environment.

Q45.

Describe the basic learning environment (e.g., classroom-based, independent study).



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MOXIE will offer a brick-and-mortar learning experience, with students in developmental-age grade levels working together through both foundational skills instruction as well as sustained, standards-aligned inquiry based learning experiences (“Signature Learning Experiences.”) As students age, the model will include greater self-directed learning to support personalized career exploration and college preparation, including opportunities to learn “off campus” in internships, dual enrollment, cross- network learning site classes, and external certification programs, but community based learning will remain core to the instructional experience.

Q46. Provide the Educational Program Terms, including the key design elements of the school model.

The MOXIE philosophy will be reflected in the following observable, verifiable characteristics to which the Commission should hold the school accountable:

- Personalization. Each learner will have an individualized “personal learning plan” that will support targeted foundational instruction in all core subjects, ongoing student-led goal setting and reflection, and mastery-based progression against standards.
- Real-World, Inquiry-Based Learning. Students will work through signature, grade-level Learning Experiences (integrating core subject standards through projects emphasizing civics, history/social studies, science, and climate themes), developing authentic demonstration projects and portfolios, participating in learned “beyond school walls” through projects, internships and externships, and the earning of credits of future value, such as associates degrees and work credentials.
- Intentionally Connected Support Networks. Learners will feel deeply connected through the presence of a “looping” advisor across grade levels, proactive engagement of their families, peer mentoring, career and community-based advisors, and ongoing grade-level advisory programs.
- Whole-Self Development. Students will experience integrated, culturally responsive wellbeing curriculum and supports, develop robust social networks and place-based understanding through land-based experiences and partner programs, and become ready for life beyond high school through intentional financial and future planning and personal narrative exploration and development.

Q47.

Provide evidence that the educational program or key design elements of the program are based on proven methods. Provide evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous,



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engaging, and effective for the anticipated student population. Include reference to other schools that have exhibited success with this program or one that is substantially similar, or that have inspired this new school design.



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The model we are proposing is one that integrates examples and structures drawn from hundreds of schools and systems nationally. This includes Expeditionary Learning schools (such as Portland's Casco Bay High School), personalized learning charter management organizations (such as Distinctive Schools in Chicago), exceptional high-school competency-based learning programs (such as MAP Academy in MA and Bronx Arena High School in NY), and project-based learning schools (such as Design39 in San Diego, and Big Picture Learning schools).

As a group, these schools reflect research-based practices emphasizing competency-based learning, inquiry-driven instruction, culturally responsive pedagogy, and personalized student support. The model aligns with Maine's Learning Results (20-A, M.R.S.A. §6209) and integrates evidence-based strategies for student engagement, mastery learning, and real-world application of knowledge.

1. Competency-Based Education & Mastery Learning

MOXIE's competency-based progression model ensures that students demonstrate mastery of academic standards before advancing, a practice supported by extensive research.

- Competency-based education (CBE) has been shown to improve student engagement and academic outcomes, particularly for historically underserved students (Sturgis, Patrick, & Pittenger, 2017).
- Mastery-based learning leads to greater long-term retention of knowledge and supports self-directed learning (Bloom, 1984).
- Flexible pacing and personalized instruction help ensure that students receive targeted support in areas where they struggle, reducing gaps in achievement (Pane, Steiner, Baird, & Hamilton, 2015).

2. Project-Based & Inquiry-Based Learning

MOXIE integrates project-based learning (PBL) and interdisciplinary inquiry as key instructional strategies.

- Research shows that PBL leads to deeper conceptual understanding, higher retention of knowledge, and greater student motivation (Barron & Darling-Hammond, 2008).



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- **Inquiry-based learning fosters critical thinking, problem-solving, and civic engagement, aligning with MOXIE's signature learning experiences (Krajcik & Blumenfeld, 2006).**
- **Authentic assessments, such as capstone projects and portfolios, improve student learning outcomes and postsecondary readiness (Wiggins & McTighe, 2005).**

3. Personalized Learning & Student-Centered Education

MOXIE's personal learning plans and self-directed learning pathways align with research on personalized education:

- **Student-centered, personalized learning improves academic performance, particularly for students from diverse backgrounds (U.S. Department of Education, 2017).**
- **Advisory-based support networks and looping advisors increase student engagement, motivation, and sense of belonging, improving retention and achievement (Friedlaender et al., 2014).**
- **Personalized learning pathways, including early college experiences, internships, and career credentials, better prepare students for postsecondary education and the workforce (Berger, Turk-Bicakci, Garet, Knudson, & Hoshen, 2019).**

4. Culturally Responsive Education & Restorative Practices

MOXIE's commitment to culturally responsive teaching, restorative practices, and community-based learning is backed by research demonstrating:

- **Culturally responsive teaching (CRT) improves student engagement and achievement, particularly for students from historically marginalized groups (Ladson-Billings, 1995).**
- **Restorative practices reduce exclusionary discipline and foster a more inclusive school climate, improving academic and social outcomes (Gregory, Clawson, Davis, & Gerwitz, 2016).**
- **Land-based and experiential learning models improve student well-being and community connection, particularly for Indigenous and rural students (Brayboy & Maughan, 2009).**



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Applicant Comments :

Citation Reference List

Barron, B., & Darling-Hammond, L. (2008). Powerful Learning: What We Know About Teaching for Understanding. Jossey-Bass.

Berger, A., Turk-Bicakci, L., Garet, M., Knudson, J., & Hoshen, G. (2019). Early College, Continued Success: Early College High School Initiative Impact Study. American Institutes for Research.

Bloom, B. S. (1984). "The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring." Educational Researcher, 13(6), 4-16.

Brayboy, B. M. J., & Maughan, E. (2009). "Indigenous Knowledge and Learning in North America: Ethnographic Perspectives." Harvard Educational Review, 79(1), 1-21.

Friedlaender, D., Burns, D., Lewis-Charp, H., Cook-Harvey, C., Zheng, X., & Darling-Hammond, L. (2014). Student-Centered Schools: Closing the Opportunity Gap. Stanford Center for Opportunity Policy in Education.

Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). "The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline." Journal of Educational and Psychological Consultation, 26(4), 325-353.

Krajcik, J., & Blumenfeld, P. (2006). "Project-Based Learning." In The Cambridge Handbook of the Learning Sciences (pp. 317-334).

Ladson-Billings, G. (1995). "Toward a Theory of Culturally Relevant Pedagogy." American Educational Research Journal, 32(3), 465-491.

Pane, J. F., Steiner, E. D., Baird, M., & Hamilton, L. S. (2015). Informing Progress: Insights on Personalized Learning Implementation and Effects. RAND Corporation.

Sturgis, C., Patrick, S., & Pittenger, L. (2017). Quality Principles for Competency-Based Education. iNACOL.

U.S. Department of Education, Office of Educational Technology. (2017). Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update.

Wiggins, G., & McTighe, J. (2005). Understanding by Design. ASCD



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Q48.

Highlight the culturally responsive aspects of the program.

MOXIE Public Schools is intentionally designed as a culturally responsive, student-centered learning environment that ensures all students feel valued, supported, and empowered. Through a competency-based model, students progress based on mastery rather than seat time, allowing flexibility for diverse learners, including English Learners and students with disabilities. Personalized learning plans and looping advisory relationships create deep connections between students, teachers, and families, reinforcing a strong sense of belonging.

The curriculum is intentionally inclusive, integrating diverse voices, social justice themes, and real-world, community-based projects that reflect students' lived experiences. Universal Design for Learning (UDL) ensures that all students can access rigorous content, while restorative practices replace exclusionary discipline models, fostering relationship-building and conflict resolution. MOXIE prioritizes hiring educators from the communities it serves, offering teacher development pathways for local leaders.

Beyond academics, MOXIE emphasizes whole-child development, embedding mental health supports, social-emotional learning, and financial literacy programs that equip students for life beyond school. Strong family and community partnerships ensure that students graduate with the skills, confidence, and real-world credentials needed to thrive in college, careers, and civic life.

4.2. Section 5: Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures that all students will meet or exceed the state standards. The Commission will evaluate the performance of every charter school annually and for renewal purposes according to the Performance Framework. Per 20-A M.R.S.A. §2409, the Performance Framework is a set of academic, financial, and organizational performance standards. The academic performance standards will consider proficiency status, growth, and comparative performance based on federal and state measures. The financial performance standards will be based on



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standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Q49.

Give an overview of the planned curriculum. Identify course outcomes and demonstrate alignment with applicable state standards. Provide, as Attachment 2, a sample course scope and sequence for one subject in one grade of each division (elementary, middle, high school) the school will serve.



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MOXIE Public Schools offers a competency-based, interdisciplinary curriculum designed to ensure students develop deep academic mastery, real-world problem-solving skills, and future-ready career competencies. Aligned to Maine's Learning Results and workforce competencies, the curriculum blends personalized instruction, project-based learning, and career-connected pathways, ensuring students graduate prepared for college, careers, and civic life.

At the core of MOXIE's curricular model are two key instructional structures:

Foundations serves as a critical entry point for all students, focused on learning acceleration in core ELA and mathematics skills and content. Students engage with teachers and their peers in targeted, competency-based instruction. Using personal learning plans, and supported by mastery data, they are grouped and supported dynamically based on their personal learning plans and progression along and beyond grade-level standards. At higher grades, this will include foundational skills development in financial planning, and may also include courses offered beyond MOXIE's walls, like advanced coursework and dual enrollment.

Signature Learning Experiences (SLEs) are interdisciplinary, inquiry-driven projects that integrate English Language Arts, Mathematics, Science, and Social Studies through authentic, real-world challenges. These experiences emphasize research, civic engagement, environmental sustainability, and workforce readiness, ensuring students apply knowledge beyond the classroom.

MOXIE also embeds flexible learning pathways that allow students to earn college credits, industry-recognized credentials, and participate in internships. Instruction is personalized through Universal Design for Learning (UDL), digital learning platforms, and advisory-based academic coaching, ensuring equitable access and individualized support for diverse learners.

By integrating rigorous academics, social-emotional learning, and culturally responsive pedagogy, MOXIE creates a learning environment where students feel deeply known, challenged, and prepared to thrive in a rapidly changing world.

Please see Attachment 2 for example Foundations courses.

Upload Required File Type: **pdf, excel, word** Max File Size: **30** Total Files Count: **30**



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Applicant Evidence :



MPS Submission to MC...

Uploaded on **2/13/2025**

by **Beth Rabbitt**

Q50.

If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Provide evidence that these curricula will be appropriate and effective for the anticipated student population. Provide evidence that the curriculum is vertically and horizontally aligned for all grades the school will serve. Include evidence that the curriculum is culturally responsive and free of bias (i.e., racial, gender, etc.).

-OR-

*If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including key considerations for curriculum development and/or selection, who will be responsible and when key stages will be completed. Describe how the curriculum will be vertically and horizontally aligned for all grades the school will serve; and how the curriculum will be appropriate and effective for the anticipated student population. Include a description of how the school will develop a curriculum that is culturally responsive and free of bias (i.e., racial, gender, etc.).*



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MOXIE will be using a combination of already developed curriculum in Foundational Learning (core ELA and mathematics) and a self-developed curriculum for our interdisciplinary project-based Learning Experiences (standards-aligned, grade-level multi week projects).

Curriculum Selection Plan for MOXIE Public Schools Foundations

Moxie Public Schools (MPS) will leverage fully developed curricular resources for the Foundations learning block, which will focus on skill development in the areas of ELA and mathematics. Using a blended, mastery-based learning approach, students will primarily work in small groups and independently as they move through the curriculum.

The ELA and Mathematics curricular materials to be used during these times are evidence-based, high-quality instructional materials aligned with state and national standards to ensure academic excellence, cultural responsiveness, and relevance for all learners. The choices reflect proven efficacy for diverse student populations and demonstrate strong vertical and horizontal alignment across grades.

Mathematics (Grades 6-12): Illustrative Mathematics (IM).

- ***Curriculum Overview: Illustrative Mathematics (IM) is a problem-based curriculum designed to develop students' conceptual understanding, procedural fluency, and mathematical reasoning. IM is aligned to the Common Core State Standards for Mathematics (CCSS) and emphasizes active student engagement through inquiry, discussion, and problem-solving.***
- ***Rationale:***
 - ***IM has demonstrated effectiveness in improving student outcomes across diverse schools (Boaler, 2016).***
 - ***Its focus on real-world applications makes mathematics relevant and engaging for students, aligning with MPS's commitment to inquiry-based and place-based learning.***
 - ***IM supports differentiated instruction through embedded scaffolding, making it appropriate for students of varying readiness levels, including multilingual learners and students with unfinished learning.***
- ***Vertical and Horizontal Alignment: IM provides a coherent progression of mathematical concepts across grades 6-12, ensuring students build a solid foundation in middle school (e.g., ratios, algebraic reasoning) to succeed in high school (e.g., Algebra I, Geometry, Algebra II).***
- ***Cultural Responsiveness: IM is designed to be free of bias and includes tasks that feature diverse contexts, such as community data, global economic trends, and scientific phenomena, fostering inclusivity and representation in mathematical learning (Illustrative Mathematics, 2022).***



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English Language Arts (Grades 6-8): Wit & Wisdom

- **Curriculum Overview:** *Wit & Wisdom by Great Minds is a knowledge-building, text-rich curriculum aligned to the CCSS for ELA. It focuses on close reading, writing, and critical thinking using complex, diverse texts.*
- **Rationale:**
 - *Wit & Wisdom promotes literacy through a carefully curated selection of culturally rich, high-quality texts. It supports student engagement and comprehension by connecting literature to real-world themes.*
 - *Studies demonstrate Wit & Wisdom's effectiveness in raising reading achievement, especially for students from underserved communities (Great Minds, 2021).*
 - *Its structured approach ensures systematic skill development in reading, writing, and vocabulary across grades, which supports multilingual learners and students with diverse needs.*
- **Vertical and Horizontal Alignment:** *The curriculum features a coherent K-8 scope and sequence. Each module builds upon prior knowledge while deepening analytical and writing skills. Thematically connected units ensure horizontal alignment across subjects, including connections to social studies and science content.*
- **Cultural Responsiveness:** *Wit & Wisdom incorporates diverse voices and perspectives through texts such as "Esperanza Rising" and "Brown Girl Dreaming." The curriculum explicitly addresses themes of equity, resilience, and identity while promoting critical discussions about bias and representation.*

English Language Arts (Grades 9-12): SpringBoard ELA

- **Curriculum Overview:** *SpringBoard ELA, developed by the College Board, prepares high school students for college and career readiness through rigorous, standards-aligned instruction. The curriculum emphasizes close reading, evidence-based writing, and collaborative discussions.*
- **Rationale:**
 - *SpringBoard is widely recognized for improving college and career readiness, providing structured preparation for AP-level coursework and postsecondary success.*
 - *The curriculum features scaffolded instruction, making it accessible for students with varying skill levels, including multilingual learners.*
 - *Real-world connections and relevant texts promote deep engagement and critical analysis.*
- **Vertical and Horizontal Alignment:** *SpringBoard's spiraled approach ensures a progression of ELA skills from grades 9 through 12. Skills like annotation, argument writing, and research build cumulatively, preparing students for success in college-level coursework.*
- **Cultural Responsiveness:** *SpringBoard includes texts and tasks that address a wide range of perspectives and historical contexts. For example, works such as Martin Luther King Jr.'s "Letter from*



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Birmingham Jail” and contemporary essays promote discussions of justice, equity, and identity, encouraging students to explore themes relevant to their own lives.

Evidence of Effectiveness for Anticipated Student Population

The selected curricula for Foundations learning blocks describe above have demonstrated success with diverse learners, including students from traditionally underserved backgrounds, multilingual learners, and students requiring targeted foundational support:

- 1. Illustrative Mathematics has been shown to improve outcomes in schools implementing problem-based instruction, with particular success in closing achievement gaps for students historically furthest from opportunity (Kane et al., 2021).***
- 2. Wit & Wisdom research indicates that knowledge-building curricula are highly effective for students developing language skills, including multilingual learners, by connecting literacy to content knowledge (Shanahan, 2020).***
- 3. SpringBoard ELA has proven efficacy in preparing students for AP-level coursework and increasing access to rigorous instruction, particularly for students in high-need schools (College Board, 2019).***

Vertical and Horizontal Alignment

MPS’s curriculum ensures both vertical and horizontal coherence:

- ***Vertical Alignment: Skills and content progress systematically across grades 6-12. For example:***
 - ***In Mathematics, students progress from ratios and proportional reasoning (Grade 6, IM) to linear functions (Algebra I) and data modeling in high school.***
 - ***In ELA, middle school students develop close reading and analytical writing skills with Wit & Wisdom, which prepares them for the rigorous, evidence-based argumentation emphasized in SpringBoard.***
- ***Horizontal Alignment: Each grade features thematic and cross-curricular connections. For instance, Wit & Wisdom’s texts on climate and social justice align with science and social studies units, while Illustrative Mathematics includes tasks connected to real-world phenomena, fostering interdisciplinary learning.***

Cultural Responsiveness and Bias-Free Design

MPS’s curricular choices reflect a commitment to cultural responsiveness and the elimination of bias:

- ***Illustrative Mathematics includes real-world contexts that represent diverse communities and ensure accessibility for all learners. The design avoids gendered, racial, or cultural stereotypes.***



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- *Wit & Wisdom integrates texts from diverse authors and perspectives, encouraging discussions on identity, justice, and inclusion while affirming students' cultural backgrounds.*
- *SpringBoard ELA features a variety of canonical and contemporary texts, fostering critical analysis of societal themes, representation, and student voice.*

These curricula align with the principles of Culturally Responsive Teaching (Gay, 2018) by affirming students' lived experiences, promoting inclusivity, and addressing critical social issues.

Curriculum Development Plan for MOXIE Public Schools Signature Learning Experiences

Signature Learning Experiences at MOXIE will engage students in learning about relevant phenomena, issues, or challenges that have local context and global connections through interdisciplinary units of study (National Research Council, 2012).

Our signature learning experiences will take place during Explorations and Wellness & Culture blocks and be directly linked to relevant STEM, humanities, and wellness learning standards. While these courses will not have adopted a high-quality curriculum to serve as their sole source of curricular materials, MOXIE Public Schools will adopt a deliberate and collaborative approach to developing a rigorous, interdisciplinary, and competency-based curriculum aligned with its mission and vision using existing high-quality curricular materials as a starting point (Maine Department of Education, 2023; Sturgis et al., 2011).

Furthermore, MOXIE Public Schools will leverage Stanford's Equity-Centered Design Framework to ensure the curriculum that is generated addresses the needs of its students, especially those from historically marginalized communities (Stanford d.school, 2021). The plan below prioritizes a curriculum that is culturally responsive, relevant to students' needs and experiences, and aligned vertically and horizontally for grades 6–12. Below are our core tenets guiding our approach during our developmental year.

Driving Principles of Signature Learning Experience Design

- *Empathy and Co-Design: Prioritize understanding the lived experiences of students and families by involving them directly in the curriculum development process (Paris & Alim, 2017).*
- *Equity in Outcomes: Design a curriculum that explicitly addresses systemic barriers and creates pathways for success for all learners (Hammond, 2020; Duncan-Andrade, 2009).*
- *Iterative Improvement: Regularly review and adapt curriculum materials to remain responsive to student needs and societal changes (Marzano, 2017).*



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- ***Empowerment and Relevance: Ensure learning is meaningful and connected to real-world contexts, fostering students' confidence and ability to address societal challenges in alignment with our competency-based approach (Facing History & Ourselves, 2022).***

Please see Attachment 3 for a plan detailing how the curriculum will be developed between the approval of the application and the opening of the school, including key considerations for curriculum development and/or selection, who will be responsible, and when key stages will be completed.

Key Considerations for Curriculum Development and Selection Alignment with Standards and Frameworks

- ***Ensure all curriculum aligns with Maine Learning Results, NGSS, and national standards across subjects (Maine Department of Education, 2023; National Research Council, 2012).***
- ***Incorporate interdisciplinary approaches to deepen connections across subjects (IHE, 2023).***
- ***Ensure at least two units of study per grade are designed using the IHE's Solutionary Framework (IHE, 2023).***

Cultural Relevance and Responsiveness

- ***Integrate student identities, community contexts, and global perspectives into coursework (Paris & Alim, 2017).***
- ***Use resources like Wabanaki Studies, Facing History and Ourselves, and The Zinn Project to create lessons that address historical inequities and foster civic engagement (Facing History & Ourselves, 2022; Wabanaki Studies Commission, 2003).***

Competency-Based Learning

- ***Design learning experiences that prioritize mastery of skills over time-based progression (Sturgis et al., 2011).***
- ***Develop rubrics that align to standards and competencies, clearly defining success criteria for student demonstration of mastery (Marzano, 2017).***

Differentiation and Accessibility

- ***Use Universal Design for Learning (UDL) principles to ensure the curriculum is accessible to multilingual learners, students with IEPs, and other diverse populations (CAST, 2018).***
- ***Incorporate scaffolded and differentiated resources within lesson materials for students to access along the way (Center for Applied Linguistics, 2022).***

Key Considerations for Appropriateness and Effectiveness for Anticipated Population Diverse Learners



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- ***Resources like EL for ELA and OpenSciEd are research-backed and designed to support multilingual learners and students with unfinished learning (OpenSciEd, 2023; Center for Applied Linguistics, 2022).***
- ***Differentiated instruction and scaffolding strategies using Universal Design for Learning will ensure all students can access grade-level content and progress through material as mastery is demonstrated (CAST, 2018).***

Culturally Responsive Pedagogy

- ***The curriculum will validate students' cultural identities through inclusive content and practices, guided by frameworks like those of Hammond (2020) and Duncan-Andrade (2009).***

Interdisciplinary Focus

- ***Integrating themes like sustainability and wellness ensures that students connect learning to real-world issues, increasing engagement and relevance (Facing History & Ourselves, 2022; National Research Council, 2012).***

Finally, we plan to open-source these curricular resources for use by other Maine schools, as appropriate and aligned with licensing requirements.

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Applicant Comments :

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Applicant Evidence :



MPS Submission to MC...

Uploaded on **2/13/2025**

by **Beth Rabbitt**

Q51.

Describe the primary instructional strategies that the school will expect teachers to use. Include evidence that these strategies are culturally responsive and well-suited for the anticipated student population.



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MOXIE Public Schools will implement a suite of instructional strategies grounded in competency-based learning, culturally responsive teaching (CRT), and evidence-based practices to meet the needs of its diverse student population. These strategies will empower teachers to facilitate inclusive, engaging, and rigorous learning experiences for students, including multilingual learners, cognitively diverse individuals, and those from mobile or underserved communities.

Competency-Based and Mastery Learning

Teachers will use a competency-based framework to ensure that students progress upon demonstrating mastery of clearly defined skills and knowledge. Instruction will be personalized, allowing students to move at their own pace and access multiple pathways to learn and demonstrate understanding (Sturgis, 2020; Snodgrass Rangel et al., 2021). This approach values individual progress and provides equitable opportunities for all students to succeed, particularly those with varying levels of prior academic preparation (Pane et al., 2017).

Culturally Responsive Teaching (CRT)

Curricula will integrate students' cultural backgrounds, lived experiences, and community histories, making learning relevant and affirming. Instruction will include diverse texts, historical perspectives, and real-world applications connected to students' lives (Duncan-Andrade, 2009; Paris & Alim, 2017). This approach to curricular design and facilitation fosters belonging and validates students' identities, critical for a population that includes multilingual and mobile learners (Hammond, 2020).

Example in Action: In a high school Experience Block unit of study, students analyze the role of migration in shaping Maine's economy and culture, incorporating their own family migration stories into a community-based project (Doyle-Morales, 2020).

Inquiry-Based and Project-Based Learning (PBL)

With teacher support and facilitation, students will engage in inquiry-driven learning experiences to investigate meaningful questions and create authentic products and solutions to local and global phenomena. This strategy promotes critical thinking, collaboration, and real-world application (Larmer & Mergendoller, 2022; Hmelo-Silver &



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DeSimone, 2021). Additionally, by emphasizing student voice and choice, diverse learners are able to bring their funds of knowledge into the learning process (Thomas, 2020).

Example in Action: In a MS unit of study, students design proposals to improve local community resources, presenting their ideas to civic leaders for feedback.

Scaffolding and Differentiation

Our experiences will leverage the Universal for Design Learning framework to ensure our learning materials and experiences are accessible to all regardless of their abilities or learning styles. Specific examples are the presence of integrated strategic scaffolding, breaking complex tasks into manageable steps, using tools such as graphic organizers, sentence starters, and visual aids. Differentiation will ensure all students can access content through varied materials and methods (Tomlinson & Moon, 2021; Alonzo & Gearhart, 2020). This approach supports equity by providing all students with unfinished learning the tools they need to engage meaningfully with grade-level content (Vygotsky, 1978). Additionally, weekly data reviews will allow teachers to strategically create student working groups for the following week as well as identify individuals that need additional support or challenges. Teachers and community educators will map out differentiated plans to ensure all students make progress towards the goals of their individual learning plans and move towards mastery of competencies and learning standards.

Real-World, Competency-Based Assessment

In addition to traditional testing, teachers will emphasize authentic assessments where students demonstrate learning through practical tasks tied to real-world, place-based problems. Competency-aligned rubrics will be leveraged to clarify expectations, allow for progress tracking, and promote self-reflection (Wiggins & McTighe, 2005; Darling-Hammond et al., 2014). The use of authentic assessments honor diverse ways of knowing and learning, making education relevant and empowering.

Example in Action: After learning about climate change, its local impacts, and connections to our policy and law during a HS Explorations unit, students work with local partners to design and present solutions for reducing community carbon footprints that



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are grounding in science and informed by understanding of local politics.

Social-Emotional Learning (SEL) Integration

SEL is not only incorporated into advisory but throughout daily instruction to build students' emotional intelligence, collaboration skills, and resilience. Strategies include restorative circles, mindfulness practices, and explicit SEL skill instruction and reinforcement across courses (Jones et al., 2021; CASEL, 2020). The SEL strategies we leverage will reflect and respect students' cultural norms and experiences, promoting an inclusive and supportive learning environment.

Example in Action: During a grade-level advisory session, students practice conflict resolution skills by role-playing scenarios rooted in their community experiences. When conflict arises, these skills are practice and reflected on during the real-life situation

Collaborative Learning and Peer Mentorship

At the heart of our learning model is small group collaboration. These will provide opportunities for students to work in diverse groups to solve problems, share knowledge, and learn from each other. Additionally, peer mentoring programs will pair older students with younger learners to reinforce leadership and connection (Topping & Ehly, 2022; Johnson & Johnson, 2020). Collaborative learning builds on the communal values present in many cultures, fostering a sense of belonging and mutual respect.

Example in Action: Middle school students will have advisory meetings multiple times per week where older high school students serve as co-facilitators and mentors. Mentor students are a strategic component of a MOXIE student's support network in their journey through school.



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Applicant Comments :

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- Sturgis, C. (2020). *The Past and the Promise: Today's Competency Education Movement*. *Aurora Institute*.
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Q52.

Describe the processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.



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We are designing an academic model that starts from an assumption of personalization, deep differentiation, and universal design for learning. Please see the strategies outlined in the question above. Through use of data, personal learning plans, use of staff and tie in ways that maximize opportunity for individual and small group support, performance assessments that offer choice in mastery demonstration, and structures for ongoing monitoring, planning, and execution, the entire MOXIE model revolves around a commitment to and processes, methods, and structures for differentiation to meet the needs of all students. Please see our answers to the questions in the Section for additional details.

4.3. Section 6: Assessment and Data

Q53.

In addition to all mandatory state and Commission assessments (NWEA), identify the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year. Be sure to address how the school will participate in all state required assessments.



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MOXIE Public Schools will use a comprehensive suite of interim and formative assessments to evaluate and support student learning needs and progress across grades 6–12. These assessments align with MOXIE’s learner-centered, competency-based approach and Maine’s state standards.

Interim Assessments

- ***Administered bi-annually, ELA and Math assessments that provide data on students’ skill levels in mathematics and reading, helping teachers personalize instruction and monitor growth.***
- ***Formative Skills Assessments (e.g. STAR Assessments): Quick, computer-adaptive tests to assess reading and math skills at intervals, enabling benchmarking against national norms.***
- ***Maine’s Through Year Assessment***

Formative Assessments

- ***Curriculum-Embedded Checks for Understanding: MOXIE will embed regular formative checks within learning experiences. Examples include exit tickets, activities, 1-on-1 discussions, and short quizzes designed to provide immediate feedback.***
- ***Digital Platforms (e.g., Edulastic, Kahoot!): Interactive tools will provide real-time feedback on mastery of standards and support learner engagement.***
- ***Rubrics for Mastery Demonstrations: Students will use transparent rubrics for self-assessment and teacher feedback during authentic, project-based assessments, such as science experiments or history debates.***

Whole-Child Assessments

- ***Student Surveys (e.g. Panorama, Tripod): Used to assess social-emotional learning (SEL) competencies and student engagement, ensuring alignment with MOXIE’s focus on relationships and whole-child development.***
- ***Well-Being Check-Ins: Integrated into grade-level advisory periods to ensure holistic monitoring of students’ mental health and social well-being.***



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Participation in State-Required Assessments

MOXIE Public Schools is committed to full participation in all state-mandated assessments, including but not limited to:

- ***NWEA MAP Growth (Grades 6–12): Administered in reading and math as per Maine’s state requirements. MOXIE will leverage the adaptive insights from NWEA to guide instructional planning.***
- ***Maine Educational Assessment (MEA) for Science (Grade 8 and High School): Required assessments to measure science proficiency aligned with state and NGSS standards.***
- ***WIDA ACCESS for ELLs: Administered annually to evaluate language proficiency for multilingual learners, ensuring they receive appropriate support.***

We will establish a detailed testing calendar, professional development for teachers on administering state assessments, and systems to ensure high participation rates. Assessment data will be triangulated with interim and formative results to track student progress and identify intervention needs.

Q54.

Describe in detail how the school will measure and evaluate academic progress (of individual students, student cohorts, and the school as a whole) throughout the school year, at the end of each academic year, and for the term of the charter contract.



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MOXIE Public Schools will employ a robust, multi-tiered approach to measure and evaluate academic progress at three levels: individual students, student cohorts, and the school as a whole. This system will align with MOXIE's competency-based learning model, ensuring timely, actionable data to support continuous improvement and fulfillment of its mission.

1. Measuring Individual Student Progress

MOXIE will implement a combination of formative, interim, and summative assessments, alongside qualitative tools, to track the growth of individual students.

- ***Throughout the School Year:***
 - ***Mastery-Based Progress Monitoring: Teachers will evaluate students' mastery of specific competencies through project-based assessments, rubrics, and digital platforms. Progress will be logged in Personal Learning Plans (PLPs), updated monthly, and reviewed weekly during staff data meetings as we plan for instruction and targeted support for the following week.***
 - ***Targeted Foundational Skills Tracking: Using formative tools like i-Ready, STAR and ROAR, teachers will monitor progress in core skills (math and ELA), identifying gaps for targeted intervention during daily personalized learning time.***
 - ***End of Learning Experience Performance Demonstrations: At the end of each Learning Experience (between 5 and 7 weeks), students will engage in a community-level demonstration of standards and competency mastery aligned to projects.***
 - ***Student-Led Reflections: Integrated goal-setting and reflection practices will encourage students to self-assess their growth across academic, personal, and social-emotional domains.***
- ***End of the Academic Year:***
 - ***Comprehensive Portfolio Review: Each student will present a year-end portfolio showcasing their learning achievements, mastery demonstrations, and reflections on progress.***
 - ***Growth Reports: Teachers will generate individual growth reports, synthesizing assessment data and qualitative observations to evaluate each student's academic, SEL, and competency progress.***



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- **For the Term of the Charter:**
 - **Longitudinal Data Analysis:** *MOXIE will track individual student progress against key benchmarks (e.g., readiness for advanced coursework, high school graduation, postsecondary opportunities). Data will be disaggregated to assess equity in outcomes for diverse populations, including multilingual learners and students with IEPs.*

2. Measuring Cohort Progress

Student cohorts will be assessed to evaluate instructional efficacy and identify systemic trends.

- **Throughout the School Year:**
 - **Cohort Data Dashboards:** *Weekly and quarterly analysis of cohort performance on interim assessments will be used to identify trends, evaluate instructional strategies, and inform teacher collaboration during professional learning communities (PLCs).*
 - **Behavioral and Engagement Metrics:** *Attendance, assignment completion rates, and SEL survey results will be tracked at the cohort level to address non-academic barriers to learning.*
- **End of the Academic Year:**
 - **Cohort Proficiency Levels:** *Cohort-level results on summative assessments (e.g., NWEA MAP, MEA for Science) will be analyzed to determine the percentage of students meeting or exceeding grade-level standards.*
 - **Comparative Analysis:** *Cohort data will be compared across years to identify growth trends and pinpoint areas for instructional improvement.*

- **For the Term of the Charter:**

Longitudinal Growth Trajectories: *MOXIE will analyze cohort progress from entry to graduation, focusing on key transition points (e.g., middle to high school, high school to postsecondary) to ensure readiness for future opportunities.*

3. Evaluating Site and Network-Wide Progress

MOXIE will assess the overall success of its academic program using a mix of quantitative and qualitative measures.

- **Throughout the School Year:**



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- **Site and Network-Wide Data Summits:** Quarterly reviews of aggregated data from all cohorts will drive organizational decision-making. Indicators will include academic achievement, SEL growth, attendance, and participation in enrichment programs.
- **Stakeholder Feedback:** Surveys and focus groups with students, families, and staff will provide insights into the school climate and learning experience.
- **End of the Academic Year:**
 - **Annual Site Performance Reports:** A comprehensive report will summarize schoolwide progress against internal benchmarks and Maine Learning Results standards. It will include proficiency rates, growth metrics, and equity analyses.
 - **Year-End Public Demonstration of Mastery:** MOXIE's signature grade-level exhibitions and capstone projects will serve as qualitative indicators of schoolwide success in fostering real-world skills and community engagement.
- **For the Term of the Charter:**
 - **Charter Accountability Metrics:** MOXIE will evaluate its success in meeting the goals outlined in the charter agreement, including state-mandated proficiency benchmarks, graduation rates, and postsecondary preparedness.
 - **External Audits:** Periodic external evaluations will validate MOXIE's data and highlight areas for strategic improvement.

Q55.

Describe how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.



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Executing personalization at this scale requires a culture of data use. Our data collection and analysis processes will reflect the assessment and measurement plans above, executed at every level from student to nonprofit. We anticipate collecting most of our data through technology-supported tools and formats– including through rubric data aligned to performance assessments– and aggregating them at the level of the individual student (in personal learning plans to support their own monitoring, reflections, and goal setting), at the level of the advisory and grade, the level of the sites, and the network. At the level of the student/grade, teams will reflect on progress data weekly and aligned to Learning Experience and interim cycles. At the level of site and network, data will be analyzed monthly and quarterly. The board will review data quarterly.

In start-up years, this activity will be undertaken by our Chief of Teaching and Learning, with support from and analysis with academic and operations teams. At a later scale, we hope to hire a managing director of curriculum and assessment, who will work across sites.

Q56.

Identify the person(s) or position(s) and/or entities responsible for managing the data, including collection, disaggregation, and analysis of all assessment data with and for classroom teachers.

In start-up years, this activity will be undertaken by our Chief of Teaching and Learning, with support from and analysis with academic and operations teams. At a later scale, we hope to hire a managing director of curriculum and assessment, who will work across sites. For this reason, we anticipate this work will also be supported by investment in internal technology and data infrastructure to improve our data collection, analysis, and action-planning process by integrating data sources, providing dashboards and tools, and increasing protections for data privacy and security.

4.4. Section 7: Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must be consistent with Maine's system of Learning Results, Common Core State Standards. High schools will be expected to meet Maine's graduation standards, MRS Title 20-A section 4722 High School Diploma Standards, section 4723 Health and Physical Education, section 4724 Computer



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Instruction, and section 4722-A as amended.

Q57.

If the school plans to adopt or develop additional academic standards beyond the state standards, provide an explanation of the types of standards (content areas, grade levels). Be sure to highlight and describe how the proposed standards exceed the state standards.

MOXIE will align academic programming to the State standards for academic learning in grades six to twelve.

Q58.

Explain the school policies and standards for promoting students from one grade to the next.



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MOXIE Public Schools is committed to a competency-based learning approach that ensures all students master essential skills and knowledge while remaining with their developmentally appropriate grade-level cohorts. Our promotion policy balances personalized learning acceleration and differentiated support to help every student achieve success while advancing through the K-12 continuum.

1. Developmentally Aligned Grade-Level Cohorts

- ***Students will progress with their age-based peer group, recognizing the importance of social-emotional development, peer relationships, and grade-level experiences.***
- ***Learning will be individualized within these cohorts, ensuring that students receive targeted interventions, enrichment, and acceleration opportunities without being retained or socially separated from their peers.***

2. Competency-Based Learning & Individualized Support

- ***Students will be assessed on mastery of essential academic competencies aligned to Maine Learning Results.***
- ***Those who need additional support will receive targeted interventions, tutoring, and adaptive learning resources to strengthen foundational skills while continuing grade-level learning.***
- ***Students progressing faster will access acceleration pathways, interdisciplinary projects, and advanced coursework to deepen and extend their learning.***

3. Promotion Criteria & Support Systems

Students will advance to the next grade level of work based on:

- ***Demonstrated progress in core competencies (literacy, numeracy, science, social studies).***
- ***Engagement in personalized learning plans, ensuring academic and social-emotional readiness.***
- ***Ongoing assessment and educator review to determine appropriate supports for continued success.***

For students struggling to meet competencies, MOXIE will implement:



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- ***Additional instruction, small-group learning, and personalized coaching aligned to Personal Learning Plans.***
- ***Advisory-based student support teams to monitor progress and coordinate family engagement.***
- ***Extended learning opportunities, including summer learning, high-dosage tutoring, and mentorship programs.***

4. No Retention, Focus on Acceleration

- ***Rather than retaining students in the same grade, MOXIE prioritizes flexible, intensive learning acceleration to bridge gaps and ensure students stay on track with their cohort.***
- ***Differentiation strategies, multi-age learning projects, and adaptive instructional technology will be used to support students at varying levels of proficiency within the same grade-level cohort.***

MOXIE's promotion policies ensure that all students progress through school with their peers while receiving the support they need to master competencies, accelerate learning, and engage in rigorous, real-world experiences. By blending individualized learning pathways with grade-level continuity, MOXIE fosters a student-centered approach that prioritizes both academic success and social-emotional well-being.

Q59.

Describe how and when promotion and graduation criteria will be communicated in a culturally responsive manner to parents/guardians and students.



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MOXIE Public Schools is committed to ensuring that all families and students fully understand promotion and graduation criteria through transparent, accessible, and culturally responsive communication strategies. Our approach prioritizes equity, linguistic inclusivity, and proactive engagement, ensuring that all stakeholders can meaningfully participate in students' academic journeys.

1. Multi-Tiered Communication Approach

MOXIE will use multiple formats and outreach methods to communicate expectations clearly and effectively, including:

- ***Annual Family and Student Orientation: Promotion and graduation criteria will be introduced at the start of each school year through grade-level meetings, student advisories, and family engagement sessions.***
- ***Personalized Learning Plans (PLPs): Students and families will engage in ongoing conversations with advisors about individual progress, learning acceleration opportunities, and postsecondary pathways.***
- ***Translated and Accessible Written Materials: Promotion and graduation policies will be available in multiple languages, using plain language guides, infographics, and videos for clarity.***
- ***Digital Platforms and Real-Time Updates: Families will access student progress data and graduation requirements through an interactive online portal with personalized updates.***

2. Culturally Responsive Engagement Strategies

MOXIE will ensure that all communication respects cultural diversity by:

- ***Providing interpretation and translation services for non-English-speaking families.***
- ***Hosting community-based discussions to address questions and concerns in culturally familiar settings (e.g., school-hosted family nights, faith-based or neighborhood meetings).***
- ***Leveraging advisory structures and peer networks to ensure that families feel supported in navigating promotion and graduation expectations.***



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- ***Training staff in culturally responsive communication to foster relationships built on trust, inclusivity, and shared decision-making.***

3. Timing & Ongoing Communication

- ***Beginning of Year: Families receive promotion and graduation expectations through orientation events, advisory meetings, and student handbooks.***
- ***Mid-Year Check-Ins: Advisors meet with students and families to review progress, discuss supports, and provide intervention plans if needed.***
- ***Spring Progress Conferences: Promotion readiness is reviewed with clear action steps for students who need additional support to meet competencies.***
- ***End-of-Year Family Meetings: Families receive final updates on student progress and next steps for the following academic year.***

MOXIE Public Schools will ensure that promotion and graduation criteria are communicated clearly, frequently, and equitably so that all families, regardless of language, background, or prior educational experience, can actively support their child's success. Through personalized advisories, culturally responsive engagement, and multi-channel outreach, MOXIE ensures that students and families are empowered with the knowledge and resources needed for academic success.

Q60.

Provide, as Attachment 4, the school's exit standards for graduating students or students completing the last grade in that school. These exit standards should clearly set forth what students in the last grade served will know and be able to do and meet or exceed all state grade level expectations.

Our approach here has been highly influenced by the work of other Maine competency-based learning high schools, particularly Casco Bay High School. Our exit standards will align with but exceed the Maine State Graduation requirements. In addition to mastering Maine's State Standards, students will also have had to show 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, and exit with an articulated post-secondary success plan. Please see Attachment 4.




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Q61.

High Schools Only: Describe how the school will meet the requirements described in Attachment 4. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, how the student would meet standards and the requirements for a proficiency-based diploma and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.

Enter "NA" if not applicable.



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Our approach here has been highly influenced by the work of other Maine competency-based learning high schools, particularly Casco Bay High School. We would cite the following principles and practices, pulled from CBH as aligned with our approach:

"Our standards-based grading system uses the following principles to guide how we assess student achievement and communicate progress to families:

Principle: Grades should communicate what students know and are able to do in each class. Practice: We report on student mastery of specific skills and concepts within a course (called "course standards"); traits like participation and effort are reported on separately.

Principle: Students should have multiple opportunities to show what they know and can do. Practice: We ask students to build a body of work to demonstrate their mastery of each course standard.

Principle: Schools should support students in acquiring all of the essential knowledge and skills in a course, versus just a portion of it.

Practice: To earn a [credit], all of the course standards must be met.

Principle: Academic knowledge and work habits are both important to acquire for college and life.

Practice: Students receive both academic grades (based on course standards) as well as Habits of Work & Learning (HOWL) grades for each class.

Principle: If students are working hard [...] to meet standards, they deserve more time and support to learn the material.

Practice: Students receive additional time after the quarter has ended to meet course standards if they have a "3" or above in Habits of Work & Learning.

Principle: All students should have the opportunity to excel.

Practice: Achieving "with Honors" is an option for all students in all courses.

Principle: Multilingual students acquire academic English most successfully through integrated language and content instruction. Consequently, English language learners may require access to language-rich content instruction adjusted for their language proficiency.

Practice: Many courses use language-based learning targets. ELL students are also supported to be successful in core classes through Academic English and ELL Supported Study courses.



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Principle: Regular communication with families about student progress supports deeper learning.

Practice: We formally report progress 10 times a year through report cards, progress reports and conferences. [...] Our on-line grade book, is updated frequently by teachers and is always open to parents. Almost all courses and crews have a Google Classroom which students and parents can access for updated information on courses and assignments.

Principle: Learning cannot be averaged: students need time to practice and learn from mistakes.

Practice: We determine quarter grades based on trends, and take more recent performance into account. Quarter grades reflect a student's current level of achievement." (See CBHS, <https://cbhs.portlandschools.org/families/family-guide/handbook-interior/~board/cbhs-family-guide/post/family-grading-guide>

(<https://cbhs.portlandschools.org/families/family-guide/handbook-interior/~board/cbhs-family-guide/post/family-grading-guide>)

To enact these principles, MOXIE Public Schools will map our competency-based curriculum against grade-based standards covered through Foundations and Signature Learning Experiences as well as relevant dual enrollment, career-based learning, and independent study experiences. Students mastery of standards and competencies will be tracked over time, ensuring mastery of all standards needed to meet exit criteria by the end of their time at MOXIE. (As noted, our graduation requirements will exceed state standards as we will also require demonstrated proficiency in non-academic competencies, the earning of a college or career relevant credential, and the development of a post-secondary success plan.)

Diplomas will consist of two components: reports on mastery of all academic and non-academic standards assessed over the course of high school as well as annual grades in courses. Grades on annual transcripts will be based on the standards associated with grade-level expectations for standards to mastered, as measured by defined assignments and assessments. Standards-based grading language and scale will use a 4.0 scale (used in many schools and colleges as well as many Maine report cards in more traditional districts):

1 = Does Not Meet the Standards

2 = Approaches the Standards

3 = Meets the Standards

4 = Exceeds the Standards

In more complex assignments, students may earn an aggregate score between the integer scale based on the average of their mastery scores across the standards assessed.



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Core to competency-based learning is the notion that students may continue to learn and revise assignments to demonstrate mastery. Provided assignments are turned in on time and reflect effort, students may continue to revise and resubmit to increase their grades throughout the year.

Q62.

High Schools Only: *Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., technical school, industry certification, military service, or entering the workforce).*

Enter "NA" if not applicable.

In addition to mastering Maine's State Standards, students will also have had to show proficiency on Jobs for Maine Graduates (JMG) workforce competencies (<https://jmg.org/microcredentials>), which will be assessed over the course of a learner's MOXIE experience through microcredentials developed by that organization. In addition, we will expect existing graduates to have earned at least their Associate's degree (A.A.) or an equivalent career-related credential offered by a vetted partnership organization (e.g. Certified Nursing Assistant, CompTIA A+ Certification, Automotive Service Excellence (ASE) Entry-Level Certification, Emergency Medical Technician (EMT) Basic Certification, Google IT Support Professional Certificate). Finally, every student will exit with an articulated post-secondary success plan.

Q63.

High Schools Only: *Explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.*

Enter "NA" if not applicable.



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MOXIE Public Schools is committed to ensuring that all students graduate with the skills, knowledge, and credentials needed for postsecondary success. As noted earlier in our application, we have been inspired exceptional high-school competency-based learning programs, such as MAP Academy in MA and Bronx Arena High School in NY, that have a track record of serving at-risk and overage/under-credited students exceptionally well. Recognizing that some students may face academic, social-emotional, or external barriers to meeting graduation requirements, MOXIE will follow their lead by implementing a multi-tiered system of support (MTSS) with personalized interventions to identify, engage, and retain students at risk of dropping out or falling behind.

1. Early Identification & Data-Driven Monitoring

MOXIE will use a real-time, proactive data system to identify students at risk based on:

- ***Competency-Based Mastery Tracking – Continuous progress monitoring to flag students who are struggling to meet graduation requirements.***
- ***Early Warning Indicators – Attendance, course completion rates, behavioral data, and credit accumulation.***
- ***Advisory & Teacher Referrals – Educators and advisors will identify students who exhibit disengagement or academic struggles.***

At-risk students will be assigned an Individualized Support Plan (ISP) as an addition to their Personal Learning Plan (PLP) outlining targeted interventions.

2. Personalized Interventions & Learning Acceleration

- ***Students who are behind in competencies will receive targeted instructional support, small-group tutoring, and flexible pacing options to catch up while staying with their developmentally appropriate grade-level cohort.***
- ***High-Dosage Tutoring & Peer Mentorship: Students will be paired with trained peer mentors and/or faculty tutors to provide one-on-one academic reinforcement.***
- ***Competency Recovery Opportunities: Students will have access to flexible pathways such as:***
 - ***Extended learning time (before/after school, summer sessions).***
 - ***Blended learning modules to complete coursework at an individualized pace.***
 - ***Embedded re-teaching cycles in advisory or elective periods.***



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3. Wraparound Student Support & Social-Emotional Development

- ***Advisory-Based Support Systems: Each student will have a looping advisor who monitors progress, communicates with families, and facilitates academic and social-emotional support.***
- ***Restorative Practices & Behavioral Interventions: MOXIE will implement non-punitive, relationship-centered discipline to re-engage students struggling with school attendance and behavior.***
- ***Mental Health & Counseling Services: School counselors and external partners will provide one-on-one counseling, social-emotional learning (SEL) programs, and trauma-informed supports.***
- ***Family & Community Engagement: Regular check-ins, family conferences, and home visits (if necessary) will ensure families are engaged in re-engagement efforts.***

4. Postsecondary Pathways & Relevance-Driven Learning

- ***Flexible Graduation Pathways: MOXIE will offer multiple routes to meet graduation requirements, including:***
 - ***Dual enrollment (early college credit).***
 - ***Career and technical education (CTE) certifications.***
 - ***Internships and workforce learning experiences.***
- ***Credit for Work-Based & Experiential Learning: Students who struggle in traditional academic settings will have alternative ways to demonstrate competency through real-world projects, apprenticeships, or independent study.***

5. Re-Engagement Strategies for Students at Risk of Dropping Out

- ***Student Re-Engagement Task Force: A dedicated team will work with students flagged for chronic absenteeism or disengagement to develop a personalized action plan for re-engagement.***
- ***Alternative Scheduling & School Day Structures: Students who need non-traditional learning schedules (due to work, family responsibilities, or other barriers) will have access to flexible, hybrid, and extended learning options.***
- ***Graduation Coaching & Senior Success Plans: Each senior will receive personalized coaching, college/career planning support, and step-by-step guidance to ensure they***



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complete final requirements.

MOXIE Public Schools is committed to keeping every student on track for graduation by providing early identification, individualized learning acceleration, social-emotional support, and flexible pathways to success. By blending proactive data monitoring, personalized interventions, and meaningful postsecondary pathways, MOXIE will ensure all students graduate prepared for college, careers, and beyond.

4.5. Section 8: School Calendar and Schedule

Q64.

Describe the annual academic schedule for the school. Explain and demonstrate how the calendar reflects the needs of the educational program. In Attachment 5, provide the school's proposed calendar for the first year of operation, including the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The application must provide the formula or calculation for the total annual number of instructional hours/days and daily allocation of time for core instruction, supplemental instruction, extra-curricular and after school activities, as applicable. If the school will use a snow-day make-up program, describe how this program will work and be comparable to a normal school day.



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See Attachment 5. Our 180 day annual calendar will for the most part align to other local district calendars to accommodate families who may have siblings enrolled in other schools. However, unlike many districts, we have developed a weekly schedule that enables significantly more educator time for collaborative planning, professional learning, and curricular design. Daily instructional hours range from four to six, with a daily average of 5.2 hours (varies weekly on vacations or holidays).

Core instruction includes students' foundational learning time in ELA/literacy and mathematics, advisory check-ins and group learning with educators, project-based learning blocks, wellness/physical education time, partner instructional time aligned to academic standards as part of a student's personal learning plan, and world language instruction. Additional time is set aside daily for lunch, independent study, free movement, and service/clubs.

We do not plan on having snow days; rather, students will be prepared with a remote learning plan aligned to their personal learning plan. Advisors will check in with students at the beginning of their day, and progress will be assessed based on completion of learning activities and demonstration of progress provided the next in person day or over technology.

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Q65.

Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects, such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in Attachment 5, a sample daily and weekly schedule for each division of the school.



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See Attachment 5 for a sample daily and 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.

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4.6. Section 9: School Culture and Discipline Policy

Q66.

Describe the culture of the proposed school. Explain how it will promote a positive and culturally inclusive academic environment, reinforce student intellectual and social development, respond to, and prevent bullying and harassment, including the strategies the school will employ to develop and sustain a safe and supportive school climate that supports fulfillment of the educational goals. Include reference to other schools that exhibit the culture you seek to develop and/or implement similar strategies successfully.



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MOXIE Public Schools will cultivate a student-centered, competency-based culture that is inclusive, intellectually engaging, and socially supportive. Grounded in restorative practices, culturally responsive teaching, and a commitment to personalized learning, MOXIE will ensure that students feel deeply known, valued, and challenged in a learning environment that supports academic growth, social development, and emotional well-being.

Drawing inspiration from high-performing innovative schools such as Big Picture Learning, High Tech High, and EL Education schools (including Portland's own Casco Bay High School), MOXIE will prioritize strong relationships, relevant learning experiences, and equity-driven support systems to sustain a safe and engaging school climate.

Creating a Positive, Inclusive Academic Environment

At MOXIE, students will be immersed in project-based learning (PBL) and interdisciplinary Signature Learning Experiences, ensuring that coursework is connected to real-world challenges. The school's competency-based progression model will allow students to advance based on mastery, not seat time, providing flexibility and individualized support. Every student will have a looping advisor who stays with them for multiple years, serving as their advocate and ensuring that their academic, social, and emotional needs are met.

The school will embed culturally responsive teaching practices by ensuring that curriculum materials reflect diverse perspectives, learning is personalized to students' backgrounds and lived experiences, and assessments allow for multiple ways to demonstrate mastery. Multilingual family liaisons and bilingual advisory structures will ensure that families of English Learners are active participants in the learning process, reinforcing an inclusive community.

Reinforcing Student Intellectual & Social Development

MOXIE will develop students beyond academics by incorporating social-emotional learning (SEL), leadership development, and career-connected learning into the daily schedule. Advisory meetings, student-led conferences, and service-learning projects will give students opportunities to reflect on their growth, set personal goals, and develop critical thinking and problem-solving skills. The school will actively dismantle barriers to



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student success by embedding special education, EL services, and differentiated instruction within core classrooms rather than isolating students from rigorous learning opportunities.

A strong mentorship culture will connect students with internships, career mentors, and early college opportunities, ensuring that they graduate prepared for success beyond high school.

Preventing & Responding to Bullying & Harassment

MOXIE's restorative justice approach will replace punitive discipline with a focus on accountability, conflict resolution, and relationship-building. Students will participate in restorative circles, peer mediation, and structured community agreements, ensuring that all voices are heard and conflicts are resolved constructively.

To prevent bullying and harassment, MOXIE will implement:

- ***Proactive Relationship-Building – Advisory groups will foster a sense of belonging, reducing the likelihood of isolation and bullying.***
- ***Bias & Equity Training – Staff and students will engage in anti-bias and culturally responsive workshops, ensuring that diversity is embraced and protected.***
- ***Anonymous Reporting & Intervention – A clear, accessible reporting system will allow students to report concerns confidentially, and interventions will focus on support rather than exclusion.***

By embedding equity, inclusion, and accountability into daily school life, MOXIE will create a climate where all students feel safe, supported, and empowered to achieve their full potential.

Q67.

Describe how the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.



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MOXIE Public Schools will build a student-centered, relationship-driven, and competency-based culture from day one, ensuring that students, teachers, administrators, and families feel deeply connected to the school's mission and values. Through intentional onboarding, immersive experiences, and ongoing community-building, MOXIE will establish a learning environment where everyone is engaged, supported, and aligned with the school's approach.

1. Establishing School Culture from Day One

- *Student & Family Onboarding: Before the first day of school, all students and families will participate in MOXIE Launch, a multi-day orientation designed to introduce them to MOXIE's learning model, culture, and expectations. Through interactive sessions, students will meet their looping advisor, engage in team-building activities, and explore competency-based learning and restorative practices. Families will attend workshops on how to navigate student learning plans, advisory check-ins, and mastery-based progression, ensuring that caregivers are active partners in their child's education.*
- *Teacher & Staff Induction: Faculty will participate in an intensive summer institute that immerses them in MOXIE's restorative practices, project-based learning framework, and competency-based assessment systems. Teachers will co-design signature learning experiences, practice restorative circles, and develop strategies for fostering a culturally responsive and inclusive classroom environment.*
- *Administrator & Leadership Training: School leaders will model MOXIE's values through distributed leadership structures, ensuring that decision-making is collaborative and equity-driven. Administrators will receive ongoing training in trauma-informed leadership, restorative discipline, and data-driven student support, reinforcing a culture where every student is deeply known and individually supported.*

2. Enculturating Mid-Year Students

For students who join MOXIE mid-year, the school will implement a structured, personalized onboarding program to ensure a smooth transition. Each student will be paired with a peer mentor and receive a personalized advisory welcome plan. They will participate in a mini-orientation, introducing them to competency-based learning, school expectations, and student-led culture norms. Teachers will provide targeted academic and social-emotional supports, ensuring that new students feel immediately integrated into MOXIE's learning community.



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3. Sustaining MOXIE's Culture Throughout the Year

MOXIE will reinforce its culture through daily advisory sessions, restorative community circles, and student-led conferences. Regular family engagement nights will provide opportunities for parents to participate in school governance, co-design learning pathways, and celebrate student progress. The school will conduct quarterly school climate surveys, ensuring that students, staff, and families have ongoing opportunities to shape and refine the MOXIE experience.

By embedding relationship-driven practices, equity-centered policies, and inclusive structures, MOXIE will cultivate a thriving school culture where students, educators, and families feel empowered, engaged, and invested in success—from the first day and beyond.

Q68.

Describe the specific programs or strategies the school will employ to address mental, emotional, and social development and health for all students, and describe how these strategies will be culturally responsive.



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MOXIE Public Schools will take a comprehensive, proactive approach to student well-being, embedding mental, emotional, and social development into the daily school experience. Recognizing that students learn best when they feel safe, valued, and emotionally supported, MOXIE will integrate advisory systems, trauma-informed practices, and culturally responsive supports to ensure every student thrives. Strategies will include:

Advisory & Relationship-Based Support

Each student will have a looping advisor who stays with them across multiple years, serving as a trusted advocate and primary connection to the school. Advisory groups will meet daily, providing a space for students to discuss challenges, set goals, and build strong peer relationships. The advisory structure ensures that every student is deeply known and individually supported, a core element of MOXIE's school culture.

Social-Emotional Learning (SEL) & Mental Health Integration

MOXIE will embed evidence-based SEL practices, ensuring students develop skills in self-awareness, emotional regulation, and resilience. SEL will be woven into daily advisory meetings, core academic instruction, and restorative practices, providing structured opportunities for reflection and self-growth. The school will use research-backed SEL curricula, ensuring developmentally appropriate lessons that align with students' real-world experiences.

Restorative Practices & Trauma-Informed Care

MOXIE will replace punitive discipline models with restorative justice strategies, emphasizing community-building and conflict resolution. Through restorative circles, peer mediation, and student-led accountability discussions, students will learn to navigate conflicts constructively. Trauma-informed care principles will guide teacher-student interactions, ensuring that educators understand the impact of adverse childhood experiences (ACEs) and employ de-escalation techniques to support students effectively.

Embedded Mental Health & Wellness Services

MOXIE will provide on-site counseling and wellness check-ins, ensuring that students have access to trained professionals for both crisis intervention and ongoing support. A tiered system of mental health interventions will ensure that students receive appropriate care, from universal SEL



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programming for all students to targeted supports like small-group counseling and individual therapy for those with greater needs. Staff will be trained in mental health first aid, equipping educators to recognize signs of distress and connect students with the right resources.

These mental health and wellness strategies will be deeply culturally responsive, ensuring that supports reflect and respect students' diverse backgrounds. The school will employ bilingual family liaisons and culturally competent counselors who understand the intersection of identity, cultural experiences, and mental health. Wellness programming will honor diverse perspectives on emotional expression, healing, and resilience, incorporating practices such as mindfulness, movement-based therapy, and community-centered healing traditions where appropriate. Family engagement strategies will include mental health education workshops in multiple languages, empowering parents to support their children's well-being in ways that align with their cultural values.

MOXIE Public Schools will cultivate a safe, emotionally supportive, and culturally affirming environment where students can develop both academically and personally. By embedding advisory relationships, SEL, restorative justice, and trauma-informed practices, MOXIE will ensure that every student receives the mental, emotional, and social support they need to succeed.

Q69.

If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Not applicable.

Q70.

Describe and demonstrate how the school culture will be culturally responsive and take account of and serve students with special needs, including students receiving special education services, Multilingual Learners, and any students at risk of academic failure.



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MOXIE Public Schools is committed to fostering a learning environment where every student—especially those with disabilities, English Learners (ELs), and those at risk of academic failure—feels valued, supported, and academically challenged. The school's culture is rooted in equity, inclusion, and personalized learning, ensuring that all students receive the resources they need to thrive.

A restorative, relationship-based approach defines MOXIE's school culture. Advisory groups and student-led conferences strengthen connections between students, teachers, and families, while restorative practices encourage accountability and personal growth. The school's competency-based model ensures students progress at their own pace, allowing for flexible, individualized support. Special education services are embedded into core teaching teams, with dedicated special education teachers co-planning and co-teaching alongside general educators to ensure accessibility for all learners. Universal Design for Learning principles provide multiple ways for students to engage and demonstrate knowledge, while assistive technology ensures students with disabilities can fully participate in their education.

For English Learners, MOXIE integrates targeted language development into daily instruction, either through bilingual programs where feasible or through Sheltered English Immersion. EL specialists work within classrooms to provide real-time language support, while multilingual family liaisons ensure families are engaged and informed. The school celebrates linguistic diversity, reinforcing the value of students' home languages and cultural backgrounds.

To support students at risk of academic failure, MOXIE implements early warning systems that identify academic, attendance, and behavioral challenges. A Multi-Tiered System of Supports (MTSS) offers targeted interventions, from small-group instruction to intensive tutoring, ensuring struggling students do not fall behind. Competency-based progression eliminates the penalties of rigid pacing, allowing students to master skills with individualized support. Family and community partnerships provide wraparound services such as mental health counseling, food security programs, and career exploration opportunities, helping students build a stable foundation for success.

MOXIE's culturally responsive approach ensures all students, regardless of background or ability, have equitable access to meaningful learning opportunities. Through inclusive instruction, strong student-teacher relationships, and embedded supports, the school creates an environment where every learner can excel.

Q71.

Describe a student experience during a typical school day from the perspective of a student in a grade/age span that will be served in the school's first year of operation. Instead of school day schedules or logistics, name three feelings with which a student will leave the



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*school at the end of the day. How are the identified feelings cultivated throughout the day?
Provide specific examples.*



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At MOXIE Public Schools, students will experience a learning environment intentionally designed to foster deep relationships, engagement, and holistic development. Their school day will reflect MOXIE's commitment to personalized learning, strong student-adult connections, and real-world readiness. MOXIE students will feel the following during a typical school day:

Deeply known and individually supported. MOXIE students will start each day in advisory, a structured time where they check in with a looping advisor who stays with them for multiple years. This advisor serves as a consistent advocate, tracking academic progress, social-emotional well-being, and personal goals. Because of small class sizes (about 60 students per grade and 16 per advisory), teachers will know each student's strengths, interests, and challenges, ensuring that instruction and support are tailored accordingly. During core instructional blocks, students will engage in competency-based learning, where they receive targeted, small-group instruction or one-on-one tutoring based on their specific needs. Embedded special education and EL specialists will provide in-the-moment support, making sure that learning is truly accessible to all.

Engaged in their learning. Rather than sitting through passive lectures or lessons that are not accessible, MOXIE students will spend their afternoons immersed in Signature Learning Experiences—seven-week, interdisciplinary projects that connect real-world challenges to academic content. These projects, interweaving science, social studies, communication, and the arts, will require students to conduct research, collaborate with peers, and present their findings through community-wide mastery demonstrations. For example, a student might explore climate policy by interviewing local officials, analyzing historical data, and presenting policy proposals in a public forum. Learning will feel relevant, active, and student-driven, incorporating hands-on work, digital tools, and community partnerships to ensure that students see the connection between their education and the world beyond school.

Developed comprehensively beyond just academics. Beyond academic coursework, MOXIE students will have opportunities to grow in social-emotional, leadership, and career-oriented capacities. The school will integrate mindfulness and wellness activities into the schedule, ensuring students develop skills in self-awareness, emotional regulation, and resilience. Internships, career-connected learning, and early college pathways will provide exposure to real-world experiences starting in high school, preparing students for postsecondary success. Through advisory, mentorship programs, and community partnerships, students will receive guidance in setting personal and professional goals. They will leave MOXIE not just academically proficient but with the confidence, adaptability, and real-world skills necessary to thrive in college, career, and life.

Put together, at MOXIE, students will feel deeply supported, engaged in meaningful learning, and empowered to develop as whole individuals. Every aspect of their day—from personalized instruction and project-based learning to social-emotional development and career exposure—will ensure they are prepared to succeed both



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in and beyond school.

Q72.

Describe a teacher experience during a typical school day. Instead of school day schedules or logistics, name three feelings with which a teacher will leave the school at the end of the day. How are the identified feelings cultivated throughout the day? Provide specific examples.



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At MOXIE Public Schools, teachers are central to our learning model—they work in collaborative, well-resourced teams that prioritize deep student relationships, professional support, and equitable access to resources. MOXIE teachers will feel the following during a typical school day:

Highly supported by colleagues via...

- *Embedded Core Teaching Teams with Special Education & EL Support. Every teacher will be closely connected to a team, rather than working alone in a standalone classroom. Each core teaching team includes a special education teacher, ensuring that general educators are never alone in meeting diverse student needs. EL specialists and interventionists co-plan and co-teach, ensuring differentiated instruction is a shared responsibility.*
- *Collaborative Planning & Professional Learning Communities (PLCs). Teachers co-design curriculum and interdisciplinary projects through weekly team meetings, reducing isolation and promoting innovation. Dedicated Professional Learning Communities (PLCs) across similar school teams across networks will allow for data-driven instruction, shared problem-solving, and instructional coaching.*
- *Restorative and Supportive School Culture. Teachers will use restorative circles to address challenges, strengthening professional relationships. A peer mentorship program pairs community educator (novice) and experienced teachers for ongoing support.*

Deeply connected to individual students and families via...

- *Looping Model: Teaching the Same Students for Multiple Years. Teachers will engage and work with students for multiple years (e.g., grades 6-8 or 9-12), developing meaningful, long-term relationships with families. As advisors, they meet with students daily, guiding them through academic, social, and career development.*
- *Family-Engagement Structures. Teachers hold student-led conferences where students take ownership of their learning and families actively engage. Regular home visits and flexible office hours help create a bridge between school and home life.*
- *Small Class Sizes & Individualized Support. With approximately 60 students per grade, working on a team, and with dedicated advisees, teachers have the time and bandwidth to know every student's strengths, needs, and aspirations. Competency-based progression means teachers tailor learning plans to individual students rather than rushing to cover fixed content.*

Resourced appropriately to feel engaged and successful via...

- *Competitive Pay With a Commitment to Sustainable Work Structures. By working on teams, flexibly staffing student needs, and sharing resources across learning sites, MOXIE will seek to pay significantly above starting salary ranges, while also offering a schedule that maximizes time for teachers to do the work of teaching during school hours, rather than on top of them.*



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- *Time for Planning & Professional Growth: The schedule includes protected daily planning time, plus weekly professional development aligned to teachers' needs.*
- *Technology & Classroom Resources: Every classroom is equipped with modern instructional technology, adaptive learning platforms, and flexible furniture that supports differentiated instruction. Teachers have access to instructional coaches and interventionists to help implement best practices without additional workload burdens.*

Applicant Comments :

Source for data claims:

Teacher pay averages: https://www.maine.gov/doe/sites/maine.gov/doe/files/inline-files/FY24SalariesMatrixes_web_25Jan2023.pdf

Q73.

Describe the school's discipline philosophy and address how it will support the culture described above. Provide, as Attachment 6, the school's proposed discipline policy. The proposed policy must be culturally responsive and comply with any applicable state laws and Commission policies, including, but not limited to 20-A M.R.S.A. §1001(8-A), (9-A thru 9-D) (15), and (15-A). The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school's approach and the proposed policy should address each of the following:

- a. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;**
- b. Types of offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;**
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;**
- d. Highlight how the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; and**
- e. Procedures for due process when a student is suspended or expelled because of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.**



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f. Describe how students and parents/guardians will be informed of the school's discipline policy.

Please see Attachment 6.

Upload Required File Type: **pdf, excel, word** Max File Size: **30** Total Files Count: **30**

Applicant Evidence :


MPS Submission to MC...

Uploaded on **2/10/2025**

by **Beth Rabbitt**

4.7. Section 10: Supplemental Programming

Q74.

If summer school will be offered, describe the program(s). If you plan to provide summer school, it should be evident in the budget.

MOXIE is not planning to offer a summer program. We do plan to actively partner and encourage learners to participate in such academic and non-academic programs (such as Portland's Youth Corps) and will ensure students have a personal plan, aligned to their learning plans, for each summer.

Q75.

Describe any extra- or co-curricular activities or programming the school will offer. Evidence of extra- or co-curricular activities should be included in the budget.



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MOXIE Public Schools will offer diverse extra- and co-curricular programs to enhance student engagement, leadership, and career readiness. These activities will align with the school's focus on personalized learning, real-world experiences, and community partnerships, with funding incorporated into the operating budget, grants, and external partnerships.

Clubs and service opportunities offered during the day will be determined through student and faculty interest, as they are intended to be internally led and built into the existing school day and staff expectations. Enrichment during planned partner blocks and after school will be developed with other youth-serving and workforce development partners. Planned programs might include:

Leadership & Student Organizations

- *Student Government & Peer Mentorship – Leadership development and community engagement.*
- *Diversity & Inclusion Clubs – Cultural heritage and social advocacy initiatives.*

Career & Workforce Development

- *Internships & Apprenticeships – Hands-on experiences with local businesses and nonprofits.*
- *Early College & Entrepreneurship Programs – College credit courses and business development opportunities.*

Arts, STEM, & Athletics

- *Visual/Digital Arts & Performing Arts – Music, theater, and media production.*
- *Robotics & Environmental Clubs – STEM competitions, sustainability projects.*
- *Outdoor Adventure & Intramural Sports – Physical activity through community partnerships.*

Community Engagement & Wellness

- *Service Learning & Volunteerism – Civic projects and local initiatives.*
- *Mindfulness & Wellness Programs – Yoga, social-emotional learning.*

Funding for these activities will be integrated into the school's budget via already planned on staff time, community partnerships, and supplementary grants.

Q76.

Describe the plan for outreach to parents to apprise them of supplemental programming opportunities. Describe how this plan will be culturally inclusive.



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MOXIE Public Schools will implement a comprehensive, culturally inclusive outreach strategy to ensure parents and families are informed about supplemental programming opportunities, including enrichment activities, tutoring, internships, early college courses, and community partnerships. The outreach plan will be designed to reach diverse families, accommodate linguistic and cultural differences, and ensure accessibility for all stakeholders.

1. Multi-Channel Communication Strategy

MOXIE will use multiple communication platforms to ensure all families receive timely and accessible information about supplemental programming. These include:

- *Multilingual Communication: All outreach materials, including flyers, emails, and website content, will be available in multiple languages, reflecting the school's multilingual community.*
- *School Website and Parent Portal: A dedicated section of the school's website will provide up-to-date information on supplemental programs, eligibility, and enrollment details.*
- *Text Messaging & Mobile App Notifications: Quick updates about new opportunities will be sent via SMS and a school app to reach families who may not regularly check email.*
- *Social Media & Digital Engagement: MOXIE will leverage platforms like Facebook, WhatsApp groups, and other culturally relevant social media channels to share program announcements.*

2. Personalized Outreach & Support

- *Advisory System: Each student's looping advisor (who stays with them for multiple years) will serve as a key point of contact for families, ensuring parents are informed about relevant supplemental programming based on their child's interests and needs.*
- *Bilingual Parent Liaisons: MOXIE will employ bilingual family engagement coordinators to connect with non-English-speaking families and help navigate programming opportunities.*
- *Home Visits & Community-Based Meetings: Staff will conduct outreach through in-person meetings, local events, and home visits to ensure information reaches families who may face barriers to digital communication.*

3. Inclusive & Culturally Responsive Events

- *Parent Information Nights: Regular events will be held in multiple languages and hosted at community centers, faith-based organizations, and other accessible locations.*



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- *Community Partner Collaborations: MOXIE will work with local organizations that serve immigrant and underrepresented communities to share programming opportunities.*
- *Flexible Meeting Options: Virtual and in-person sessions will be offered at varying times to accommodate working families.*

4. Ongoing Feedback & Co-Design with Families

- *Parent Advisory Council: A diverse group of parents will help co-design outreach strategies and ensure programming meets community needs.*
- *Surveys & Focus Groups: Regular input from families will inform the expansion and improvement of supplemental programming.*

By using linguistically and culturally inclusive outreach methods, personalized support, and community partnerships, MOXIE will ensure all families—regardless of background—are fully informed and engaged in their children’s educational opportunities.

4.8. Section 11: Special Populations and At-Risk Students

Schools are responsible for hiring licensed and endorsed special educators pursuant to federal and state law. Schools must engage in Child Find activities; identify and refer students for assessment; convene Individual Education Program Teams (IEP Teams) to determine eligibility and develop Individualized Education Programs (IEPs) for eligible students; and provide the delivery of special education and related services in the least restrictive environment (LRE), as appropriate. All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.

As public schools, charter schools may not discriminate based on disability. Admissions and enrollment practices must be consistent with federal and state law requirements. Charter schools who engage in “counseling out,” or discouraging parents from applying to a charter school for their child by suggesting that their child will not receive the services they are entitled to by law if they attend the charter school, are violating the law.

Maine Unified Special Education Regulations (MUSER) related notations can be found at: <https://www.maine.gov/doe/cds/muser> (<https://www.maine.gov/doe/cds/muser>)



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Code of Federal Regulation (CFR) notations can be found at: <https://www.ecfr.gov/> (<https://www.ecfr.gov/>).

Q77.

Specifically explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the school will provide, including the following:

- a. Methods for identifying students with special education needs and avoiding misidentification (Child Find);***
- b. Specific scientifically research-based interventions the school will provide to support the identification of needs for students with disabilities;***
- c. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic, social, emotional, and functional success for students with special education needs;***
- d. Plans for monitoring and evaluating the academic, social, emotional, and functional performance progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;***
- e. Plans for developing, monitoring, and evaluating the progress and success of supports and services for students with disabilities as set forth in 504 Plans;***
- f. Plans for promoting graduation for students with special education needs (high schools only); and***
- g. Plans to provide adequate qualified staffing for the anticipated special needs population that includes the services of a special education director or assistant director.***



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MOXIE Public Schools is committed to ensuring that students with disabilities receive individualized, research-based support in the least restrictive environment (LRE) while maintaining full compliance with IDEA, Section 504, and Maine's special education requirements. MOXIE will fully include a special education teacher on each core teaching team to ensure continuous, embedded support for students across all instructional settings.

1. Identification and Avoiding Misidentification (Child Find)

- *Early Identification (Child Find Process): MOXIE will conduct universal screenings, teacher observations, and data reviews to identify students with potential learning needs.*
- *Multidisciplinary Evaluation: Students flagged for special education will undergo a comprehensive, research-based evaluation using multiple measures (academic assessments, behavioral observations, and parent/teacher input).*
- *Culturally and Linguistically Responsive Practices: To prevent misidentification, MOXIE will ensure that evaluations differentiate between disabilities and factors such as English language learning needs or trauma-related challenges.*

2. Research-Based Interventions for Special Education Needs

- *Multi-Tiered System of Supports (MTSS):*
 - *Tier 1: Differentiated core instruction in general education.*
 - *Tier 2: Targeted interventions, small-group instruction, and progress monitoring.*
 - *Tier 3: Intensive, individualized support, potentially leading to special education referral if progress is not made.*
- *Specialized Literacy & Math Interventions: Programs such as Wilson Reading System, Orton-Gillingham, and evidence-based math interventions will be implemented.*
- *Behavioral and Social-Emotional Interventions: Positive Behavioral Interventions and Supports (PBIS), trauma-informed care, and counseling services will be embedded into student support plans.*

3. Instructional Programs, Practices, and Strategies

MOXIE will use a continuum of services to support students with mild, moderate, and severe disabilities while ensuring access to the general education curriculum:



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- *Full Inclusion Model: Special education teachers will be embedded in each core teaching team to provide in-class support, co-teaching, and differentiated instruction.*
- *Pull-Out and Resource Support: For students needing additional support, resource rooms will provide intensive, small-group instruction.*
- *Specialized Programs for Higher-Needs Students:*
 - *Life skills training for students with significant functional needs.*
 - *Assistive technology (AAC devices, speech-to-text tools) to ensure accessibility.*
- *Universal Design for Learning (UDL) & Differentiation: Curriculum will be designed with multiple means of representation, engagement, and expression to accommodate diverse learners.*

4. Monitoring & Evaluating Student Progress (IEPs & Functional Success)

- *Frequent Data Reviews: Special education teams will conduct biweekly data reviews to assess progress toward IEP goals and make instructional adjustments.*
- *Individualized Education Plan (IEP) Meetings: IEP teams (including parents) will meet at least annually to set and revise goals.*
- *Progress Monitoring Tools: MOXIE will use curriculum-based measures (CBMs), benchmark assessments, and functional behavior assessments (FBAs) to track both academic and social-emotional development.*

5. 504 Plan Development, Monitoring, & Evaluation

- *Individualized Accommodations: Plans will be developed to provide classroom modifications, assistive technology, and testing accommodations for students who qualify under Section 504.*
- *Annual 504 Plan Reviews: Students' 504 Plans will be reassessed yearly, with adjustments made as needed based on data and stakeholder input.*

6. Supporting Graduation for Students with Special Education Needs (High School Focus)

- *Individualized Graduation Pathways: High school students will have access to modified coursework, competency-based credits, and dual enrollment opportunities.*
- *Transition Planning: By age 14, students will receive personalized transition plans (as required by IDEA), including job training, college readiness programs, and work-based learning opportunities.*
- *Internships & Career Development: Partnerships with local businesses, vocational programs, and workforce agencies will ensure students have real-world career experiences.*



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7. Special Education Staffing & Leadership

- *Core Teaching Teams with Special Education Teachers: Every grade-level team will have a full-time special education teacher to provide integrated instruction and support.*
- *Certified Special Education Director: MOXIE will employ a Special Education Director or Assistant Director to oversee compliance, professional development, and program implementation.*
- *Specialized Staff: Additional staff, such as speech-language pathologists, occupational therapists, and behavior specialists, will be available as needed.*

MOXIE's special education plan ensures that students with mild, moderate, and severe disabilities receive the individualized, high-quality support they need to succeed. By embedding special education teachers in core instructional teams, leveraging research-based interventions, and using data-driven progress monitoring, MOXIE will provide a fully inclusive, student-centered learning environment that meets the needs of all learners.

Q78.

Charter school will meet the needs of English learners, including abiding by the following:

- **The charter school will identify and place English learners in the English language development program (ESEA Sec. 8101(20 (<https://www2.ed.gov/documents/essa-act-of-1965.pdf>)));**
- **The charter school will make available to all English learners a transitional bilingual instructional program or, if the use of two languages is not practicable, an alternative instructional program (Maine Department of Education Legal Requirements to Provide English Language Acquisition Services to English Learners (<https://mainedoenews.net/2018/01/11/administrative-letter-legal-requirements-to-provide-english-language-acquisition-services-to-english-learners/>)));**
- **The charter school will monitor and evaluate the academic progress and success of English learners, including the exiting of students from EL services (ESEA Sec. 3121(a)(b)(c) (<https://www2.ed.gov/documents/essa-act-of-1965.pdf>) ; and Letter #11 (<https://mainedoenews.net/2018/01/11/administrative-letter-legal-requirements-to-provide-english-language-acquisition-services-to-english-learners/>) Legal Requirements to Provide English Language Acquisition Services to English Learners);**



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- *The charter school will provide adequate, qualified staffing for English learners ([Title VI of the Civil Rights Act of 1964, 34 CFR §100.3](#)); and*
- *The charter school will meet the parent notification requirements for families of English learners (Letter #11 (<https://mainedoenews.net/2018/01/11/administrative-letter-legal-requirements-to-provide-english-language-acquisition-services-to-english-learners/>) Legal Requirements to Provide English Language Acquisition Services to English Learners).*
- *Specifically explain how the school will identify and meet the learning needs of English learners. Specify the programs, strategies, and supports the school will provide?*



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*MOXIE Public Schools is committed to equitable access and high-quality education for English Learners (ELs), ensuring compliance with federal and state requirements while using research-based strategies to support language acquisition and academic success. Multilingual specialists will serve as integrated members of the core instructional team at both lower and upper school levels. In addition, we plan to recruit community educators with bilingual capabilities. We would note that there are a number of expert organizations, like the EL Success Forum (<https://www.elsuccessforum.org/guidelines>) (**<https://www.elsuccessforum.org/guidelines>**) who have done significant work to articulate best practices for multilingual students, and we will seek to actively learn from them as we undertake work in Maine.*

1. Identification & Placement of English Learners

- Upon enrollment, all students will complete a Home Language Survey to identify potential ELs.*
- Students flagged for EL support will take the WIDA ACCESS Placement Test (W-APT) to assess English proficiency.*
- Based on results, ELs will be placed in an appropriate English language development program with tailored support.*

2. Instructional Programs & Strategies

MOXIE will offer two instructional models based on student needs and language backgrounds:

- Transitional Bilingual Education – For students who share a common language, instruction will be provided in both English and their home language when practicable.*
- Sheltered English Immersion (SEI) – When bilingual instruction is not feasible, ELs will receive targeted English language development (ELD) instruction integrated into core subjects.*

Key Strategies:

- Small-Group & Individualized Support – EL teachers and multilingual specialists will provide differentiated instruction.*
- Scaffolded Learning & Visual Aids – Use of graphic organizers, sentence frames, and hands-on learning tools to enhance comprehension.*
- Academic Language Development – Explicit instruction in academic vocabulary across subjects.*



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- *Technology Integration – Adaptive learning platforms (e.g., Imagine Learning, Rosetta Stone) to support self-paced language acquisition.*

3. Monitoring & Exiting EL Services

- *Annual WIDA ACCESS Testing will assess EL progress in listening, speaking, reading, and writing.*
- *ELs will exit services when they reach state-defined proficiency benchmarks, with continued monitoring for two years to ensure sustained success.*

4. Qualified Staffing & Professional Development

- *MOXIE will employ certified ESL/ELL specialists and provide ongoing training for general education teachers on best practices for EL instruction.*
- *Staff will receive professional development in culturally responsive teaching, language acquisition strategies, and differentiation for ELs.*

5. Family Engagement & Compliance

- *Multilingual Family Outreach: Parent notifications will be provided in families' home languages, ensuring they understand their child's EL services and rights.*
- *Workshops & Advisory Groups: Parents will be invited to participate in EL family engagement meetings and bilingual advisory committees.*

By implementing rigorous identification, targeted language development programs, and culturally responsive supports, MOXIE will ensure EL students thrive academically and socially while maintaining compliance with state and federal mandates.

Q79.

Explain how the school will meet the needs of homeless students and students in foster care. The Maine Department of Education and Maine schools follow the provisions of the federal McKinney-Vento Homeless Assistance Act (<https://www.maine.gov/doe/schools/safeschools/counseling/highmobility/homelessed>), which aims to minimize the educational disruptions experienced by homeless students.



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Serving students who are unhoused and/or highly mobile (such as students in foster care), either due to temporary or chronic issues, is a key reason for the founding of this organization. By leveraging charter flexibilities, we can better support these students as they move across traditional boundaries of enrollment and support. MOXIE Public Schools is committed to equitable access, stability, and academic success for homeless students and students in foster care, in full compliance with the McKinney-Vento Homeless Assistance Act and Maine Department of Education policies.

1. Identification & Immediate Enrollment

- *MOXIE will designate a McKinney-Vento Liaison to ensure compliance and direct support for affected students.*
- *Upon enrollment, families will complete a housing questionnaire to identify students experiencing homelessness.*
- *Homeless and foster care students will be immediately enrolled, even if they lack required documents (e.g., proof of residence, immunization records).*

2. Transportation & School Stability

- *MOXIE will work with local districts to ensure transportation for students to remain in their site of origin or another MOXIE site if in their best interest.*
- *If a student moves and can no longer stay enrolled at a MOXIE site, the school will collaborate with child welfare agencies and local districts to minimize disruptions and ensure a smooth transition.*

3. Academic & Social-Emotional Support

- *Personal Learning Plans, a core academic feature, will be developed to address gaps in education caused by instability.*
- *Access to Tutoring & Mentorship through our foundational learning time and additional extended learning opportunities, including online coursework and peer support.*
- *Trauma-Informed Counseling & Mental Health Services to address emotional and behavioral needs.*

4. Basic Needs & Wraparound Services



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- *The McKinney-Vento Liaison will connect families with community resources for housing, food, medical care, and legal aid.*
- *The school will provide free school meals, uniforms, hygiene kits, and school supplies as needed.*

5. Coordination with Agencies & Legal Compliance

- *MOXIE will collaborate with foster care agencies, shelters, social workers, and local organizations to ensure students receive comprehensive support.*
- *The school will comply with all reporting and data tracking requirements to monitor the success of homeless and foster care students.*

Through immediate enrollment, school stability, academic and emotional support, and strong community partnerships, MOXIE will ensure that homeless and foster care students receive the resources they need to thrive.

Q80.

Explain how the school will identify and meet the learning needs of at-risk students as defined 20-A M.R.S.A. §2401(1):

“At-risk pupil” means a pupil who has an economic or academic disadvantage that requires special services and assistance to enable the student to succeed in educational programs. “At-risk pupil” includes, but is not limited to, pupils who are members of economically disadvantaged families, pupils who are identified as having special educational needs, pupils who are limited in English proficiency, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency.



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MOXIE Public Schools is committed to ensuring equitable access, personalized learning, and targeted support for at-risk students, as defined by 20-A M.R.S.A. §2401(1). The school's learner-centered model, built around flexible instruction, competency-based progression, and real-world learning, is specifically designed to meet the needs of students facing economic, academic, or social barriers to success.

1. Identification of At-Risk Students

MOXIE will use multiple measures to identify students in need of additional support, including:

- Academic Performance Data – Benchmark assessments, teacher observations, and performance on state tests to identify students below proficiency.*
- Early Warning Indicators – Attendance tracking, engagement levels, and behavior referrals to identify students at risk of disengagement or dropping out.*
- Economic & Social Indicators – Eligibility for free/reduced lunch, housing instability, foster care status, and language barriers.*
- Special Education & EL Assessments – Compliance with IEP/504 evaluations and WIDA ACCESS testing for English learners.*

2. Personalized, Competency-Based Learning to Support At-Risk Students

MOXIE's flexible learning model ensures that students receive individualized support through:

- Small-Group & One-on-One Instruction – Dedicated learning specialists provide targeted literacy, math, and language development interventions based on student needs.*
- Mastery-Based Progression – Students advance based on skill mastery, not seat time, allowing for customized pacing and extended time where needed.*
- Integrated Support Structures – Each student is assigned a looping advisor (grades 6-12) who provides ongoing academic and social-emotional guidance.*

3. Targeted Interventions & Specialized Support Services

MOXIE will offer:

- Tiered Academic Interventions (MTSS Model) – Intensive, research-based support for struggling students.*



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- *Trauma-Informed Counseling & SEL Programs – Mental health resources, small-group counseling, and family engagement services.*
- *Expanded Learning Time & Tutoring – Extended school day options, personalized tutoring, and summer learning experiences.*

4. College & Career Readiness for At-Risk High School Students

MOXIE's real-world, career-connected model will provide:

- *Internships & Workforce Training – Hands-on learning opportunities to build confidence and career skills.*
- *Early College & Alternative Credit Pathways – Dual enrollment, industry-recognized credentials, and competency-based credits to prevent dropouts and expand opportunities.*

5. Family & Community Engagement

- *Bilingual Family Navigators – Support parents of ELs and students in poverty with resources, translation, and advocacy.*
- *Community Partnerships – Collaborations with social services, workforce agencies, and youth organizations to provide holistic support.*

6. Data-Driven Monitoring & Continuous Improvement

- *Student Success Teams (SSTs) will meet regularly to review data, track progress, and adjust interventions.*
- *Real-time Learning Dashboards will allow teachers and families to monitor student growth and respond proactively.*

By integrating personalized learning, targeted interventions, real-world readiness, and wraparound services, MOXIE will ensure that at-risk students receive the support they need to thrive academically and beyond.

Q81.

Describe how the school will identify and meet the needs of gifted and talented students, including the following:



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-
- a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;*
 - b. Plans for monitoring and evaluating the academic progress and success of intellectually gifted students; and*
 - c. Plans for providing qualified staffing for intellectually gifted students.*



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MOXIE Public Schools is dedicated to recognizing and nurturing the unique abilities of gifted and talented students, ensuring compliance with Maine's Chapter 104 requirements. Our approach encompasses:

Research-Based Instructional Programs and Strategies

- *Differentiated Instruction: Tailoring curriculum to provide depth and complexity, allowing gifted students to explore subjects beyond standard grade-level expectations.*
- *Project-Based Learning (PBL): Engaging students in real-world problems, fostering critical thinking, creativity, and advanced problem-solving skills.*
- *Acceleration Opportunities: Offering subject or grade-level acceleration for students demonstrating readiness, ensuring they remain challenged.*
- *Enrichment Programs: Providing specialized workshops, seminars, and mentorships in areas like STEM, arts, and humanities to cultivate specific talents.*

Monitoring and Evaluating Academic Progress

- *Personal Learning Plans (PLPs): Developing PLPs for each identified student, outlining goals, instructional strategies, and assessment methods.*
- *Regular Assessments: Utilizing formative and summative assessments to track progress and adjust instruction as needed.*
- *Portfolio Development: Encouraging students to compile work portfolios showcasing their learning journey, reflections, and achievements.*
- *Annual Reviews: Conducting yearly evaluations of each student's progress, involving educators, parents, and the students themselves to ensure goals are met.*

Qualified Staffing

- *Certified Gifted Educators: Employing at least one teacher per site with specialized training or certification in gifted education to lead programs and support classroom teachers.*
- *Professional Development: Providing ongoing training for all staff on the characteristics of gifted learners and effective instructional strategies.*
- *Collaboration: Fostering a collaborative environment where gifted education specialists work closely with general education teachers to implement ILPs.*



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By implementing these strategies, MOXIE Public Schools aims to create an environment where gifted and talented students can thrive academically, socially, and emotionally.

4.9. Section 12: Family and Community Involvement

Q82.

Describe the specific role to date of the parents/guardians and community members involved in developing the proposed school. Describe and provide evidence of how the school has assessed and built parent/guardian and community demand for the proposed school. Include information on discussions with the school administrative unit(s) (SAU) where the public charter school will be located. These should include recruitment and operations of the public charter school and possible collaborations with the nearby SAUs.



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MOXIE is founded by three Maine community members with students enrolled in its K-12 schools. Throughout the development process, we have engaged in iterative feedback from peers, other community members, community-serving organizations, and community leaders. We have sought this feedback to understand needs as well as get feedback on the best ways to engage a broader range of constituents. Through these listening sessions and advisory meetings, MOXIE gathered direct input on curriculum priorities, student services, and school culture. We have also made proactive outreach to Portland Public Schools and the Maine Alliance for Public Charter Schools.

This continues to be an area of ongoing work, and we have planned additional community engagement and family focus groups this spring to continue to enhance our understanding of need and co-design a compelling proposal and shared-vision for learning with Maine families and community-based organizations. In terms of evidence, we have not at this time sought formal commitments or enrollment interest forms. Beyond not being able to concretely guarantee the existing of this enrollment option (thus raising hope from prospective families or adding to potential work load of already heavily burdened community organizations), there are three issues that have emerged from our conversations that influence our ability to ask our community to sign on formally to this application:

- Members of our target student demographic community are currently very vulnerable. Changes to federal policies, broader national sentiment, and rising concerns about privacy and security make it difficult to public lists of interested community names. This is particularly true for new Mainers, immigrants, community members who identify as of color and/or LGBTQIA+. Due to concerns raised about public information requests, we have not asked for formal attestations of interest.***
- In addition, we have received feedback about the politicization of Maine charter schools raising concerns from community organizations who may be affected by upcoming budget cycles. They prefer to explore formal partnership agreements after charter approval.***
- Given limited resources available to community serving nonprofits, organizations have indicated support assuming MOXIE can pay for contracted services to gather additional community data. As we have found fundraising to be dependent on charter approval, and have thus far self-funded startup as volunteers, this work has to be postponed.***



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Should we have the opportunity to engage directly with the Commission, we will be eager to bring more voices to the fore in support of our work. As soon as we identify funding, next steps will include additional community gathering, fundraising for potential community partners to run additional focus groups and feedback sessions, and the launch of a broader community survey. Each of these steps will take additional resources, and this is a focus for our current fundraising efforts.

Q83.

Describe how the school will engage parents/guardians in the life of the school and share how this plan will be culturally inclusive. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe in detail any commitments or volunteer activities the school will seek from or offer to parents/guardians.



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MOXIE Public Schools will seek to build a deeply engaged, culturally responsive school community by ensuring that families have meaningful roles in student learning, school governance, and enrichment. Through intentional outreach, flexible participation options, and leadership opportunities, MOXIE will empower parents/guardians as key partners in education, creating a school culture where all families feel seen, heard, and valued. Key approaches will include:

Culturally Inclusive Family Engagement

MOXIE's approach to family engagement is equity-driven and culturally responsive, ensuring that all families—including multilingual families, working caregivers, and historically underserved communities—feel welcomed, respected, and empowered to participate in school life.

- Multilingual Access & Communication: All school materials, newsletters, and digital communications will be available in multiple languages, with interpreters present at major events.*
- Flexible Participation Opportunities: Understanding that families have diverse schedules and responsibilities, MOXIE will offer a mix of in-person, virtual, and community-based engagement options.*
- Community Educator Roles: MOXIE will hire and prioritize community members to serve as educators, mentors, and enrichment providers, ensuring that local expertise and cultural perspectives are embedded in student learning.*

Building Family-School Partnerships

MOXIE will intentionally design structures that encourage ongoing family collaboration and leadership in school decision-making.

- Advisory-Based Family Connections: Every student will have a looping advisor who serves as a direct liaison to families, ensuring ongoing communication and collaboration on student progress.*
- Site Advisory Council: Parents/guardians will be invited to join the local site advisory council, an advisory body that provides input on school policies, curriculum, and community partnerships.*
- Home & Community-Based Family Meetings: To reach families in a comfortable and accessible way, MOXIE will host listening sessions in community centers, libraries, and faith-based organizations.*



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Volunteer & Leadership Opportunities for Parents/Guardians

MOXIE will actively invite families to contribute their skills, experiences, and cultural knowledge to enrich student learning and strengthen the school community.

- *Family-Led Enrichment & Mentorship: Parents/guardians will be invited into classrooms to share cultural traditions, career expertise, and life experiences that align with student learning themes.*
- *Tutoring & Academic Support: Family members will have opportunities to serve as literacy and math tutors, classroom volunteers, and guest educators.*
- *Event Participation & Planning: Families will co-organize and participate in student showcases, cultural celebrations, and community events.*
- *Community Educator Roles: Recognizing the expertise within our community, MOXIE will offer paid roles for community members to lead enrichment activities, mentorship programs, and after-school clubs.*

Sustained Engagement & Ongoing Support

MOXIE will ensure that family engagement remains a consistent priority through:

- *Regular Multilingual Communication: Families will receive weekly updates, student progress reports, and access to an interactive parent portal.*
- *Annual Family Engagement Surveys: Feedback will guide improvements in family outreach and support.*
- *Workshops & Family Learning Nights: MOXIE will offer financial literacy, college readiness, and parenting workshops to equip families with tools to support student success.*

Q84.

Describe the community resources that will be available to students and families. Describe any existing and/or anticipated partnerships or contractual relationships the school has or will have with community-based organizations, including those that serve culturally specific populations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include as Attachment 7 any MOU, contract, or letter of intent to partner.



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A key part of MOXIE's vision is to imagine our learning sites as hubs for community partnership and services. MOXIE Public Schools will leverage community-based partnerships to ensure that students and families have access to a broad network of academic, social, and career-support services. These partnerships will provide real-world learning experiences, culturally relevant resources, and essential support services to help students succeed both inside and outside the classroom.

1. Student & Family Support Services

MOXIE will collaborate with local nonprofits, healthcare providers, and social service agencies to meet the diverse needs of its student body, including families in poverty, English Learners, and students with disabilities.

- *Mental Health & Wellness Partnerships*
 - *MOXIE will partner with community mental health agencies to provide on-site counseling, social-emotional workshops, and crisis intervention services.*
 - *Students will have access to free or low-cost therapy services, including trauma-informed care and group counseling sessions.*
- *Family & Housing Support Services*
 - *MOXIE will collaborate with housing assistance organizations to support families facing housing instability.*
 - *Partnerships with food banks and community organizations will ensure families in need have access to nutritious meals beyond school-provided options.*
- *Language & Immigrant Services*
 - *The school will establish relationships with immigrant advocacy groups and translation services to support English Learners and their families.*
 - *Free ESL workshops, citizenship assistance, and multilingual family engagement programs will be available through local partners.*

2. College, Career, & Workforce Readiness

MOXIE will establish early college and workforce development partnerships to prepare students for postsecondary success.

- *Dual Enrollment & Early College*



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- *Agreements with local community colleges and universities will allow MOXIE students to earn college credits while still in high school.*
- *Early access to college coursework will help students—especially first-generation college-goers—navigate the transition to higher education.*
- *Internship & Apprenticeship Programs*
- *MOXIE will partner with local businesses, trade organizations, and workforce training centers to provide internship and apprenticeship opportunities.*
- *Through industry-sponsored mentorship programs, students will gain hands-on experience in technology, healthcare, environmental science, and other high-growth career fields in Maine.*
- *Entrepreneurship & Financial Literacy*
- *Collaborations with local banks, small business associations, and economic development groups will provide students with entrepreneurial training, financial literacy education, and access to business mentorship programs.*

3. Culturally-Specific Community Engagement

MOXIE will establish partnerships with organizations that serve racially, ethnically, and linguistically diverse communities to create a culturally responsive school environment.

- *Culturally-Specific Leadership & Mentorship Programs*
- *Community-based organizations that focus on racial and economic equity will provide mentorship programs, cultural celebrations, and identity-affirming student groups.*
- *Indigenous, Black, and Latinx Community Engagement*
- *Partnerships with cultural heritage organizations will bring guest speakers, history workshops, and student-led social justice projects into the curriculum.*
- *MOXIE will invite community elders and leaders to engage students in oral history projects, storytelling workshops, and advocacy training.*

4. Enrichment & Extracurricular Partnerships

To expand student engagement beyond academics, MOXIE will collaborate with arts, environmental, and athletic organizations to provide free or low-cost enrichment opportunities.

- *Arts & Performing Arts*
- *Local arts nonprofits, music programs, and theater organizations will offer after-school arts programs, performance opportunities, and workshops.*



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- *MOXIE will partner with museums and cultural institutions to provide free field trips and student exhibitions.*
- *STEM & Environmental Education*
- *Collaborations with science centers, conservation organizations, and local farms will provide hands-on STEM projects, outdoor education experiences, and sustainability initiatives.*
- *Recreation & Athletics*
- *Because MOXIE will not have traditional athletic facilities, the school will partner with local districts, recreation centers, YMCA programs, and community sports leagues to ensure students have access to physical education, team sports, and fitness programs.*

5. Partnership Structure & Terms

MOXIE's community partnerships will be structured through formal Memorandums of Understanding (MOUs), fee-based contracts, and in-kind commitments. The school will establish:

- *MOUs with community colleges and early college programs, workforce organizations, and nonprofit service providers, outlining shared goals, responsibilities, and student engagement expectations.*
- *Fee-based contracts for specialized services, such as mental health counseling and career certification programs, ensuring sustainability.*
- *In-Kind Contributions from community partners, including internship placements, guest lectures, and pro bono mentoring opportunities.*

In short, MOXIE Public Schools will establish strong, equity-focused partnerships that enrich student learning, support family needs, and provide career-connected, real-world experiences. By collaborating with culturally specific organizations, colleges, businesses, and social service providers, MOXIE will ensure that students have access to comprehensive academic, social, and career resources, setting them up for success in high school and beyond.

Based on feedback from potential partners, as discussed in Question 1 of this section, we are waiting to execute formalized partnerships until after approval. We have therefore omitted Attachment 7.

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5. CATEGORY 5: OPERATIONS PLAN

5.1. Section 13: Student Recruitment and Enrollment

Q85.

Describe the school's plan for student recruitment and marketing and how it is culturally inclusive and will provide equitable access to interested students and families. Specifically describe the school's plan for outreach to families in poverty, academically low-achieving students, students with disabilities, Multilingual Learners, students of all income levels, and at-risk students. The plan must adhere to admissions and enrollment practices outlined in 20-A M.R.S.A. §2404. Public charter school eligibility; enrollment.



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MOXIE Public Schools will implement a culturally inclusive, equity-driven recruitment and enrollment strategy to ensure that students and families from all backgrounds—including those in poverty, students with disabilities, English Learners, academically struggling students, and those at risk of disengagement—have equitable access to the school. The plan is grounded in transparent, community-based outreach and complies with Maine’s public charter school enrollment laws (20-A M.R.S.A. § 2404), ensuring that MOXIE remains open to all eligible students without discrimination or selective admissions.

1. Culturally Inclusive, Community-Based Outreach

MOXIE will engage in deep, grassroots recruitment to ensure that its outreach reaches families who might otherwise lack access to school choice information. The school will establish trusted partnerships with community organizations, faith-based groups, housing authorities, and immigrant advocacy networks to spread awareness of enrollment opportunities.

Recruitment efforts will be multilingual and culturally responsive, ensuring that families of English Learners (ELs) and students with disabilities have access to translated materials and bilingual staff to guide them through the process. MOXIE will hold enrollment sessions at community centers, libraries, and places where historically underserved families feel comfortable, rather than relying solely on digital outreach.

2. Targeted Outreach to Underserved Populations

MOXIE will use specific, research-based strategies to engage families of students in traditionally marginalized groups:

- Families in Poverty & Housing-Insecure Students: The school will partner with local shelters, social services agencies, and food pantries to reach families facing economic hardship, ensuring they are aware of MOXIE’s offerings and support services.*
- Academically Low-Achieving Students & At-Risk Youth: MOXIE will collaborate with middle schools, youth development organizations, and juvenile justice programs to engage students who might not thrive in traditional settings. Messaging will emphasize competency-based learning and personalized support for students who need a fresh start.*
- Students with Disabilities: Outreach will involve special education advocacy groups, early intervention programs, and parent support networks to ensure that families understand MOXIE’s inclusive, fully integrated special education model.*



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- *English Learners & Multilingual Families: MOXIE will provide bilingual marketing materials, EL family ambassadors, and direct outreach in languages spoken by the community, ensuring that non-English-speaking families can fully engage in the enrollment process.*
- *Families Across Income Levels: The recruitment strategy will include a balance of digital and in-person outreach, using local media, multilingual radio stations, social media campaigns, and direct mail to ensure broad community awareness.*

3. Equitable Access & Transparent Enrollment Process

MOXIE will adhere to Maine charter school enrollment laws (20-A M.R.S.A. § 2404), ensuring that:

- *Enrollment is open to all students, regardless of prior academic performance or background.*
- *If applications exceed capacity, a randomized lottery system will be used to ensure fair access.*
- *A waitlist will be maintained, with priority for siblings and other Commission-approved preferences.*
- *Families will receive clear, accessible information about the application timeline, with assistance available in multiple languages.*

MOXIE will also proactively support families through the enrollment process, offering in-person assistance, online application tutorials, and phone-based enrollment support to eliminate barriers for families unfamiliar with charter school admissions.

4. Sustaining Engagement Beyond Recruitment

Beyond initial enrollment, MOXIE will ensure that families feel welcomed, valued, and included in the school community through:

- *Ongoing Multilingual Communication: Regular newsletters, text updates, and parent workshops available in multiple languages.*
- *Family Navigators & Community Liaisons: Staff dedicated to helping families access school resources, social services, and advocacy support.*
- *New Student Orientation & Transition Supports: Personalized onboarding to ensure students feel connected and prepared before their first day.*

MOXIE's culturally inclusive recruitment plan ensures that all families—regardless of language, income, or educational background—can access its innovative, competency-based learning model. Through intentional, equity-driven outreach, transparent admissions, and ongoing family



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engagement, MOXIE will create a diverse and representative student body, ensuring that every student who enrolls is set up for success.

Q86.

Provide, as Attachment 8, the school’s enrollment policy, which should demonstrate cultural inclusiveness and include the following:

- a. Tentative dates for application period and enrollment deadlines and procedures, including an explanation of how the school will receive and process Intent to Enroll forms;**
- b. A timeline and plan for student recruitment/engagement and enrollment;**
- c. The lottery procedures that will be used should student interest exceed capacity. These lottery procedures shall be publicly noticed and open to the public; however, the school must grant enrollment preference to siblings of already enrolled students, with any remaining enrollments allocated through the lottery;**
- d. If applicable, how the school will offer enrollment preference for the school’s founders, governing board members, and children of full-time employees of the school; and**
- e. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.**

Please see Attachment 8.

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5.2. Section 14: Legal Status and Governing Documents

Q87.



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Describe the entity that will hold the charter and be responsible for governing the school. To be eligible for a charter from the Commission, the entity must be a Maine non-profit corporation and must have filed for status as a charitable organization under section 501(c) (3) of the Internal Revenue Code or have received a notice of exemption. Provide documentation of the entity’s legal status - including Articles of Incorporation, bylaws, and documentation of incorporation as a Maine non-profit corporation status.

The charter will be held by MOXIE public Schools, a Maine non-profit corporation. We have attached as Attachment 9 our Articles of Incorporation, Bylaws, and nonprofit and tax-exempt filings.

Q88.

Submit, as Attachment 9:

- a. Articles of Incorporation;**
- b. Proof of having status as a Maine nonprofit corporation and tax-exempt status (or copies of filings for the preceding items or other evidence);**
- c. Bylaws; and**
- d. Other governing documents already adopted.**

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Applicant Comments :

We have attached as Attachment 9 our Articles of Incorporation, Bylaws, and nonprofit and tax-exempt filings. Note our application for tax-exempt status was filed on 7/15/2025 and we are awaiting our determination letter from the I.R.S.

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Q89.



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Describe any subsidiaries owned or affiliated with the nonprofit submitting this charter school application. Describe any other organizational/business endeavors in which the nonprofit that is submitting this charter school application is involved.

This is not applicable.

5.3. Section 15: Growth Plan

Q90.

If the applicant does not already operate one or more schools, including applicants proposing to contract with ESPs, please describe organization's five-to-ten-year growth plan regarding the total number of charter schools it hopes to operate in Maine. Include discussion of the organization's capacity to successfully support and execute that plan, including business plans to support anticipated growth.



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We do not yet operate a school. Given our model, MOXIE will seek to build a network of 6-12th grade learning sites, connected to one charter, serving over 2,100 students by the end of 10 years.

This desire for growth is not fueled by a theory of action connected to market competition with other schools. Rather, we are building a nonprofit capable of achieving three objectives we believe will support excellence and sustainability:

- 1. To enable us to serve students who are moving geographically in the State (due to reasons of housing, parental employment, proximity of services, etc.) without disrupting their academic or social communities or supports.*
- 2. To share resources, including talented learning and support specialists, access to specialty learning and training programs, etc.*
- 3. To gain economies of scale and sustainability not typically achievable for small charters, including accessing a greater range of philanthropic support, managing a greater number of partners across sites, and tapping into higher scale for things educator training, growth pathways, and benefits and operational capabilities.*

Regardless of the planned scale, we want to reiterate that these schools will be places where every learner builds the connection and understanding, confidence and competence, and purpose and commitment to thrive with others in the future. We will seek deep community engagement and explore partnership with local SAUs/RSUs and support entities as much as possible.

Our plans are reflected in the financial, growth, governance, and enrollment models provided throughout this application. Our team has direct experience managing multi-site/school and nonprofit operations as well as in raising the funds and managing teams of the envisioned size and scale. Please see our remaining responses to this Section, as well as our Financial PPlan and Capacity for additional evidence for this assertion.

5.4. Section 16: Organization Structure and Partnerships

Q91.

Submit, as Attachment 10, organization charts that show the school governance, management, staffing plan, and structure in:

- a. The first year of school operations;**
- b. At the end of the charter term; and**
- c. When the school reaches full capacity, if in a year beyond the first charter term.**



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Each organization chart must clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

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Please see Attachment 10.

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Q92.

*Describe any other proposed contractual relationships that will be central to the school's operations or mission. Provide, as **Attachment 11**, copies of the proposed contract(s). Be sure to address and describe any services to be contracted, such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such service.*



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At this time, MOXIE Public Schools has not established formal contractual relationships with external service providers. However, as the school prepares for launch, we anticipate outsourcing key operational and instructional services to ensure efficiency, compliance, and high-quality program implementation. The selection of these providers will be driven by cost-effectiveness, expertise, and alignment with MOXIE's mission and operational needs. Below is an overview of the anticipated contracted services, selection criteria, and expected costs where applicable.

1. Facilities Management & Maintenance

MOXIE will contract a facilities management provider to oversee the ongoing maintenance, safety, and cleanliness of the school campus. This will include:

- Internal janitorial services to ensure daily cleaning, sanitation, and maintenance of common spaces, classrooms, and restrooms.*
- External landscape care to maintain school grounds, parking areas, and outdoor learning spaces.*
- General facility upkeep, including HVAC, plumbing, electrical, and security system maintenance.*

Selection Criteria:

- Experience in K-12 school facilities management.*
- Competitive cost structures with flexible service agreements.*
- Demonstrated commitment to sustainability and safety compliance.*

Estimated Cost: TBD based on square footage and service scope.

2. Instructional & Operational Technology Support

MOXIE will contract with an IT support provider to manage hardware, software, and network security infrastructure. This service will ensure that both instructional and operational technology systems remain reliable and secure. Services will include:

- Ongoing hardware and software support for student and teacher devices.*
- Data security and privacy protection, ensuring compliance with FERPA and state data privacy laws.*



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- *Network infrastructure development to maintain a high-speed, secure, and accessible learning environment.*

Selection Criteria:

- *Experience in K-12 educational IT infrastructure.*
- *Proven expertise in cybersecurity and student data protection.*
- *Ability to provide on-demand and on-site technical support.*

Estimated Cost: TBD based on service-level agreements and school-wide technology needs.

3. External Auditors (As Required by Law)

MOXIE will contract with an independent audit firm to conduct annual financial audits in accordance with state and federal charter school regulations. The selected firm will:

- *Ensure compliance with financial reporting requirements and provide audit findings to the school board and state authorities.*
- *Assess financial controls and risk management practices to prevent fraud and inefficiencies.*
- *Provide recommendations for fiscal best practices and operational improvements.*

Selection Criteria:

- *Certified public accounting (CPA) firm with K-12 charter school experience.*
- *Proven track record of timely and transparent financial reporting.*
- *Competitive pricing aligned with nonprofit and public school audit services.*

Estimated Cost: Approximately \$15,000 – \$25,000 annually, depending on school size and complexity.

4. Instructional Technology & Software Providers

MOXIE will utilize digital learning tools and instructional software to support competency-based education, personalized learning, and student data tracking. Anticipated platforms include:

- *Adaptive learning platforms for core subjects such as ELA, Math, and Science.*
- *Project-based learning (PBL) tools to facilitate interdisciplinary coursework.*
- *Data dashboards to track student progress, mastery, and intervention needs.*



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Selection Criteria:

- *Alignment with Maine Learning Results standards.*
- *Interoperability with existing student information systems (SIS).*
- *Compliance with student data privacy laws.*

Estimated Cost: TBD based on platform selection and per-student licensing fees.

5. Back-Office Payroll, HR Compliance, & Benefits Administration (via Professional Employer Organization - PEO).

To streamline human resources (HR) operations, MOXIE anticipates contracting a Professional Employer Organization (PEO) to handle:

- *Payroll processing, tax reporting, and compliance.*
- *Benefits administration, including healthcare, retirement plans, and leave policies.*
- *HR compliance services, ensuring adherence to state and federal labor laws.*

Selection Criteria:

- *Proven experience serving charter schools or nonprofits.*
- *Transparent fee structures with cost-effective HR solutions.*
- *Ability to scale services as the school grows.*

Estimated Cost: TBD, typically 2-5% of total payroll expenses.

MOXIE Public Schools will carefully evaluate and select service providers based on cost, quality, and alignment with operational and instructional priorities. Each contract will be subject to rigorous review by school leadership and the governing board to ensure financial sustainability, compliance, and service effectiveness.

We have offered a draft, sample services contract as Attachment 11.

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5.5. Section 17: Governing Board

- a. Governing board. "Governing board" means the independent board of a public charter school that is party to the charter contract with the authorizer and whose members have been elected or selected pursuant to the school's application.**
- b. Public charter school. "Public charter school" means a public school formed pursuant to M.R.S.A Title 20-A, Chapter 112 that has autonomy over key decisions, including, but not limited to, decisions concerning finance, personnel, curriculum, and instruction.**
- c. The Governing Board must be independent having legal, fiduciary and oversight authority for the charter school with autonomy over key decisions, as referenced in MRS 20-A M.R.S.A. §2401 (6), (9A).**

Q93.

Describe the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.



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MOXIE Public Schools will be governed by a mission-driven, equity-focused board committed to ensuring academic excellence, financial sustainability, and community responsiveness. The board will operate with a strategic oversight model, focusing on vision-setting, accountability, and long-term impact, while empowering school leadership to manage daily operations.

At the heart of MOXIE's governance philosophy is a commitment to collaborative leadership and stakeholder engagement. The board will reflect diverse perspectives, including educators, business leaders, parents, and community representatives, ensuring that decision-making remains inclusive and student-centered.

Key stakeholder groups—including families, students, and local partners—will have formal and informal channels for engagement, such as participation in family advisory councils, student voice committees, and annual community input forums. The board will also prioritize transparency and accountability, with regular public meetings, data-driven decision-making, and an ongoing commitment to equity, innovation, and fiscal responsibility.

By fostering a collaborative, mission-aligned governance structure, MOXIE's board will ensure that the school remains responsive to the evolving needs of students and the broader community, while upholding the highest standards of educational excellence.

Q94.

Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.



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MOXIE Public Schools will be governed by a mission-driven, independent board of directors that provides strategic oversight, financial stewardship, and accountability for student outcomes. The board will operate under a policy governance model, setting the school's vision and policies while empowering the head of school to manage daily operations.

Roles & Interaction Between the Board, Leadership, and Advisory Bodies

The governing board will focus on high-level strategy, compliance, and oversight, ensuring that MOXIE remains academically rigorous, financially sound, and responsive to community needs. The head of school (principal) will lead the day-to-day management of instruction, operations, and staff, reporting directly to the board and implementing board-approved policies.

To maintain a strong connection between governance and stakeholders, MOXIE will also establish advisory bodies, such as:

- A Local Site Advisory Council, ensuring parent and community voices inform school policies.*
- A Student Leadership Committee, providing student input on school culture and learning experiences.*
- An Industry & Higher Education Advisory Panel, supporting career pathways, internships, and early college initiatives.*

While these advisory groups will not have voting power, they will serve as critical thought partners, ensuring that MOXIE remains responsive to students, families, and the broader community.

Board Size, Composition, and Expertise

The MOXIE governing board, pending charter approval, will grow to consist of 7-11 members, with expertise in:

- Education & School Leadership – Ensuring a strong academic program and student supports.*
- Finance & Legal Compliance – Providing fiscal oversight and adherence to state regulations.*
- Community & Family Engagement – Strengthening partnerships and equity-driven decision-making.*
- Workforce & Higher Education – Connecting students to career and college opportunities.*



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- *Operations & Facilities Management – Ensuring sound infrastructure and school growth planning.*

Powers & Duties of the Governing Board

The board will be responsible for:

- *Strategic Planning & Policy Approval – Setting MOXIE's long-term direction and approving school-wide policies.*
- *Fiduciary Accountability & Oversight – Monitoring academic performance, financial health, and school compliance.*
- *Hiring & Evaluating the Head of School – Ensuring strong leadership and implementation of the school's mission.*
- *Fiscal Stewardship – Approving the budget, overseeing financial audits, and ensuring sustainability.*
- *Stakeholder Engagement & Advocacy – Representing MOXIE's mission to families, policymakers, and funders.*

By maintaining a diverse, mission-aligned board and engaging advisory bodies that represent key stakeholders, MOXIE Public Schools will ensure sustained excellence, transparency, and community-centered governance.

Q95.

Explain how this governance structure and composition will help ensure that:

- The school will be an educational, financial, and operational success;***
- The board will evaluate the success of the school, school leader and itself;***
- There will be active and effective representation of key stakeholders, including parents;***
and
- The school will be a culturally responsive education system.***



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MOXIE Public Schools' governance structure is strategically designed to ensure academic excellence, financial sustainability, and operational efficiency, while prioritizing stakeholder representation and cultural responsiveness. The board's composition, accountability measures, and engagement strategies will collectively ensure the school's long-term success. The founding board members have a breadth of experience in founding, managing, and innovating schools, curriculum, and policy, as well as nonprofit management in general. As we grow, we will proactively seek out others to complement these skill sets.

a. Ensuring Educational, Financial, & Operational Success

MOXIE's board will include experts in education, finance, law, operations, and workforce development, ensuring informed decision-making that supports academic rigor, fiscal responsibility, and sustainable growth.

- *Academic Success: Board members with education expertise will oversee competency-based learning, special education supports, and student performance outcomes, ensuring the school meets its mission.*
- *Financial Stability: Finance and legal professionals will ensure responsible budgeting, compliance with state funding regulations, and transparent financial oversight.*
- *Operational Strength: Board members with backgrounds in facilities, technology, and community partnerships will guide operational decisions, ensuring that the school is safe, well-equipped, and aligned with student needs.*

By leveraging a diverse governance team, MOXIE's board will proactively address challenges, mitigate financial and operational risks, and maintain a strong foundation for long-term success.

b. Evaluating School, Leadership, & Board Effectiveness

MOXIE's board will use a data-driven, transparent evaluation system to measure success at all levels:

- *School Performance: The board will track academic progress, student retention, college and career readiness, and equity in outcomes using key performance indicators (KPIs) aligned with charter goals.*
- *Head of School Evaluation: The board will conduct an annual leadership review, assessing the head of school's effectiveness in instructional leadership, financial stewardship, and stakeholder*



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engagement.

- *Board Self-Assessment: The board will conduct annual self-evaluations, ensuring members uphold governance best practices, represent diverse voices, and maintain mission alignment.*

These evaluations will be publicly documented, reinforcing accountability and continuous improvement at every level.

c. Active & Effective Representation of Key Stakeholders

MOXIE's governance model ensures direct representation of families, students, and the broader community through dedicated advisory bodies and public engagement efforts.

- *Local Site Advisory Council: Parents and caregivers will provide input on school policies, cultural inclusivity, and student needs, ensuring ongoing family involvement in decision-making.*
- *Student Leadership Committee: Student representatives will have a voice in shaping school culture, academic programs, and discipline policies, fostering youth agency and leadership.*
- *Public Board Meetings: Meetings will be open to the public, with designated forums for community input, ensuring transparency and responsiveness to family concerns.*

Through structured stakeholder engagement, MOXIE's board will ensure that families and students are not just heard—but actively shaping the school's future.

d. Ensuring a Culturally Responsive Education System

MOXIE's governance structure embeds cultural responsiveness into decision-making, ensuring that the school serves diverse learners equitably.

- *Diverse Board Representation: The board will include members from underrepresented backgrounds, including leaders from immigrant communities, advocates for students with disabilities, and bilingual education specialists.*
- *Culturally Inclusive Policies: Governance decisions will be guided by data on equity gaps, stakeholder feedback, and best practices in culturally responsive education.*
- *Community Educator Model: The board will oversee the hiring of local community educators, ensuring that staffing reflects students' linguistic and cultural backgrounds.*



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By prioritizing inclusivity in leadership, curriculum, and policy-setting, MOXIE will build a culturally affirming learning environment that respects, reflects, and uplifts the students and families it serves.

MOXIE Public Schools' strategic governance structure ensures that the school remains academically excellent, financially sound, and deeply responsive to its community. Through strong leadership evaluation, active stakeholder representation, and an unwavering commitment to cultural responsiveness, the board will ensure MOXIE delivers on its mission of educational equity and student success.

Q96.


For each current and proposed board member identified in Category 1 Section D (Board Member Roster), summarize each member's interests in and qualifications for serving on the school's board. In **Attachment 12, on the template provided, provide the following documents for everyone identified:**

- a. Completed and signed Board Member Information and Disclosure Form;**
- b. Board member resume.**

Please see Attachment 12 for compiled disclosures and resumes.

Upload Required File Type: **pdf, excel, word** Max File Size: **30** Total Files Count: **30**

Resources



Attachment 12 - Board...

Applicant Evidence :



MPS Response to MCC...

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by **Beth Rabbitt**



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Q97.

In Attachment 13, on the template provided, provide the signed Initial Background Certification for each board member and school leader that has been initiated and will be completed within the timetables set forth in the Sample Contract: Start-up plan and Conditions.

Upload Required File Type: **pdf, excel, word** Max File Size: **30** Total Files Count: **30**

Applicant Comments :

Based upon our reading of this template, we have provided one signed copy from our board chair/founder as an authorized representative to cover all board members. See Attachment 13.

Resources

Attachment 13 - Initial ...

Applicant Evidence :

MPS Submission to MC...

Uploaded on **2/13/2025**
by **Beth Rabbitt**

Q98.

Explain the procedure by which board members have been and will be selected. Describe how often the board meets. Discuss the plans for any committee structure.



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MOXIE Public Schools has established a governing board composed of members with expertise in education, leadership, finance, and community engagement to ensure strong oversight and alignment with the school's mission. Initial board members were recruited based on their experience in education, nonprofit leadership, governance, and their connection to Maine's communities and student needs.

Moving forward, the board will identify, recruit, and select new members using a structured process that prioritizes:

- *Commitment to MOXIE's mission of personalized, competency-based education.*
- *Expertise in key areas such as finance, education, law, operations, and community engagement.*
- *Diverse perspectives that reflect the student and family population.*
- *Experience in nonprofit or charter school governance to maintain strong accountability.*

New members will be nominated by the Governance Committee, reviewed for alignment with organizational needs and board composition goals, and formally approved by a majority vote of the existing board. Board terms will be staggered to ensure continuity of leadership.

Board Meeting Schedule

The full MOXIE Public Schools governing board will meet at least quarterly (four times per year) to provide strategic oversight and decision-making. Additional special meetings may be called as needed to address urgent matters.

Each board meeting will include:

- *Review of school performance metrics, financial reports, and strategic priorities.*
- *Committee updates and recommendations for board action.*
- *Public comment and stakeholder engagement opportunities to ensure transparency.*

(Note, local site advisory councils will meet monthly.)

Board Committee Structure

To ensure effective governance and operational oversight, the board will establish the following standing committees:

1. *Executive Committee – Composed of board officers, this committee oversees agenda-setting, board effectiveness, and urgent decision-making between full board meetings.*
2. *Finance Committee – Provides oversight on budget development, financial sustainability, audits, and compliance.*



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3. *Governance Committee – Manages board recruitment, member training, succession planning, and bylaw adherence.*

4. *School Performance & Engagement Committee – Monitors student outcomes, family engagement, school climate, and stakeholder input.*

5. *Instructional Design & Curriculum Committee – Reviews competency-based instructional practices, curriculum alignment, and professional development initiatives.*

Each committee will meet regularly and report back to the full board, ensuring data-driven decision-making and mission-aligned governance.

MOXIE Public Schools has established a strong board recruitment process, a structured meeting schedule, and specialized committees to provide effective oversight and strategic leadership. This structure ensures that the board remains mission-aligned, transparent, and deeply engaged in supporting student success.

Q99.

Describe plans for increasing the capacity of the governing board. Discuss how the board will expand and develop over time. Describe how new members will be recruited, and how vacancies will be filled. Describe the orientation or training new board members will receive, and the kinds of ongoing development/training existing board members will receive. The plan for training and development should include:

- a. Participation requirements; and***
- b. Development of cultural competence.***



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An organization is only as strong as its board. As a result, MOXIE Public Schools is committed to maintaining a diverse and high-functioning governing board that provides strategic oversight and supports the school's mission. The board will expand, develop, and continuously strengthen its capacity through structured recruitment, training, and ongoing professional development.

1. Board Growth & Expansion Strategy

As the school matures, the board will expand and adapt to meet evolving governance needs.

- *The board will grow strategically over time, adding members with expertise in finance, legal compliance, workforce development, higher education, and philanthropy as the school expands.*
- *The Governance Committee will conduct annual board assessments to determine skill gaps and set priorities for recruitment.*
- *The board will diversify its membership, ensuring representation from community leaders, industry professionals, and underrepresented groups to reflect the school's student population.*

Filling Vacancies & Recruiting New Members

- *The Governance Committee will lead recruitment efforts, identifying potential candidates through professional networks, nonprofit leadership pipelines, and community partnerships.*
- *Prospective members will be interviewed and vetted, with a focus on mission alignment, governance experience, and leadership capacity.*
- *New members will be nominated by the Governance Committee and approved by a majority board vote.*
- *The board will maintain a list of potential future members to proactively address vacancies.*

2. Board Member Orientation & Initial Training

All new board members will participate in a structured onboarding process to ensure they are equipped to fulfill their governance responsibilities effectively.

New Board Member Orientation Includes:

- *Overview of MOXIE's mission, vision, and strategic plan.*
- *Thorough examination of MOXIE's educational model, including competency-based learning, interdisciplinary project-based instruction, and culturally responsive practices.*



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- *Review of the school's charter agreement, governance structure, and state compliance requirements.*
- *Training on board responsibilities, including fiduciary duties, policy oversight, and performance evaluation processes.*
- *Introduction to the Board Handbook, which includes bylaws, committee structures, conflict of interest policies, and meeting protocols.*
- *Equity & Cultural Competence Training to align governance decisions with MOXIE's commitment to diversity, inclusion, and equitable outcomes.*

New board members will be paired with experienced mentors to support their integration into board responsibilities.

3. Ongoing Training & Professional Development

MOXIE's board will engage in continuous development to enhance governance effectiveness and cultural competence.

a. Participation Requirements & Annual Training

- *All board members must participate in at least two governance training sessions per year.*
- *Members are required to attend a minimum of 75% of full board meetings and actively serve on at least one committee.*
- *The board will participate in annual retreats or strategic planning sessions to assess progress and set future priorities.*

b. Development of Cultural Competence & Equity-Driven Governance

- *Board members will engage in annual cultural competence and anti-bias training, ensuring that governance decisions support inclusive and equitable educational practices.*
- *Training topics will include:*
 - *Implicit bias and inclusionary practices in K-12 governance.*
 - *Supporting English Learners (ELs) and students with disabilities through policy and oversight.*
 - *Community engagement strategies to strengthen school-family relationships.*
- *The board will periodically review school data on student achievement and equity outcomes, using findings to inform governance decisions.*

4. Evaluating Board Effectiveness & Growth



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- *The Governance Committee will conduct an annual self-assessment to measure board effectiveness and identify areas for improvement.*
- *Results will guide training priorities, recruitment efforts, and governance structure adjustments.*
- *The board will review and refine its committee structures, policies, and engagement practices to maintain strong oversight and strategic alignment.*

MOXIE Public Schools has developed a comprehensive board capacity-building strategy that ensures its governing board remains effective, mission-driven, and culturally competent. Through intentional recruitment, structured orientation, ongoing professional development, and equity-focused training, the board will maintain high-impact governance that supports student success and long-term school sustainability.

Q100.

If the current applicant team does not include the formal school governing board, explain how and when the transition to the formal governing board will take place.

This is not applicable.

Q101.

If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, respond to the following:

- a. Indicate whether the existing nonprofit board governs the new school;***
- b. To what extent the school will be a new nonprofit corporation governed by a separate board;***
- c. If the current nonprofit's board will govern the charter school, describe the steps taken to transform its board membership, mission, and bylaws to assume its new duties. Describe the plan and timeline for completing the transition and orienting the board to its new duties; and***
- d. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be. This should also be represented on the applicant's organizational chart.***



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This is not applicable.

Q102.

Provide, as Attachment 14, the board's proposed:

- a. Code of Ethics Policy; and**
- b. Conflict of Interest Policy.**

Upload Required File Type: **pdf, excel, word** Max File Size: **30** Total Files Count: **30**

Applicant Evidence :


MPS Submission to MC...

Uploaded on **2/13/2025**

by **Beth Rabbitt**

Q103.

Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.



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As a K-12 public charter school venture, MOXIE Public Schools anticipates that several governing board members will have professional ties to the broader K-12 education sector as well as in areas critical to the school's long-term success, such as community engagement, nonprofit leadership, and workforce development. In addition, we anticipate several members moving over to the management team in a manner that is clear, transparent, and vetted appropriately by other members. These relationships are valuable assets that provide expertise, strategic connections, and advocacy for the school's mission and operations. In a state as small as Maine, it can be difficult to completely avoid these sorts of overlaps; however, MOXIE is committed to proactively identifying and managing any actual or perceived conflicts of interest in full compliance with state policies, nonprofit governance best practices, and its Conflict of Interest Policy.

Potential areas of conflict might include:

- Board members working in K-12 education may have affiliations with school districts, education service providers, policy organizations, or charter support entities.*
- Board members engaged in community partnerships may represent nonprofits, businesses, or institutions that could contract with or support MOXIE in the future.*
- Board members with professional expertise in finance, facilities, or operations may work in sectors that could interact with the school's external vendors.*

To ensure full transparency and ethical governance, MOXIE Public Schools will:

- Require full disclosure of any actual or perceived conflicts of interest at the time of board appointment and annually thereafter.*
- Align with state and federal regulations, following all nonprofit conflict of interest guidelines.*
- Recuse board members from discussions and decisions related to organizations with which they have a financial, professional, or personal connection.*
- Document all disclosures and decisions in board meeting minutes, ensuring accountability and public trust.*
- Review and refine governance policies periodically to address emerging concerns as the school grows.*



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By implementing a proactive, policy-aligned approach, MOXIE Public Schools ensures that board expertise enhances governance while maintaining the highest ethical standards in decision-making and financial stewardship.

5.6. Section 18: Advisory Bodies

Q104.

Describe any school advisory bodies or councils to be formed, including the role(s), duties, and authority of each. Describe the planned composition of the advisory body and the strategy/selection process for achieving that composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.



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To ensure meaningful engagement and diverse representation, MOXIE Public Schools will establish three key advisory bodies that provide input on policy, school culture, and career pathways. These councils will serve as critical thought partners to the school's leadership and governing board, ensuring that students, families, and community stakeholders actively shape the school's development and success.

1. Local Site Advisory Council (LSAC)

Purpose & Role: A Local Site Advisory Council (LSAC) will be formed at each physical location as MOXIE grows. Each LSAC will ensure that parent and community voices inform school policies, decision-making, and strategic priorities. The LSAC will serve as a liaison between the school leadership, governing board, and families, advising on school climate, equity initiatives, and family engagement strategies.

Duties & Responsibilities

- Provide feedback on school policies, student services, and discipline practices to ensure they are culturally responsive and equitable.*
- Assist with family outreach, community events, and parent engagement initiatives.*
- Serve as an advisory group on diversity, equity, and inclusion efforts, ensuring curriculum, hiring, and school culture reflect the diversity of the student body.*
- Present quarterly reports to the governing board summarizing community concerns, recommendations, and engagement efforts.*

Composition & Selection: The LSAC will consist of 10-15 members, including:

- Parents/guardians of enrolled students (at least 50%)*
- Local community leaders and nonprofit representatives*
- Teachers and staff members*
- Representatives from immigrant, multilingual, and underrepresented communities*

Members will be selected through a public nomination process, with final appointments made by the governing board to ensure diversity of perspectives. Meetings will be held monthly, with open sessions for additional family participation.



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2. Student Leadership Committee (SLC) Purpose & Role: The Student Leadership Committee (SLC) will provide students with a formal voice in shaping school culture, policies, and learning experiences. The SLC will advise school leadership and faculty on student concerns, academic programs, and extracurricular initiatives. Duties & Responsibilities

- *Offer feedback on curriculum, advisory programming, and project-based learning experiences.*
- *Advocate for student needs related to mental health, academic support, and social-emotional learning.*
- *Organize peer mentorship, student-led events, and leadership development opportunities.*
- *Meet quarterly with school leaders and governing board representatives to share student perspectives and recommendations.*

Composition & Selection: The SLC will include 12-15 student representatives from grades 6-12, selected through:

- *Peer nominations & student voting*
- *Equity-based selection ensuring representation from diverse backgrounds*
- *At least two students from each grade level*

The SLC will meet monthly and work closely with faculty advisors to ensure student input is implemented in school decisions.

3. Industry & Higher Education Advisory Panel

Purpose & Role: The Industry & Higher Education Advisory Panel will provide expertise and guidance on career pathways, internships, and early college opportunities, ensuring that MOXIE prepares students for real-world success.

Duties & Responsibilities

- *Advise on career and technical education (CTE) pathways, workforce trends, and industry-aligned skills.*
- *Facilitate student internships, job-shadowing experiences, and dual-enrollment partnerships.*
- *Guide the development of competency-based credentials and workforce-aligned learning experiences.*
- *Support mock interviews, career fairs, and networking opportunities for students.*



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Composition & Selection: The panel will consist of 15-20 representatives, including:

- *Local business leaders & workforce development professionals*
- *Higher education representatives from community colleges & universities*
- *STEM, healthcare, and trade industry leaders*
- *Nonprofit and civic organization leaders*

Panelists will be invited through strategic partnerships and industry outreach, ensuring alignment with student career interests and emerging workforce needs. The IHEAP will meet quarterly and provide formal recommendations to the school board annually.

Reporting Structure & Governance Integration

- *The LSAC, SLC, and Industry & Higher Ed Panel will submit quarterly reports to the governing board summarizing key findings, community concerns, and recommendations.*
- *School leadership will attend advisory meetings to ensure direct integration of advisory input into decision-making.*
- *Advisory bodies will not have direct policymaking authority but will serve as essential thought partners and accountability mechanisms, ensuring that the school remains student-centered, community-driven, and career-focused.*

MOXIE Public Schools' advisory councils will ensure that parents, students, and industry leaders play an active role in shaping school policies, programs, and opportunities. Through these structured engagement channels, MOXIE will maintain a transparent, responsive, and equity-driven approach to governance, ensuring that students graduate prepared for success in college, careers, and beyond.

5.7. Section 19: Grievance/Complaint Process

Q105.

Describe in detail the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure, or practice at the school. The process should include how the final administrative appeal is handled by the governing board.



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MOXIE Public Schools will implement a transparent and equitable process for addressing public complaints, ensuring concerns are resolved efficiently while fostering trust and accountability. The process will address complaints related to curriculum, policies, administrative procedures, or other practices. The goal is to provide stakeholders with clear steps to express their concerns and seek resolution, culminating in a final review by the governing board when necessary.

1. Informal Resolution at the Classroom or Staff Level

- *Step 1: Direct Communication*
 - *Stakeholders (e.g., parents, students, or community members) are encouraged to address concerns directly with the involved teacher, staff member, or administrator.*
 - *The goal is to resolve the issue informally and collaboratively at the earliest level possible.*

2. Formal Complaint Submission

- *Step 2: Written Complaint to the School Administration*
 - *If the concern is not resolved informally, the stakeholder may submit a formal, written complaint to the school principal or a designated administrator.*
 - *The written complaint must include:*
 - *The specific issue or concern.*
 - *Relevant facts and supporting documentation.*
 - *The desired resolution or outcome.*
 - *The principal or administrator will review the complaint and respond in writing within 10 business days.*

3. Escalation to the Governing Board

- *Step 3: Written Appeal to the Governing Board*
 - *If the stakeholder is dissatisfied with the school administration's response, they may submit a formal appeal to the governing board.*
 - *Appeals must be submitted in writing to the board chair and will be included in the agenda for the next scheduled board meeting, in compliance with open meeting laws.*
 - *The board will:*
 - *Review all documentation related to the complaint and previous decisions.*
 - *Hear from the stakeholder and relevant staff or administrators during a designated portion of the meeting.*



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- *Deliberate and issue a written decision, typically within 10 business days of the board meeting.*

4. Final Administrative Appeal

- *The governing board's decision will represent the final administrative action.*
- *If the stakeholder believes the issue involves a legal or regulatory violation, they will be informed of their right to file a complaint with the Maine Charter School Commission or other relevant regulatory body.*

Additional Considerations

- *Curriculum Objections:*
 - *For curriculum-related concerns, the school will establish a review committee (including administrators, teachers, and community representatives) to evaluate the material in question and provide recommendations to the principal or board.*
 - *Alternative educational resources or accommodations may be offered to the student during the review process.*
- *Transparency:*
 - *The complaint policy and process will be outlined in the family and staff handbooks, as well as on the school's website, ensuring all stakeholders understand their rights and the steps to resolution.*

This structured process will ensure that concerns are addressed fairly, transparently, and in a timely manner while upholding the school's commitment to collaboration and accountability. It provides a clear path for escalating unresolved issues to the governing board, ensuring stakeholder voices are heard at all levels.

5.8. Section 20: District Partnerships

Q106.

Describe any district partnership activities and/or meetings during the application development process. If applicable, provide any proposed partnership agreement between the proposed charter school and the school administrative unit (SAU) where the school is proposed to be located. Include the terms of that agreement and/or partnership. As applicable provide, as Attachment 15, MOU or other partnership documentation (i.e., letters of support/partnership, etc.).



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Given our plans to enroll across district boundaries, there is no one proposed relevant SAD/RSU. However, recognizing that Portland is a city that will likely welcome new Mainers and reflects our target community and demographic, we have begun conversations with the leadership at Portland Public Schools, who are open to engagement and supportive of high-quality options for learners. We are omitting Attachment 15, however, as we have not formalized any MOUs at this time.

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 30

Applicant Evidence :


MPS Submission to MC...

Uploaded on 2/10/2025

by **Beth Rabbitt**

5.9. Section 21: Education Service Providers (ESP)

All applicants are asked to declare whether they intend to contract with an education service provider (ESP). The term "education service provider" refers to any number of organizations that contract with the Governing Board of a school to provide limited services. The major types of ESPs that serve charter schools are education management organizations (EMOs), charter management organizations (CMOs), and comprehensive school design providers.

For the purposes of this RFP, the Maine Charter School Commission defines an EMO or a CMO as any for- or non-profit corporation or LLC that enters into a contract with the entity holding the charter contract to provide significant managerial, technical, or financial personnel or services. Similarly, any for- or non-profit corporation or LLC that enters into a contract with the charter school entity that provides significant instructional materials or services including personnel shall be considered to be an ESP.

Q107.



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Does the school intend to contract with an ESP for the management of the school for substantial educational services?

- Yes
- No

Q108.

Provide evidence of the nonprofit ESP's success in serving student populations that are like the anticipated population, including demonstrated academic achievement, as well as successful management of nonacademic school functions, if applicable.

This is not applicable.

Upload Required File Type: **pdf, excel, word** Max File Size: **30** Total Files Count: **30**

Applicant Comments :

This question is requiring an upload. As it is not applicable, we have uploaded our list of omitted exhibits as a placeholder.

Applicant Evidence :



Uploaded on **2/13/2025**

by **Beth Rabbitt**

Q109.

Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

This is not applicable.

Q110.

As Attachment 16, provide a copy of the draft service contract that includes:



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- i. Proposed duration of the service contract;*
- ii. Roles and responsibilities of the governing board, school staff, and ESP;*
- iii. Scope of services and resources to be provided by the ESP;*
- iv. Performance evaluations measures and timelines;*
- v. Compensation structure, including clear identification of all fees to be paid to the ESP;*
- vi. Methods of contract oversight and enforcement;*
- vii. Investment disclosure; and*
- viii. Conditions for renewal and termination of the contract.*

Upload Required File Type: **pdf, excel, word** Max File Size: **30** Total Files Count: **30**

Applicant Comments :

This is not applicable. We have omitted Attachment 16.

Applicant Evidence :


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Uploaded on **2/10/2025**

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5.10. Section 22: Staffing Plans, Hiring, Management, and Evaluation

Q111.

Describe the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.



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MOXIE Public Schools will establish a collaborative, mission-driven work environment where educators and staff are valued as critical partners in student success. MOXIE will employ all staff under 10- and 12-month at-will agreements, ensuring both stability and flexibility in staffing while maintaining high performance standards. These agreements will outline salary, benefits, professional expectations, and the school's commitment to ongoing professional development, without guaranteeing employment beyond the specified term. Teachers and instructional staff will typically be on 10-month agreements, aligning with the academic calendar, while administrators and certain year-round positions will have 12-month agreements to support operational continuity. This structure allows MOXIE to adapt to evolving student and school needs while providing educators with clear expectations, competitive compensation, and access to structured professional growth opportunities. Additionally, faculty will have a voice in decision-making through advisory committees and collaborative planning structures, reinforcing a culture of shared leadership and continuous improvement.

Q112.

Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.



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MOXIE Public Schools will offer competitive salaries and comprehensive benefits to attract, support, and retain high-performing educators and staff who are deeply committed to student success. The compensation structure will reflect higher than market rates ensuring that MOXIE remains a desirable workplace for talented educators.

Salary Ranges

MOXIE will structure salaries based on role, experience, and qualifications, aligning with regional and national benchmarks. Based on our initial modeling, we are using the following pay ranges upon opening:

- *Core Teachers (10-month positions): \$65,000-80,000*
- *Community Educators (10-month positions): \$45,000-55,000*
- *School Support Staff (10-month positions): \$60,000 – \$70,000*
- *Lower and Upper School Heads and Operations Director (12-month positions): \$95,000-110,000*

Employment Benefits

To support staff well-being and retention, MOXIE will provide a robust benefits package, including:

- *Comprehensive health insurance (medical, dental, and vision) with employer contributions.*
- *Retirement plan with employer-matching contributions.*
- *Paid time off & personal days, including school-year breaks for instructional staff.*
- *Professional development funding for teachers to pursue advanced training, certifications, and leadership development.*
- *Parental leave & family support services to promote work-life balance.*

Retention Strategy for High-Performing Teachers

MOXIE is committed to developing and retaining its top educators by fostering a collaborative, growth-oriented work environment. Strategies for teacher retention include:

- *Competency-based professional learning that allows teachers to set individualized growth goals, earn micro-credentials, and advance within the school.*



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- *Mentorship & coaching programs, ensuring that all educators receive ongoing peer support and real-time feedback.*
- *Workload sustainability measures, such as built-in collaborative planning time, reduced administrative burdens, and access to classroom support staff.*
- *A strong, inclusive school culture, where teachers have decision-making input, leadership opportunities, and a sense of professional autonomy.*

By prioritizing fair compensation, meaningful incentives, and a culture of professional growth, MOXIE Public Schools will attract and retain exceptional educators who are committed to advancing student success.

Q113.

Describe the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan. Explain how this plan includes culturally inclusive hiring practices. Explain other key selection criteria and any special considerations relevant to the school's design.



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MOXIE Public Schools will implement a strategic, equity-driven hiring plan to recruit a diverse, high-quality team of educators aligned with the school's competency-based, project-driven, and culturally responsive model. The recruitment process will adhere to Maine's state regulations regarding teacher qualifications and accountability, ensuring that all staff meet or exceed licensure and certification requirements while also reflecting MOXIE's mission of inclusion, innovation, and student-centered learning.

1. Recruitment Strategy & Timeline

MOXIE will engage in year-round recruitment, targeting mission-aligned educators with expertise in competency-based education, interdisciplinary project design, and restorative practices. The hiring process will be staggered to ensure early recruitment of core instructional staff while maintaining flexibility for additional hires closer to the school's launch.

Recruitment Timeline

- October – December: Define staffing needs, launch job postings, and engage early candidates.*
- January – March: Host virtual and in-person recruitment events, begin screening and interviews.*
- April – June: Finalize hiring decisions, onboard new teachers, and begin curriculum planning.*
- August: Conduct Pre-Service Summer Institute for professional development and school culture alignment.*

MOXIE will actively recruit teachers through multiple channels, including:

- University partnerships & teacher residency programs to attract both new and experienced educators.*
- Community networks & affinity groups to engage educators of color, multilingual teachers, and culturally responsive practitioners.*
- Job fairs & national educator recruitment platforms such as EdJoin, Diverse Teachers Network, and Teach.org.*
- Referrals & community educator pathways to support paraprofessionals and local educators in growing into full-time teaching roles.*

2. Culturally Inclusive Hiring Practices



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MOXIE is committed to building a diverse, representative teaching staff that mirrors the backgrounds and experiences of the students it serves. The hiring process will integrate anti-bias protocols to ensure equitable hiring decisions, including:

- *Inclusive job descriptions emphasizing the school's commitment to equity, social-emotional learning, and student-centered instruction.*
- *Blind screening processes to minimize bias in initial candidate reviews, focusing on competencies rather than traditional pedigree-based metrics.*
- *Diverse hiring committees including administrators, teachers, and community representatives to ensure multiple perspectives in selection decisions.*
- *Competency-based interviewing using scenario-based questions that assess cultural responsiveness, flexibility, and innovative teaching approaches.*

MOXIE will also provide structured pathways for community educators to transition into core teaching roles, ensuring local representation and continuity in student relationships.

3. Selection Criteria & Key Considerations

In addition to state-mandated licensure and content expertise, MOXIE will prioritize hiring educators who demonstrate:

- *Commitment to Competency-Based Learning – Candidates must embrace student-centered, mastery-based instruction, allowing students to progress at their own pace.*
- *Interdisciplinary & Project-Based Teaching Experience – Teachers should have experience designing real-world learning experiences, fostering student inquiry and collaboration.*
- *Cultural Competence & Equity Mindset – Educators must demonstrate a track record of serving diverse learners, integrating anti-racist, culturally relevant pedagogy.*
- *Restorative Practices & Relationship-Centered Teaching – MOXIE seeks teachers who can build strong student connections, implement restorative discipline, and contribute to a positive school culture.*
- *Adaptability & Growth Mindset – Since MOXIE is an innovative, evolving model, educators must be reflective, flexible, and open to continuous learning.*

4. Hiring Process & Onboarding



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MOXIE's hiring process will ensure thorough vetting and onboarding to align teachers with the school's instructional vision:

- 1. Application Screening – Candidates submit portfolios or evidence of past instructional success, emphasizing student growth and engagement.*
- 2. Performance-Based Interviews – Finalists engage in teaching demonstrations, student case studies, and collaborative planning exercises.*
- 3. Reference & Credential Checks – MOXIE verifies all licensure, background checks, and prior performance data.*
- 4. Pre-Service Training & Coaching – Hired educators participate in MOXIE's Summer Institute, ensuring alignment with the school's instructional model before the first day of school.*

MOXIE's strategic, culturally inclusive recruitment and hiring plan ensures the selection of mission-aligned, high-performing educators who are prepared to deliver equitable, student-centered learning experiences. By prioritizing competency-based teaching expertise, interdisciplinary collaboration, and restorative culture-building, MOXIE will assemble a diverse, innovative, and highly skilled faculty committed to educational excellence.

Q114.

Outline the process and timeline for conducting criminal background checks.



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MOXIE Public Schools requires all employees, volunteers, and contracted service providers to pass a criminal background check before starting work. This process ensures compliance with Maine state laws and prioritizes student safety.

After a conditional job offer, candidates must complete fingerprint-based background checks through the Maine Department of Public Safety. The screening includes state and federal criminal history, child abuse/neglect records, and sex offender registry status. Results are reviewed by MOXIE's Human Resources department, and any disqualifying offenses lead to withdrawal of the job offer.

Background checks are typically completed within two weeks after a job offer. Candidates must schedule fingerprinting within three business days, and reports are processed within 5–10 business days. Employment is finalized once clearance is confirmed.

All staff are subject to mandatory rescreening every five years, with additional checks if new legal concerns arise. Employees must report any new criminal charges immediately, ensuring MOXIE maintains a safe and secure school environment.

Q115.

Provide, as Attachment 17, a completed staffing chart for the school, prepared using the template provided by the Commission. The staffing chart and accompanying notes or roster should identify the following:

- a. Year one positions, as well as positions to be added during the five (5) year charter contract;**
- b. Administrative, instructional, and non-instructional personnel;**
- c. The number of classroom teachers, paraprofessionals, and specialty teachers; and**
- d. Operational and support staff.**

Please see Attachment 17.

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Resources

Attachment 17 - Staffi...



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Q116.

Explain how the school leader will be evaluated each school year. Provide, as Attachment 18, any leadership evaluation tool(s) that the applicant team has identified or developed already.



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School directors (upper and lower heads of school and operations) will undergo an annual evaluation to ensure strong leadership, student success, and alignment with the school's mission.

The evaluation will focus on four key areas:

- 1. Student Achievement & Academic Growth – Measured by student mastery of competencies, assessment data, and graduation/readiness metrics.*
- 2. School Culture & Community Engagement – Assessed through student/family surveys, staff retention rates, and effectiveness of restorative practices.*
- 3. Operational & Financial Management – Based on relevant budget oversight, compliance with regulations, and strategic resource allocation.*
- 4. Leadership & Staff Development – Evaluated through teacher feedback, professional development impact, and leadership effectiveness in fostering innovation.*

The evaluation process includes:

- *Mid-Year Review – The board conducts a progress check-in, providing feedback and identifying support needs.*
- *End-of-Year Evaluation – A formal performance review using data, surveys, and board observations.*
- *Goal Setting for the Next Year – The school leader collaborates with the Chief of Teaching and Learning and/or Executive Officer to set improvement targets and professional growth goals.*

By implementing a transparent, evidence-based evaluation, MOXIE ensures its leadership remains accountable, effective, and continuously improving to drive student and school success.

At the nonprofit level, executive evaluation will be undertaken annually by the governing board, who will conduct the evaluation using a structured, data-driven process, incorporating academic outcomes, school culture indicators, and operational performance.

Please see Attachment 18 for a sample draft evaluation tool.

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Q117.

Explain how teachers and administrators will be evaluated each school year in accordance with the state accountability plan (Performance Evaluation and Professional Growth Systems (PEPG)). Provide, as Attachment 19, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.



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MOXIE Public Schools will implement a rigorous, growth-oriented evaluation system for teachers and administrators that aligns with Maine's Performance Evaluation and Professional Growth (PEPG) system. This process ensures that educators are held accountable for student outcomes while receiving meaningful feedback and professional development to enhance their practice.

Teacher Evaluation System

Teachers at MOXIE will be evaluated through a multi-measure system that assesses their impact on student learning, instructional effectiveness, and school culture. The evaluation process includes:

1. Student Growth & Learning Outcomes (40%)

- *Assessment of student progress based on competency-based performance data.*
- *Review of mastery-based assessments, student projects, and individualized learning plans.*
- *Use of multi-year growth indicators to track long-term student success.*

2. Instructional Practice (40%)

- *Formal & informal classroom observations using a research-based instructional rubric aligned with competency-based and interdisciplinary teaching best practices.*
- *Lesson plan reviews & feedback cycles to assess alignment with MOXIE's model.*
- *Peer observation & collaborative teaching reflection to promote instructional excellence.*

3. Professional Collaboration & Leadership (10%)

- *Participation in Professional Learning Communities (PLCs) and cross-disciplinary project planning.*
- *Contributions to teacher-led initiatives, school culture-building, and mentorship programs.*
- *Engagement in family outreach and culturally responsive teaching practices.*

4. Student & Family Feedback (10%)

- *Annual student surveys on teacher effectiveness, engagement, and support.*
- *Parent/family feedback on teacher communication and student progress.*
- *Reflection on student input to drive instructional improvements.*

Evaluation Process:

- *Beginning-of-Year Goal Setting: Teachers set individualized professional growth goals with school leadership.*
- *Mid-Year Check-In: Review of progress toward student outcomes and instructional improvements.*



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- *End-of-Year Summative Evaluation: Final assessment based on multiple measures, with actionable feedback for the following school year.*


Teachers rated "Effective" or higher continue on their professional growth path, while those rated "Needs Improvement" receive targeted coaching and an improvement plan.

MOXIE Public Schools' evaluation system ensures that educators are held accountable for student success while receiving meaningful support for professional growth. By integrating competency-based student achievement data, instructional best practices, and leadership effectiveness, the school's evaluation framework aligns with Maine's PEPG system while fostering a culture of continuous improvement and equity-driven education.

Please see Attachment 19 for a sample draft evaluation tool.

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Q118.

Explain how the school will meet the requirements of 20-A M.R.S.A. §2412(6)(B), including the method to be used to determine the qualifications of teachers who meet the advanced degree, professional certification, or unique expertise or experience in the curricular area in which they teach exception for certification.



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MOXIE Public Schools will ensure that all teachers meet the qualifications required by Maine's charter school statute (20-A M.R.S.A. §2412(6)(B)), which mandates that at least 75% of teachers hold Maine state certification, while allowing up to 25% of teachers to qualify based on advanced degrees, professional certification, or unique expertise in their subject area.

1. Identifying Teachers Meeting Certification Exceptions

For the up to 25% of teachers who may qualify outside traditional state certification, MOXIE will use a rigorous vetting process to assess whether they meet the law's qualifications based on:

- *Advanced Degrees – Candidates with a master's degree or higher in the subject they will teach (e.g., a Ph.D. in Mathematics teaching high school math).*
- *Professional Certifications – Individuals with industry-recognized credentials that demonstrate subject-area expertise, such as:*
 - *A Google Certified Computer Science Instructor for coding courses.*
 - *A licensed professional engineer (PE) teaching engineering and applied physics.*
 - *A certified financial analyst (CFA) or CPA leading a finance or entrepreneurship course.*
- *Unique Expertise or Experience – Candidates with proven, documented experience in their field, such as:*
 - *A published author teaching creative writing.*
 - *A former NASA scientist leading STEM coursework.*
 - *A bilingual native speaker with extensive teaching experience leading an immersive language program.*

2. Vetting & Approval Process for Non-Traditionally Certified Teachers

To ensure compliance with 20-A M.R.S.A. §2412(6)(B), MOXIE will establish a Teacher Qualification Review Panel, comprising instructional leaders and content-area experts, to assess the qualifications of non-certified teachers using the following criteria:

- *Academic & Professional Credentials Review – Verification of degrees, certifications, and professional experience.*
- *Teaching Demonstration – Candidates must complete a teaching demo lesson aligned with MOXIE's competency-based, interdisciplinary instructional model.*
- *Portfolio Submission – Candidates must submit a teaching portfolio, including lesson plans, curriculum samples, and past student outcomes.*
- *Peer & Leadership Interview – Candidates will interview with department leads and administrators to evaluate instructional approach, content mastery, and student-centered teaching philosophy.*

3. Ongoing Professional Development & Accountability



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All non-certified teachers approved under this exception will:

- *Receive ongoing professional development in competency-based education, culturally responsive pedagogy, and interdisciplinary project-based learning.*
- *Be assigned a mentor-teacher or instructional coach to ensure continued alignment with MOXIE's instructional expectations.*
- *Undergo the same annual performance evaluation process as all MOXIE educators, ensuring they meet student growth, instructional effectiveness, and engagement benchmarks.*

By implementing a structured vetting process for non-certified teachers, MOXIE Public Schools will ensure full compliance with Maine law while maintaining a high bar for instructional quality. This approach allows MOXIE to leverage industry experts, advanced degree holders, and uniquely qualified educators while upholding its commitment to student success in a dynamic, career-connected learning environment.

Q119.

Provide the job description for the principal/head of school.



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At start-up, the founding school leader will be our Chief of Teaching and Learning, who will move into overall leadership of academics over time. We have provided a description of the role in Attachment 19b. We are offering here a draft school leadership role for a more mature learning site.

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



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- *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.*



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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.*

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Applicant Comments :

We have attached the JD as an exhibit to fulfill upload requirements.

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Q120.



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For any positions not yet filled, provide a timeline, criteria, and process for recruitment and hiring. Please describe how this plan for recruitment and hiring will be culturally inclusive. Provide, as Attachment 19, the qualifications and resumes for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications.

At this time, MOXIE does not have any full-time or nearly full-time staff; work is being completed by a volunteer team. Should the charter be approved, our first hires will prioritize instructional design and leadership and school site operations planning. Volunteer members of the board, which we would continue to expand based on specific skills needed, would continue to lead overall nonprofit strategic development, facilities acquisition, partnership development, communications, and fundraising until we can fully greenlight additional positions. We will also seek outsourced support in finance and technology as funds allow.

Our first tranche of hires (summer 2025) will therefore include:

- *Founding school instructional director, our Chief of Teaching and Learning, who will focus on curricular development, model design, and staffing recruitment.*
- *School site operations lead, who will focus, with support from our board and partners, on community engagement points, recruitment for enrollment, and developing school site preparations.*

This work will be supported by consultants. As made possible through funding, our planned Founder/Chief Executive Officer, Beth Rabbitt, will increasingly transition towards a paid position with the organization.

Beyond this leadership team, our second tranche of hiring will occur in the spring of 2026 and be greenlit through reaching enrollment/application targets, at which time we will seek to hire our core instructional educators for opening year, including our core literacy and math and multilingual and special education specialist lead teachers. Our final tranche of hiring will be over the summer, when we will finalize hiring for our two community educator positions.

Please see our response to question 3 of this section for an overview of our hiring process and its cultural inclusivity. See Attachment 19b for qualifications for our proposed executive team (proposed Founder/Chief Executive Officer, Beth Rabbitt and Chief of Teaching and Learning/Founding School Leader, Dan Sonrouille) as well as a job description for the founding Director of Operations.

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Applicant Comments :

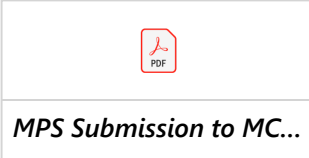
Note- the application requests two distinct "Attachment 19"s. We have labeled this one Attachment 19b for clarity.



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5.11. Section 23: Professional Development

Describe the school's teacher and staff professional development expectations and opportunities, including the following.

Q121.

Identify the person, position, or organization responsible for professional development.

Professional development will be overseen by our Chief of Teaching and Learning, who will also serve as our founding school leader at start-up. Over time, this work will be led across school sites from the home office.

Q122.

Describe in detail the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program. Please describe how the professional development plan will include the development and practice of cultural competence for all staff, as well as staff capacity in the collection, analysis, and use of performance data to improve student learning and evaluate the school's culture and climate. Discuss the extent to which the professional development will be conducted internally or externally and will be individualized or uniform.



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MOXIE Public Schools will implement a competency-based, personalized professional development (PD) model that mirrors the school's student-centered learning approach. The PD plan will ensure that all staff—teachers, administrators, and community educators—are equipped to effectively implement MOXIE's competency-based, project-driven, and culturally responsive instructional model.

The plan will integrate ongoing training in instructional best practices, data-driven decision-making, and cultural competence, ensuring that staff continuously develop the skills necessary to accelerate student learning and foster an inclusive school culture.

1. Core Components of Professional Development Competency-Based & Personalized Educator Learning

MOXIE's PD model will reflect the same flexible, mastery-based learning principles used for students. Instead of a one-size-fits-all approach, teachers will engage in individualized learning pathways that allow them to develop specific skills based on their needs and experience levels.

- Personalized PD Plans: Each educator will have an Individualized Professional Growth Plan (IPGP) that sets development goals and tracks mastery over time.*
- Micro-Credentials & Badging: Educators will earn competency-based credentials in areas such as restorative practices, interdisciplinary project-based learning, and EL differentiation.*
- Job-Embedded Coaching: Teachers will receive ongoing mentorship, peer coaching, and classroom-based support tailored to their individual growth areas.*

Cultural Competence & Equity-Driven Teaching

Ensuring cultural responsiveness will be a core pillar of MOXIE's professional learning strategy. Educators will be trained to effectively support diverse learners, including English Learners, students with disabilities, and those from historically marginalized backgrounds.

- Anti-Bias & Culturally Responsive Teaching Training: Staff will engage in ongoing workshops on implicit bias, identity-affirming instruction, and culturally relevant curriculum design.*
- Family & Community Engagement PD: Teachers will receive training on building strong relationships with families, including multilingual communication strategies and culturally inclusive family engagement practices.*



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- *Restorative Practices & Trauma-Informed Teaching: Educators will learn how to foster inclusive classroom communities, resolve conflicts through dialogue, and support students affected by trauma.*

Data-Driven Instruction & Continuous School Improvement

MOXIE will build staff capacity in using real-time performance data to tailor instruction, evaluate student growth, and shape school culture.

- *Data Literacy Training: Teachers will be trained in collecting, analyzing, and applying student performance data to inform lesson planning and interventions.*
- *Competency-Based Assessment Calibration: Staff will collaborate in grading norming sessions to ensure consistent mastery-based evaluation across subjects and grade levels.*
- *School Culture & Climate Data Analysis: Educators will participate in quarterly climate reviews, using student and family surveys, discipline data, and engagement metrics to assess and improve school-wide equity and inclusion efforts.*

2. Pathways for Educator Growth: Community Educator to Core Teaching Roles

MOXIE will create a structured, inclusive talent pipeline that provides on-the-job training and leadership development opportunities for community educators, ensuring that new educators have a clear path to becoming core instructional leaders.

- *Community Educator Pathway: Aspiring educators from the community will enter as mentors, paraprofessionals, or learning facilitators, receiving structured PD and classroom experience.*
- *Apprenticeship & Residency Model: Community educators will co-teach with master educators, gradually taking on greater responsibility before transitioning into lead teacher roles.*
- *Leadership & Instructional Coaching: Experienced educators will have opportunities to mentor novice teachers, lead PD workshops, and earn advanced credentials in instructional leadership.*

3. Internal vs. External Professional Development

MOXIE will balance internally led, job-embedded PD with external learning opportunities, ensuring that teachers learn from both peer experts and external thought leaders.

Internally-Led PD:



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- *Weekly professional learning communities (PLCs) focused on instructional planning, student work analysis, and competency-based assessment practices.*
- *Peer observation & feedback cycles to foster a collaborative teaching culture.*
- *Leadership development training for staff interested in growing into administrative roles.*

Externally-Supported PD:

- *Partnerships with colleges & professional learning networks to provide micro-credentials and advanced certifications.*
- *Attendance at national education conferences focused on competency-based learning, PBL, and equity in education.*
- *Cross-school collaboration with other innovative public schools to share best practices and co-develop instructional strategies.*

4. Sustained Professional Learning & Accountability

MOXIE's professional development is not a one-time event—it is a continuous, data-driven improvement process. Staff will have structured reflection and goal-setting opportunities to ensure that professional learning remains relevant and effective.

- *Quarterly PD Days dedicated to deep dives into curriculum alignment, cultural competence, and instructional innovation.*
- *Annual Educator Self-Assessments linked to student performance data and school culture indicators.*
- *Teacher-Led Learning Labs where educators share best practices and model effective strategies for their peers.*

MOXIE Public Schools' professional development plan ensures that all educators—from novice community educators to veteran teachers—receive competency-based, culturally responsive, and data-driven learning opportunities. By aligning personalized educator growth with MOXIE's student-centered instructional model, the school will create a highly skilled, equity-driven teaching team that continuously improves student learning outcomes, school climate, and family engagement.

Q123.



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Provide, as Attachment 20, a schedule and description of any specific professional development that will take place prior to school opening. Provide a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Include safety and child abuse training.

Please see Attachment 20.

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Applicant Evidence :


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Q124.

Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration in this discussion and specify how this time will typically be used.



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MOXIE Public Schools' professional development (PD) model aligns with research-based best practices, ensuring that PD is job-embedded, practice-driven, ongoing, and collaborative (Darling-Hammond et al., 2017). The school calendar and weekly schedule are intentionally structured to provide dedicated time for professional learning, ensuring that teachers and staff continuously develop competency-based instructional expertise, cultural competence, and data-driven decision-making skills.

1. Dedicated Professional Development Time

MOXIE incorporates weekly and periodic professional learning time into its schedule:

- *Early Release Wednesdays & Fridays:*
 - *Wednesdays and Fridays include shortened instructional days, allowing for two to four hours of collaborative PD and planning time per week.*
- *Pre-Service Summer Institute:*
 - *Before the school year begins, all staff participate in an intensive multi-day training program focused on competency-based learning, interdisciplinary project design, and restorative practices.*
- *Quarterly Full-Day PD Sessions:*
 - *Throughout the year, MOXIE schedules quarterly PD days for deep dives into instructional best practices, student data analysis, and equity-driven teaching strategies.*
- *Embedded Coaching & Peer Learning Labs:*
 - *Weekly collaborative planning blocks ensure that teachers receive real-time coaching, conduct peer observations, and reflect on student learning data.*

By integrating weekly, quarterly, and summer PD, MOXIE ensures that professional learning is ongoing and directly connected to classroom practice.

2. Common Planning & Collaboration Time

MOXIE's staffing model and schedule include structured collaboration time to enhance instructional effectiveness:

- *Daily Collaborative Planning (11:00 - 11:30 AM)*
 - *Teachers meet daily to co-plan lessons, analyze student data, and refine instructional strategies.*
- *Weekly Interdisciplinary Team Meetings (Wednesdays & Fridays)*



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- *Core teaching teams and community educators meet to discuss student progress, align cross-disciplinary projects, and share best practices.*
- *Competency-Based Assessment Calibration (Biweekly)*
- *Staff participate in norming sessions to ensure consistent evaluation of student mastery.*
- *Multi-Tiered Student Support Meetings (Monthly)*
- *Educators collaborate on targeted interventions for at-risk students, ensuring equitable support for all learners.*

These structured collaboration blocks foster a professional learning community where teachers continuously refine their practice in real-time.

3. Cultural Competence & Equity-Focused Training

MOXIE's PD model ensures that all staff develop culturally responsive teaching practices, fostering an inclusive school environment:

- *Restorative Practices & Equity Training*
- *Staff receive ongoing training in restorative justice, implicit bias awareness, and trauma-informed teaching.*
- *Multilingual & Inclusive Family Engagement*
- *Educators learn best practices for partnering with families of English Learners and students with disabilities, ensuring that all families are engaged as partners.*
- *Community-Led Cultural Learning Sessions*
- *MOXIE's Community Educator Pathway provides mentorship and leadership development for local community educators, ensuring that diverse cultural perspectives are embedded into instruction.*

By integrating culturally responsive training into all aspects of PD, MOXIE ensures that staff are equipped to support diverse learners and sustain an equitable school culture.

1. Data-Driven Decision-Making & Continuous Improvement

MOXIE prioritizes the use of real-time student performance data to inform instruction and school-wide decision-making:

- *Weekly Data-Driven Instructional Planning*



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- *Teachers review student progress in competency-based learning, adjusting lesson plans based on mastery levels.*
- *Quarterly School Climate & Equity Reviews*
- *Educators analyze student engagement, discipline data, and school climate surveys to ensure equitable learning experiences.*
- *Annual Teacher Self-Assessment & Peer Coaching*
- *Teachers set professional growth goals based on student performance data, peer feedback, and school-wide priorities.*

By integrating data into weekly and quarterly PD, MOXIE ensures continuous instructional improvement and equity-focused accountability.

MOXIE Public Schools' schedule, calendar, and staffing model are intentionally designed to provide structured, job-embedded professional learning time. By integrating weekly PD blocks, interdisciplinary collaboration, cultural competence training, and data-driven coaching, MOXIE ensures that educators are continuously improving their practice in ways that directly impact student success. This model reflects best practices in professional learning, ensuring that teachers are equipped, supported, and empowered to implement MOXIE's innovative, competency-based educational approach.

Applicant Comments :

Research & Best Practice Citations:

- *Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Learning Policy Institute.*
- *Desimone, L. M. (2009). "Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualizations and Measures." Educational Researcher, 38(3), 181–199.*
- *TNTP (2015). The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development.*

5.12. Section 24: Facilities

Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school applicants must be prepared to follow applicable



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municipal planning review procedures.

Q125.

Describe the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.



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To support MOXIE Public Schools' innovative, flexible, and learner-centered model, the facility requirements will prioritize open, adaptable spaces for small-group instruction, project-based learning, and individual tutoring. These facilities will reflect a modern, nontraditional school layout that enables dynamic use of space (much akin to a modern workplace).

We recognize that our plans will need to be highly flexible, particularly in start-up years. However, we have determined the following basic needs to evaluate our options from:

- *Overall Square Footage:*
 - *41,000 square feet for Years 1 and 2 (serving grades 6-7 and 9-10).*
 - *72,000 square feet for Years 3 and 4 as the school scales to grades 6-12.*
- *Classrooms:*
 - *Approximately 20 "classroom" sized learning spaces (10 for Years 1-2, increasing to 20 for Years 3-4).*
 - *Average classroom size: 750-900 square feet, accommodating 15-20 students per room for small-group instruction and advisory.*
- *Common Areas:*
 - *Two large multipurpose spaces for lower and upper school large group activities (~4,000 square feet) for assemblies, community meetings, and wellness activities.*
 - *Additional flexible breakout spaces for group collaboration and inquiry-based projects.*
- *Additional Amenities:*
 - *10 dedicated tutoring rooms and quiet zones.*
 - *2 shared staff workspaces and small conference rooms for student advising and family meetings.*
 - *Outdoor learning areas and recreational spaces to support physical activity and environmental education, as appropriate based on school location.*

Much akin to modern offices and communal spaces, we plan to use these spaces based on need as opposed to having classrooms dedicated to fixed subjects or personnel. We anticipate using technology to maximize scheduling efficiency.

Q126.



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Explain anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art room, computer labs, library/media center, performance/dance room, auditorium, etc.



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This will be dependent on location, but we will seek to accommodate the following specialty spaces:

To meet the school's educational and experiential goals, MOXIE will include the following specialty classrooms and facilities:

Hands-On Learning Labs

- *Number of Labs: 4 lab-type spaces for hands-on science, maker-spaces, and real-world learning activities labs (starting with 1 in Year 1, scaling to 4 by Year 4).*
- *Capacity: Each lab will accommodate up to 25 students for hands-on experiments and inquiry-based projects.*

Visual Arts Room

- *Number: 1-2 art rooms to support visual and multimedia arts integrated into the afternoon "signature learning experiences."*
- *Capacity: 20-25 students, equipped with storage for materials.*

Library/Media Center

- *Number: 1 central library/media center.*
- *Functionality: Focus on digital media, collaborative spaces, and a quiet reading zone, accommodating up to 40 students at a time.*

Performance and Wellness Spaces

- *Performance/Dance Room: 1 flexible room for music, theater, or movement-based activities, accommodating up to 30 students.*
- *Sports and Wellness: 1 gym or large multipurpose space to host physical education, sports, and wellness programs.*
- *Student Movement Room. 1 flexible room for occupational therapy and student brain/movement breaks.*

These facilities will ensure that MOXIE's infrastructure aligns with its innovative learning model, supporting the diverse needs of students as they progress through grades 6-12.

Q127.



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Describe anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.

We plan for the Portland-Westbrook learning site to serve as our home office as well as school site. We will have three core administrative offices to support visitor check in, and administrative, planning and family and partnership meetings. We will also maintain a teacher's wellness lounge and two teacher collaboration rooms (lower and upper school). Finally, we will have dedicated office space for our health support/nurse and shared school supplies.

Q128.

Explain which, if any, of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.



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This will be highly dependent on what facility we acquire and where it is located. As a small charter school with limited space, MOXIE Public Schools will focus on providing core physical education and wellness programs through partnerships and community-based resources rather than developing extensive on-site athletic facilities. The school will prioritize flexible, multipurpose spaces and collaborations to ensure students have access to diverse physical activities.

We imagine planning for the following:

1. Performance and Wellness Spaces

- As mentioned, we plan to create several small indoor multipurpose rooms for physical education classes, wellness activities, and occasional intramural sports.*
- This space will support activities such as yoga, team-building exercises, and limited indoor sports skills building.*

2. Locker Rooms

- While not essential, small changing areas with basic lockers and showers may be included to accommodate students participating in physical education and after-school activities. We would likely integrate these into bathroom settings.*

3. Outdoor Space

- Ideally, we will identify a shared-use multipurpose field for soccer, flag football, or general fitness activities will be prioritized. This field could be located nearby and accessed through partnerships with local parks or recreation centers.*

4. Partnerships for Additional Facilities

- Collaborations with community organizations, local schools, or athletic clubs will provide students access to specialized facilities like baseball/softball fields, weight rooms, or swimming pools.*

Alternative solutions we will consider include:

- The school will incorporate movement-focused activities (e.g., hiking, outdoor fitness, and dance) into its curriculum to promote physical well-being.*
- Partnerships with local YMCA programs, Boys & Girls Clubs, or municipal recreation departments will ensure students have access to competitive athletics and team sports as needed.*

By utilizing flexible indoor spaces and community resources, MOXIE can provide a robust physical education program without the need for extensive on-site athletic facilities.



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Q129.

Identify any other significant facilities needs not already specified, for example: Americans with Disabilities Act (ADA) accessibility requirements, playground, large common space, other special considerations (identify and explain).

MOXIE Public Schools will ensure its facilities are designed to be fully functional, inclusive, and aligned with the needs of its diverse student population. In addition to previously mentioned spaces, the following needs are essential:

1. Addressing Americans with Disabilities Act (ADA) Accessibility

- *The entire facility will meet ADA compliance standards, ensuring accessibility for all students, staff, and visitors. This includes:*
 - *Elevators and ramps for multi-story buildings.*
 - *Accessible restrooms and drinking fountains.*
 - *Specialized classroom layouts to accommodate assistive devices like wheelchairs or adaptive learning tools.*
 - *Proper signage with Braille and high-contrast lettering for visually impaired individuals.*

2. Offering Playground and Outdoor Space Areas

- *While the school may not have extensive athletic facilities, a playground or outdoor activity area is critical for our younger students to support physical activity, play, and social-emotional development.*
- *The space will include multi-functional equipment (climbing structures, swings) and open areas for free play.*

Q130.

Describe the steps already taken to identify prospective facilities, as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.



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We are working with a local commercial real-estate agent from the Boulos Company. Based on our needs, and the market opportunities in the Portland-Westbrook area, we are pursuing renting an initial space for years one and two of operations and then ideally taking over additional space in the same building for eventual purpose. Our current priority is Class B and C office space as there are spaces with current and future likely vacancy (a number of larger office buildings are projecting significant future vacancies given the transition of several call centers to work-from-home/remote work as well as movement of companies from Class B and C space to open Class A spaces). These spaces would likely already be ADA compliant, have the flexibility in layout that we would be seeking, and would likely require minimal renovation. As a secondary plan, we are also speaking with existing school districts and entities about renting underutilized school spaces.

We will begin evaluating spaces in spring 2025, with the goal of identifying a space, negotiating a rental agreement, and taking occupancy by April 2026, at which point we will undertake renovations to ensure accessibility.

*On the financing front, we are exploring this with Boulos, who is undertaking a variety of non-traditional projects, including the Scittery Woods Workforce Housing Development, an innovative development project in partnership with the town of Falmouth to offer affordable housing to public employees and lower income residents. In addition to exploring local finance options, we plan to approach the Equitable Facilities Fund to learn about potential low-cost financing options specifically devoted to charter developers. We are also speaking to the Maine Alliance for Public Charter Schools (<https://www.mapcs.net> (**<https://www.mapcs.net/>**)) to explore how the establishment of their entity might allow Maine charter schools to access State Charter School Facilities Incentive Grant (SFIG) Program, which is not currently accessible to charters in Maine.*

Q131.

If the applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility, briefly describe the facility, including location, size, and amenities.

a. Provide proof of the commitment as Attachment 21;

b. Attachment 21 may also include up to 10 (ten) pages of supporting documents providing details about the facility.

Not applicable. We have omitted Attachment 21.


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5.13. Section 25: Start-Up and Ongoing Operations

Q132.

Provide, as Attachment 22, on the template provided by the Commission, a detailed start-up plan for the school, specifying tasks, and timelines. This plan should align with the start-up budget.

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Resources


<i>Attachment 22 - ME St...</i>

Applicant Evidence :


<i>MPS Submission to MC...</i>

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Q133.

Describe the school transportation plan and arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.



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Our planning and arrangements will depend on the needs of our students, and we will have to develop customized options depending on where students are enrolling from. We will likely consider a range of options aligned to our commitment to sustainability as well– for example, high school students in Portland Public Schools utilize regional buses, and this might be an option for local students given our planned first site will be within the Portland/Westbrook transit area. There may also be opportunities to explore partnerships with other entities working on transportation issues within the State, such as Moving Maine (<https://www.movingmaine.org/> (<https://www.movingmaine.org/>)).

In any case, MOXIE Public Schools will implement a comprehensive transportation plan designed to meet the daily transportation needs of students while also supporting field trips, athletic events, and other extracurricular activities.

Daily Transportation

1. Cross-District Access for Eligible Students

- *MOXIE will serve students from multiple districts. To address mobility across districts, the school will contract with state-approved transportation providers to offer bus services, including negotiated agreements with regional transit, that cover its wide geographic catchment area.*
- *Routes will be optimized for safety and efficiency, prioritizing areas with high student enrollment.*

2. Equity and Accessibility

- *Buses will comply with the Americans with Disabilities Act (ADA) to accommodate students with special transportation needs.*
- *Low-income families and students without reliable transportation will be prioritized in route planning.*

3. Funding

- *MOXIE will leverage Maine's transportation reimbursement program, which provides state funding for approved transportation costs, ensuring financial sustainability for its transit services.*

Field Trips and Athletic Events

1. Field Trips

- *The school will coordinate transportation for academic and extracurricular field trips by contracting with local bus companies or utilizing school-owned vehicles when available.*



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○ *Costs for field trip transportation will be incorporated into the school's operating budget or covered through grant funding and community partnerships.*

2. Athletic and Extracurricular Events

○ *MOXIE will provide transportation for athletic teams and student clubs to events and competitions.*

Safety and Compliance

- *Driver Training and Background Checks: All drivers will be trained and certified in accordance with Maine Department of Education standards and subject to background checks.*
- *Vehicle Maintenance: All vehicles will undergo routine inspections and maintenance to ensure safety and reliability.*
- *Emergency Preparedness: Transportation staff will be trained in emergency procedures, including evacuation drills and communication protocols.*

Technology Integration

- *MOXIE plans to use transportation management software to monitor bus routes, track vehicles in real-time, and communicate updates to families in case of delays or route changes.*

By prioritizing safety, accessibility, and efficiency, MOXIE's transportation plan will ensure students can access school and participate fully in academic and extracurricular activities.

Q134.

Summarize the plan for safety and security for students, the facility, and property, and how that plan complies with all federal, state, county, and city health and safety laws. Explain the types of security personnel, technology, equipment, and policies that the school will employ.



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MOXIE Public Schools will implement a comprehensive safety and security plan to protect students, staff, and property while ensuring compliance with federal, state, county, and city health and safety laws. As we implement these plans, we will also want to ensure we're communicating about safety measures in ways that are culturally competent and also foster a greater sense of belonging, inclusiveness, and collective responsibility amongst community members, including staff, students, families, and partners.

Facility and Property Security

- *The school will maintain secure entry points, requiring visitor check-ins and badge systems.*
- *Security cameras will be installed in high-traffic and exterior areas for surveillance.*
- *Access to buildings will be controlled with electronic key card systems for staff.*

Student Safety Measures

- *MOXIE will adopt an Emergency Response Plan (ERP) aligned with Maine DOE safety guidelines, covering fire, lockdown, and evacuation protocols.*
- *Staff will receive annual safety training, including active threat response, CPR, and first aid.*
- *Comprehensive background checks, including fingerprinting and child abuse clearances, will be required for all employees, contractors, and volunteers working with children.*

Security Technology and Compliance

- *The school will use crisis alert systems to communicate emergencies instantly.*
- *MOXIE will adhere to OSHA, ADA, and CDC guidelines for facility cleanliness, air quality, and emergency medical response.*

These policies will ensure a safe, legally compliant, and well-prepared learning environment for all students and staff.

Q135.

Describe how student records will be maintained, managed, and protected. Also, describe the software that will be used for student records.



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MOXIE Public Schools will implement secure and compliant systems to maintain, manage, and protect student records while ensuring compliance with FERPA (Family Educational Rights and Privacy Act), state regulations, and local policies. Additional diligence to inform purchasing and selection of specific software and platforms will be conducted in our planning year.

Maintenance and Management of Student Records

- *Electronic and Physical Records: All student records, including enrollment, academic performance, attendance, special education plans (IEPs/504s), and disciplinary records, will be securely maintained in a centralized student information system (SIS).*
- *Access Control: Only authorized personnel (such as administrators, designated staff, and parents/legal guardians) will have access to student records, following strict role-based access protocols.*
- *Retention and Compliance: Records will be stored for the legally required retention period and securely disposed of when no longer needed.*

Software for Student Records

- *MOXIE will use PowerSchool, Infinite Campus, or a similar SIS to track student data, generate reports, and ensure compliance with reporting requirements.*
- *Special education records will be managed through a secure, FERPA-compliant platform to ensure confidentiality and accessibility for educators and families.*

Protection of Student Data

- *Encryption and Secure Storage: All digital records will be stored in encrypted, cloud-based systems with multi-factor authentication for access.*
- *Regular Audits and Monitoring: The school will conduct routine security audits to ensure data integrity and privacy protection.*
- *Parental Access and Rights: Parents will have access to review and request corrections to their child's records in compliance with FERPA.*

These measures will ensure secure, efficient, and compliant student records management, protecting student privacy and institutional accountability.

Q136.

Outline the plans for food service and other significant operational or ancillary services.



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Adequate student nutrition is essential for learning and healthy development. MOXIE Public Schools is committed to providing comprehensive food services and essential operational support to ensure a conducive learning environment.

Food Service Plan

In alignment with Maine's School Meals for All legislation, which offers free breakfast and lunch to all students, MOXIE will:

- *Participation in the National School Lunch Program (NSLP): Enroll in the NSLP to access federal reimbursements and adhere to nutritional guidelines.*
- *On-Site Meal Preparation: Establish a fully equipped kitchen to prepare nutritious meals daily, accommodating dietary restrictions and preferences. This will depend on our facility; should we not be able to establish a kitchen in house, we will seek to partner with another site to prepare food.*
- *Local Sourcing: As much as possible, partner with local farmers and vendors to incorporate fresh, locally sourced ingredients, supporting community agriculture. There are numerous potential partners in our planned region, such as Cultivating Community (<https://cultivatingcommunity.org/schools/>), Food Fuels Learning (<https://www.foodfuelslearning.org/>), and the Maine Farm to Schools Network (<https://www.maineфарmtoschool.org/>).*
- *Compliance and Training: Ensure staff are trained in food safety protocols and maintain compliance with state and federal health regulations.*

Operational and Ancillary Services

To support school operations, MOXIE will implement the following services:

- *Transportation: Contract with certified transportation providers to offer safe and reliable student transit, adhering to all safety regulations.*
- *Facilities Maintenance: Employ a dedicated team for regular maintenance, cleanliness, and prompt repairs to provide a safe learning environment.*
- *Health Services: Staff, or partner with another nonprofit or agency to staff, a qualified nurse to manage student health needs, maintain health records, and implement wellness programs.*



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- *Technology Support: We plan to outsource our IT services to a qualified expert partner, who will help support our operational leads to oversee digital infrastructure, ensuring secure and efficient technology use in classrooms.*

By integrating these services, MOXIE aims to create a supportive and effective educational setting for all students. Ultimately, we envision operating our sites as full community campuses, co-locating with other nonprofits and service providers to not only address these foundational supports but more comprehensively meet the broader wellness and social service needs of our families.

Q137.

Provide, as Attachment 23, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance include, but are not limited to, workers' compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions. Applicants should ensure that they have the coverage identified in the sample contract (Exhibit B, Section 5).

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Applicant Comments :

Please see Attachment 23. We have modeled these types and coverage obtained at the sample contract (<https://www.maine.gov/dafs/bablo/sites/maine.gov.csc/files/inline-files/Sample-Contract-Complete.pdf> (<https://www.maine.gov/dafs/bablo/sites/maine.gov.csc/files/inline-files/Sample-Contract-Complete.pdf>)).

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Q138.



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Describe in detail who is currently working or who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate these individuals.



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At this time, MOXIE does not have any full-time or nearly full-time staff; work is being completed by a volunteer team. Given that Maine does not provide start-up funding in charters' planning years, we are aggressively pursuing local and national philanthropic opportunities as well as planning to submit a federal Charter School Program Developer grant. We are also discussing opportunities for pro bono support from local experts and firms (we obtained support for our federal 501c3 application in such a manner). We have received generally positive feedback, but have also been told that significant funding will be dependent on charter approval.

Should the charter be approved, our first hires will prioritize instructional design and leadership and school site operations planning. Volunteer members of the board, which we would continue to expand based on specific skills needed, would continue to lead overall nonprofit strategic development, facilities acquisition, partnership development, communications, and fundraising until we can fully greenlight additional positions. We will also seek outsourced support in finance and technology as funds allow.

Our first tranche of hires (summer 2025) will therefore include:

- Founding school instructional director, our Chief of Teaching and Learning, who will focus on curricular development, model design, and staffing recruitment.*
- School site operations lead, who will focus, with support from our board and partners, on community engagement points, recruitment for enrollment, and developing school site preparations.*

This work will be supported by consultants. As made possible through funding, our planned Chief Executive Officer Beth Rabbitt, will increasingly transition towards a paid position with the organization.

Our second tranche of hiring will occur in the spring of 2026 and be greenlit through reaching enrollment/application targets, at which time we will seek to hire our core instructional leads for opening year, including our core literacy and math and multilingual and special education specialist lead teachers.

Our final tranche of hiring will be over the summer, when we will finalize hiring for our two community educator positions.



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6. CATEGORY 6: FINANCIAL PLAN

6.1. Section 26: Financial Plan

Q139.

Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. Review the Maine Department of Education's list of approved software systems and describe the accounting software that will be used.



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MOXIE Public Schools will implement robust financial systems, policies, and internal controls to ensure financial sustainability, transparency, and compliance with all state and federal regulations. These systems will support financial planning, accounting, purchasing, and payroll while safeguarding against fraud, inefficiencies, and mismanagement.

1. Financial Planning

MOXIE will use a multi-year financial planning model to ensure sustainability and strategic growth. This model includes:

Annual Budget Development and Approval

- The administrative leadership team will develop the annual budget in alignment with academic and operational priorities.*
- The Governing Board will review and approve the budget, ensuring resources align with the school's mission and sustainability goals.*
- The budget will be reviewed quarterly to make necessary adjustments based on enrollment, grant funding, and unexpected expenditures.*

Long-Term Financial Sustainability

- A five-year financial projection will be maintained to guide growth, facilities expansion, and workforce planning.*
- The school will actively pursue diversified funding sources, including state per-pupil funding, philanthropic grants, and federal Charter School Program (CSP) funds.*

Reserves and Contingency Planning

- MOXIE will seek to build and maintain overtime a minimum of three to six months of operating expenses in reserves to safeguard against revenue shortfalls.*
- A risk mitigation plan will be in place to address financial emergencies, unexpected enrollment drops, or major economic shifts.*

2. Accounting and Financial Reporting

MOXIE Public Schools will follow Generally Accepted Accounting Principles (GAAP) and ensure compliance with all state and federal financial reporting requirements.



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Accounting System and Bookkeeping

- *The school will use a cloud-based financial management system (QuickBooks) to track expenses, revenues, and financial transactions in real-time.*
- *An independent auditor will review financial records annually to ensure compliance with GAAP and charter financial regulations.*
- *The school will maintain segregation of duties to prevent fraud, ensuring that different individuals are responsible for approving purchases, processing payments, and reconciling accounts.*

Internal Financial Controls

MOXIE will establish controls to ensure accountability and prevent financial mismanagement, including:

- *A dual-signature policy requiring approval from two senior administrators for expenses over \$5,000.*
- *Monthly bank reconciliation conducted by an independent finance team member.*
- *Quarterly financial report reviews by the board finance committee and regular financial audits.*

Compliance with State and Federal Reporting

- *MOXIE will submit required financial reports (annual and as otherwise required) to the Maine Charter School Commission and the Department of Education.*
- *The school will ensure compliance with federal grant management regulations under Uniform Guidance (2 CFR Part 200).*
- *Annual independent audits will be conducted and shared publicly to maintain transparency.*

3. Purchasing and Procurement Policies

MOXIE will establish clear procurement policies to ensure efficient, cost-effective, and ethical spending of public and private funds.

Procurement Process

- *All purchases will be reviewed for necessity, alignment with the budget, and cost efficiency.*



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- *A competitive bidding process will be used for purchases over \$10,000 to ensure the best value.*
- *A purchase request system will require staff to submit formal requests, which must be approved by the executive leadership.*

Vendor and Contract Management

- *All vendor contracts will undergo legal and financial review before approval.*
- *Contracts will include performance metrics to ensure vendors deliver quality services and goods.*
- *The school will prioritize local and minority-owned businesses when selecting vendors, ensuring alignment with MOXIE's equity values.*

Expense Reimbursement Policy

- *Staff will be reimbursed for pre-approved expenses related to school operations, such as travel and instructional materials.*
- *Reimbursement requests must include receipts and a justification statement and be submitted within 30 days of the expense.*

4. Payroll and Employee Compensation

MOXIE will maintain a fair, transparent, and efficient payroll system to ensure staff are paid accurately and on time.

Payroll Processing and Compliance

- *MOXIE will use a third-party payroll provider (to be determined based on approval by the Maine Department of Education) to ensure compliance with tax and labor laws.*
- *Payroll will be processed biweekly, with direct deposits for all employees.*
- *Payroll records will be audited quarterly to ensure accuracy and prevent errors or fraud.*

Compensation and Benefits Structure

- *MOXIE will offer competitive teacher salaries and create new pathways for career growth and financial sustainability.*
- *Employee benefits will include health insurance, paid time off, retirement plans, and professional development opportunities.*



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- *The board will review and approve salary structures annually, ensuring fiscal responsibility while retaining top talent.*

Time and Attendance Tracking

- *The school will implement an electronic time-tracking system for hourly part-time staff to ensure compliance with labor laws and contract agreements.*
- *Leave policies, including sick leave, personal days, and professional development, will be clearly documented and managed by the HR team.*

5. Ensuring Compliance and Transparency

MOXIE Public Schools will implement multiple layers of oversight to maintain financial integrity and ensure compliance with all regulatory requirements.

Board Oversight and Finance Committee

- *A Board Finance Committee will meet monthly to review financial reports and ensure spending aligns with strategic priorities.*
- *Board members with expertise in finance, law, or nonprofit management will provide oversight and guidance.*

Independent Audits and External Reviews

- *Annual independent audits will be conducted to ensure compliance with GAAP and Maine charter school financial regulations.*
- *Findings from audits will be publicly shared to maintain transparency.*

Ethical Financial Practices and Fraud Prevention

- *Conflict-of-interest policies will prevent board members and staff from benefiting from school contracts or financial decisions.*
- *A whistleblower policy will allow staff and stakeholders to report financial misconduct anonymously.*



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MOXIE Public Schools will operate with financial discipline, transparency, and compliance, ensuring strong financial planning, responsible accounting, ethical procurement, and efficient payroll management. By implementing rigorous internal controls, board oversight, and independent audits, the school will maintain financial integrity while maximizing resources to support student success and long-term sustainability.

Q140.

Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.



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A strong financial governance structure will be critical for ensuring that MOXIE Public Schools operates sustainably and efficiently. The school's administration and governing board each will play distinct but complementary roles in financial management.

The MOXIE administration will be responsible for the day-to-day financial operations and ensuring the school's budget is aligned with its mission and goals. Tasks will include:

Budget Development & Execution

- Create and manage the school's annual budget, ensuring financial resources support instructional priorities and operational needs.*
- Allocate funds efficiently, ensuring maximum impact on student learning, staffing, and facilities.*

Financial Reporting & Compliance

- Maintain accurate financial records and submit required reports to the board, auditors, and government agencies.*
- Ensure compliance with charter school funding regulations, grant reporting requirements, and financial transparency laws.*

Revenue Generation & Fundraising

- Identify and pursue grants, philanthropic donations, and alternative funding streams to supplement per-pupil state funding.*
- Oversee student enrollment strategies, as enrollment directly impacts state funding.*

Operational Financial Management

- Manage payroll, vendor contracts, and facilities expenses, ensuring financial stability.*
- Ensure compliance with procurement policies and financial audits.*

Emergency and Risk Management

- Monitor financial risks and take corrective action to prevent budget deficits or cash flow issues.*
- Work closely with external auditors to maintain transparency and accountability.*



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The board does not manage day-to-day financial tasks but provides strategic oversight and accountability to ensure the school's long-term financial health. These responsibilities will include:

Financial Oversight & Governance

- *Approve the annual budget and monitor financial performance throughout the year.*
- *Ensure the budget aligns with the school's mission, strategic priorities, and long-term sustainability.*

Accountability & Compliance

- *Ensure the school adheres to state and federal financial regulations and maintains financial transparency.*
- *Conduct regular financial audits and risk assessments to mitigate potential mismanagement or fraud.*

Fundraising & Resource Development

- *Support major fundraising efforts, grant applications, and partnerships to secure external funding.*
- *Advocate for state and local policy changes that could benefit charter school funding.*

Hiring & Evaluating the School's Financial Leadership

- *Recruit and oversee the Chief of Operations or Finance Director, ensuring they have the expertise to manage financial resources effectively.*
- *Hold the CEO accountable for financial performance, ensuring responsible fiscal management*

Long-Term Financial Planning

- *Develop and oversee multi-year financial strategies, including plans for growth, facilities expansion, and sustainability.*
- *Ensure the school is financially viable beyond the initial start-up years.*

The school administration and governing board will work collaboratively to maintain financial health while staying true to the school's mission. Key collaboration points include:



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- *Quarterly Board Reports – The administration presents detailed financial reports to the board for review.*
- *Annual Budget Approval – The administration drafts the budget, and the board approves it and ensures strategic alignment.*
- *Audit & Compliance Checks – The board ensures independent audits occur, while the administration implements financial controls.*
- *Risk Management & Growth Planning – Both parties work together to address financial risks and develop expansion plans.*

Q141.

Describe the school's plans and procedures for contracting for an annual independent audit of the financial operations of the school.



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MOXIE Public Schools will implement a rigorous and transparent independent audit process to ensure compliance with financial regulations, maintain fiscal integrity, and uphold public trust. The annual independent audit will evaluate financial statements, internal controls, and compliance with state and federal requirements. The process will be guided by Generally Accepted Accounting Principles (GAAP) and the Governmental Accounting Standards Board (GASB) standards.

1. Selection of an Independent Auditor

MOXIE will establish a formal procurement process to contract with a qualified, independent auditing firm with experience in charter school finances and public-sector accounting.

Key Steps in the Auditor Selection Process:

- The Board Finance Committee will issue a Request for Proposal (RFP) to identify firms with relevant experience in charter school audits.*
- Proposals will be evaluated based on experience, credentials, methodology, cost, and references.*
- The Board will interview top candidates and approve the selection of an auditor through a formal board resolution.*
- The selected auditor will sign a multi-year contract, typically for three to five years, with annual reviews to ensure continued quality and compliance.*

2. Scope of the Annual Independent Audit

The audit will provide an objective assessment of MOXIE's financial health, internal controls, and regulatory compliance.

Audit Scope Includes:

- Review of Financial Statements: Ensuring accuracy in reporting revenue, expenditures, assets, and liabilities.*
- Internal Control Testing: Assessing procedures for financial management, procurement, payroll, and fraud prevention.*
- Compliance Audit: Verifying adherence to state charter school laws, grant funding regulations, and tax requirements.*



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- *Federal Program Review: If the school receives federal funds, the audit will include a Single Audit under the Uniform Guidance (2 CFR Part 200).*
- *Recommendations for Improvements: Identifying areas where financial policies and controls can be strengthened.*

3. Audit Execution and Reporting Process

Phase 1: Pre-Audit Planning

- *The executive team will prepare financial records, including general ledgers, bank statements, payroll records, grant documentation, and financial reports.*
- *The auditor will meet with the Board Finance Committee to review the audit timeline, requirements, and preliminary concerns.*

Phase 2: On-Site or Remote Audit

- *The auditor will conduct fieldwork to examine financial transactions, test internal controls, and verify compliance with accounting standards.*
- *Staff will provide requested financial data, contracts, invoices, and budget reports.*

Phase 3: Auditor Findings and Draft Report

- *The auditor will present preliminary findings to the Finance Director and Board Finance Committee for review and clarification.*
- *Any discrepancies or concerns will be addressed before the final report is issued.*

Phase 4: Final Audit Report and Board Review

- *The final audit report will be presented to the full Governing Board in a public meeting.*
- *The Board will approve and adopt the audit, ensuring that any recommendations for improvement are incorporated into financial procedures.*
- *The audit report will be submitted to state regulators, authorizers, and federal agencies as required by law.*

4. Compliance and Transparency

- *The audit report will be posted on the school's website to ensure transparency for stakeholders.*



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- Findings will be included in annual financial reports submitted to the Maine Charter School Commission.
- If corrective actions are needed, the Finance Director will develop and implement a remediation plan, which the Board will monitor for completion.

5. Risk Management and Fraud Prevention

MOXIE will implement policies to proactively mitigate financial risks and strengthen internal controls:

- *Regular Financial Monitoring:* The Board Finance Committee will conduct quarterly financial reviews to ensure early detection of financial issues.
- *Whistleblower Policy:* Staff and stakeholders will have a confidential process to report financial misconduct.
- *Conflict-of-Interest Policy:* Board members and employees will be required to disclose financial interests and recuse themselves from decisions that could create conflicts.

To conclude, MOXIE Public Schools' annual independent audit process will ensure financial accountability, legal compliance, and transparency. By contracting with a qualified external auditor, maintaining strong internal controls, and implementing board-level oversight, the school will uphold the highest standards of financial integrity and public trust.

Q142.

Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and annual financial report.



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MOXIE Public Schools will maintain full financial transparency with the Maine Charter School Commission and the public by implementing clear policies for budget adoption, financial reporting, and audit dissemination.

Public Adoption of the Budget

- *The annual budget will be developed by the Finance Director and CEO, reviewed by the Board Finance Committee, and approved by the full Governing Board in a public meeting.*
- *The budget will be posted on the school's website and made available for public comment before final adoption.*

Annual Audit and Financial Report

- *An independent audit will be conducted annually by a certified firm, reviewing financial statements, internal controls, and compliance.*
- *The final audit report will be presented at a public board meeting, submitted to the Commission, and published on the school's website.*
- *The school will also prepare an Annual Financial Report, detailing revenues, expenditures, and financial performance, ensuring stakeholders have a clear view of financial operations.*

MOXIE will provide quarterly financial updates to the Commission and stakeholders, ensuring ongoing transparency and accountability. These measures will ensure public trust, regulatory compliance, and responsible stewardship of funds.

Q143.

Submit a completed Financial Plan Workbook (Commission Template), as Attachment 24. Be sure to complete all sheets in the Workbook. In developing the budget, please use the per-pupil revenue guidance provided by the Commission.

Upload Required File Type: **pdf, excel, word** Max File Size: **30** Total Files Count: **30**



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Applicant Comments :

Please see our "MPS Response to MCCS: Attachment 24" for a completed workbook. We believe that the special education calculation on page 3 of the workbook does not appear to be appropriately calculating an estimated per pupil increase for enrolled special education students. Based on our own research, the State of Maine funds special education students on a weighted basis as an additional operating cost allocation, at a weight of 1.5 for up to 15% of students and a weight of .38 beyond (source: EPS Infographic). We have offered a correction at the bottom of that page, which we believe more accurately represents our estimated per pupil. We then offer adjustments to the remaining pages. For the purposes of reporting our budget in the next question, we are working from our estimate. However, we are happy to revise if we have misunderstood the funding formula.

Resources



Attachment 24 - Finan...

Applicant Evidence :



MPS Submission to MC...

Uploaded on **2/12/2025**

by **Beth Rabbitt**

Q144.

As Attachment 25, present a detailed budget narrative, that describes how the budget aligns with and supports implementation of the educational program. The narrative should include a description of assumptions and revenue estimates that includes, but is not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The budget narrative should include the following:

a. Anticipated funding sources: Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations,



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- foundations, grants, etc. Describe any restrictions on access to or use of any identified funding sources. Include evidence of commitment for any funds on which the school’s core operation depends;*
- b. Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated;*
- c. Describe in detail the year one cash flow contingency, if revenue projections are not met in advance of opening;*
- d. Provide, as Attachment 26, evidence of philanthropic funding commitments; and*
- e. Discuss how the charter school will be able to demonstrate a cash reserve by the end of Year 3, sufficient to cover expenses for two (2) months or more.*

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 30

Applicant Comments :

Please see Attachment 25 for the budget narrative as well as our uploaded sheet-based budget template with a 10-year projected budget. We offer full size versions as Exhibit 2 (standard) and 3 (updated projected EPS version).

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.

Applicant Evidence :

MPS Submission to MC...	Exhibit 2- MPS Respon...	Exhibit 3- MPS Respon...	MPS Submission to MC...
Uploaded on 2/13/2025 by Beth Rabbitt	Uploaded on 2/13/2025 by Beth Rabbitt	Uploaded on 2/13/2025 by Beth Rabbitt	Uploaded on 2/13/2025 by Beth Rabbitt

Q145.



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Provide, as Attachment 27, the school's long-term fundraising plan. Be sure to include specifics as to how the school will sustain any necessary fundraising, who will take the lead in implementing the plan, and how board members will be engaged in fundraising and plan implementation.

Upload Required File Type: **pdf, excel, word** Max File Size: **30** Total Files Count: **30**

Applicant Comments :

Please see Attachment 27.

Applicant Evidence :



MPS Submission to MC...

Uploaded on **2/10/2025**

by **Beth Rabbitt**

Q146.

For established organizations: Provide, as Attachment 28, the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level and overall operations are distinctly represented..

Enter "NA" if not applicable.

Upload Required File Type: **pdf, excel, word** Max File Size: **30** Total Files Count: **30**

Applicant Comments :


NA.



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Applicant Evidence :


MPS Submission to MC...

Uploaded on **2/13/2025**

by **Beth Rabbitt**

Q147.

For established organizations: For the organization as a whole and any related business entities, provide, as Attachment 29, the last three years of independent financial audit reports and management letters, if applicable.

Enter "NA" if not applicable.

Upload Required File Type: **pdf, excel, word** Max File Size: **30** Total Files Count: **30**

Applicant Comments :

NA. 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.

Applicant Evidence :


MPS Submission to MC...

Uploaded on **2/13/2025**

by **Beth Rabbitt**



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7. CATEGORY 7: EXISTING OPERATORS

7.1. Section 27: Existing Operators

Q148.

Are you an Existing Operator?

- Yes
- No



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8. CATEGORY 8: CAPACITY

8.1. Section 28: Team Capacity

Q153.

Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance, and/or management, and will thus share responsibility for the school's educational success. These individuals may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.



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The current proposed leadership consists of four founding board members (it is our understanding that Maine charters are first awarded to a nonprofit board of "volunteer" directors, and following approval, we will shift two members to organizational management.). Both of the proposed management co-founders have served as educators and senior organizational leaders; together, they bring over 40 years of direct experience in and working with schools. All four of the founding members are Mainers with deep K-12 innovation, nonprofit, and community expertise. Collectively, they bring lived experiences as multilingual, cognitively diverse, multilingual, first-generation college, rural, and immigrant students, teachers, school leaders, and superintendents, and parents of current learners.

Members of this team include:

Dr. Beth Rabbitt, Ed.L.D., who 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. Beth plans to transition to the chief executive role with MOXIE post charter approval.

Virgel Hammonds, M.Ed, who 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 a bachelor's degree from the University of Mass Lowell and a Master of Education from Fresno Pacific University.

Jessie Seymour Perkins works as an independent contractor managing grants for municipalities. 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 Area Chamber of Commerce, leading efforts to diversify Western Maine's economy and strengthening its role as a hub for outdoor recreation. Her expertise includes large-scale event management, board governance, communications, public relations, community collaboration, and facilitation. She is an active member of the Maine Climate Council and a board member of Androscoggin Valley Hospital in Berlin, NH. Jessie earned a B.A. from Dartmouth College and an IOM certificate from the U.S. Chamber of Commerce Institute of Organization Management.



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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. Dan plans to transition to our founding instructional leadership role with MOXIE post charter approval.

Q154.

Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- a. School leadership, administration, and governance;**
- b. Curriculum, instruction, and assessment;**
- c. Performance management;**
- d. Cultural competence/inclusiveness;**
- e. Family and community engagement;**
- f. Special populations;**
- g. Staffing;**
- h. Professional development;**
- i. Performance management;**
- j. General operations;**
- k. State and Federal compliance;**
- l. Finances and Financial management;**
- m. Fundraising and development;**
- n. Accounting and internal controls; and**
- o. Facilities acquisition and management; including managing build-out and/or renovations, as applicable.**



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We believe that we have assembled a very strong founding team with direct experience executing and/or identifying and managing expert staff and support entities to execute the school and organizational design successfully. To speak to each specific area the Commission has identified:

School leadership, administration, and governance: Three of our four founders have direct experience as school administrators, in both traditional district settings and charter schools. Virgel was superintendent of RSU2 (Kennebec Intra-District Schools). In addition, Beth supported the scaling of charter entities, both as a former trustee of Scholar Academies (now three separate charter school entities in NJ/PA, DC, and TN) as well as an associate partner at the NewSchools Venture Fund, where she supported a variety of charter management boards (including entities such as Achievement First and Mastery Charter Schools). In addition to being on the founding team at three new high schools, Dan serves on the design advisory board for LAUNCH High School, an expeditionary learning school. Finally, in terms of governance, Jessie holds a professional certification from the Institute of Organization Management, has served in leadership roles on several boards, and spent a career in nonprofit management, including more than five years as an executive director responsible for board management.

Curriculum, instruction, and assessment: Virgel, Dan, and Beth all have experience as classroom educators, with Virgel and Dan having served as instructional leaders at the school and system level. Presently, working outside of schools, both provide ongoing coaching and assistance to support instructional improvement and change. Beth is a nationally recognized expert in innovative teaching and learning models, including technology. Her team works with hundreds of instructional leaders across the country through her nonprofit role. In addition to her research and support work with district and school leaders, Beth also runs national networks of curricular and assessment providers working to accelerate learning outcomes for students.

Performance management: As school-based and nonprofit leaders Beth, Virgel, Dan, and Jessie all have direct experience and accountability for managing complex organizations and initiatives. This has included setting annual objectives and key performance indicators, and setting up the performance management systems needed to manage staff



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to achieve them. As has been needed, these systems and activities have included annual evaluations, performance plans, and hiring and termination decisions to ensure the health of teams and achievement of mission.

Cultural competence/inclusiveness: Maine is a diverse state, and we are planning to build an intentionally diverse school serving learners from a variety of demographic and identity backgrounds. Given this, cultural competence and inclusivity has been built directly into our design principles and model. Each member of the team has been directly involved in cultural competence and inclusivity initiatives through our professional roles as organizational leaders. As noted, we also bring lived experiences as multilingual, cognitively diverse, multilingual, first-generation college, rural, and immigrant students, teachers, school leaders, and superintendents, and parents of current learners.

Family and community engagement: As school-based and nonprofit leaders Beth, Virgel, Dan, and Jessie all have direct experience engaging community stakeholders, including families, staff, other entities, and policymakers. Jessie, in particular, brings a unique lens as a former chamber of commerce leader, with extensive experience working with business leaders as well as directing large scale community communications and events in support of business/community connectivity. She also has a working knowledge of workforce development efforts throughout the state. As a superintendent, Virgel was responsible for engaging and supporting a district consolidation effort. Finally, we would note that Dan and Beth met through their work supporting parent engagement at their neighborhood school, working together with the PTA, school administration, and a variety of partners, they successfully launched a new afterschool program that served hundreds of elementary students and families in the spring of 2022. This program has experienced sustained success and served as a model for the Portland school community.

A key next step for our team is to formally diversify our governance representation and strategic engagement with other community groups. Feedback we've been given by these entities has been that identifying funds to support their work and successfully landing the charter approval will be critical gateways to addressing these gaps. For this reason, we are laser-focused on finding start-up funds, gathering feedback on our plan, and getting the green light needed to move to next stages.



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Special populations: Virgel, Dan, and Beth have all worked in schools that serve student bodies with a large proportion of special populations, including youth who have been identified as multilingual/limited English proficiency, special education, 504, immigrant, migrant, homeless, foster, and low income. Seeing how our current school systems are limited in their ability to flexibly and effectively serve these populations is a major driver for our application, and we would bring our personal expertise and broad networks of specialist connections to the task. We would also note that Jessie brings additional non-school expertise in terms of working with rural Maine communities.

Staffing: As school-based and nonprofit leaders Beth, Virgel, Dan, and Jessie all have direct experience recruiting, hiring, and retaining staff. In particular, we would note that Beth's doctoral work focused on the development of competency-based talent and learning systems for educators in innovative learning environments, and she held a direct role recruiting a founding instructional team for a charter organization in NJ.

Professional development: Virgel, Dan, and Beth have all led professional development and learning initiatives directly with educators, within schools and as external support partners. Dan currently leads professional training and development at a national educator preparation organization and works with Portland educators to improve science learning. Beth's doctoral work focused on the development of competency-based talent and learning systems for educators in innovative learning environments. Her current organization specializes in developing free and open training materials and guidance for teachers and leadership teams.

General operations: Virgel, Dan, and Beth have all served in direct school operations and leadership. As nonprofit executives and former system leaders, Virgel, Beth, and Jessie all have direct experience managing organizational operations, including human resources, annual planning and budgeting, communications, board governance, and remote and in-person operations.

State and Federal compliance: Virgel, most directly as prior superintendent of RSU2, and Dan and Beth all have experience in school administration, and have navigated different compliance-related functions. This, however, would be an obvious area where the team would tap into the guidance of the Commission as well as other experienced charter leaders in the state to ensure complete understanding of rules and regulations.



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Finances and Financial management: As nonprofit executives and former system leaders, Virgel, Beth, and Jessie all have direct experience leading financial management and oversight in organizations ranging from small scale start-up to sustained large-scale operations, with budgets of \$250,000 to \$25,000,000. Should this application be successful, we will also pursue adding a senior finance professional to the board.

Fundraising and development: As nonprofit leaders and board members, Beth, Virgel, Dan, and Jessie have extensive track records raising philanthropic, public, and private funds. For example, over the last decade Beth has raised over \$25 million in direct philanthropic support for her organization's work to improve K-12 learning. As a future MOXIE executive, she would bring this experience to ensure MOXIE has the resources it needs to deliver on its mission, both through local and national fundraising as well as identifying and navigating pathways to leverage other federal and state public funding sources.

Accounting and internal controls: As nonprofit executives and former system leaders, Virgel, Beth, and Jessie all have direct experience working with accountants and developing controls to ensure proper financial management and oversight. We plan to hire an accounting firm, and are currently speaking with Raj Thakker, the founder of Charter School Business Management (a national provider of finance back-office services and management training to charter schools) who has agreed to advise initial planning and would be positioned to support implementation. Should this application be successful, we will also pursue adding a senior finance professional to the board.

Facilities acquisition and management: As a superintendent, Virgel oversaw facilities management for RSU2's five physical campuses. However, we would note that this is typically an area where we would turn to other organizations and management experts to support acquisition and management, including national finance and management entities such as Grow Schools, Roundtable Funding, and the Equitable Facilities Fund. We have engaged John Finegan, a commercial real estate agent with the Boulos Company, as an advisor for our acquisition and financing efforts. We are exploring both rental and acquisition opportunities for the first learning site. In the short term we would likely outsource day-to-day management to a local partner.



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Q155.

*Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Discuss the evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs or other relevant leadership roles in which they have served, completed, or participated. Provide, as **Attachment 31**, the qualifications and resume for this individual. Provide specific evidence (i.e., track record) of the leader's ability to effectively serve the anticipated population.*

—OR—

*If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide, as **Attachment 31**, qualifications for the school leader and a plan for recruiting and hiring a strong and compatible leader.*

Our founding instructional leader will be Dan Sonrouille. As shared in our response to question 1 of this section, Dan is an experienced educator and school leader, having served on the founding team at three new high schools, Dan serves on the design advisory board for LAUNCH High School, an expeditionary learning school. In prior roles, he has shown his significant ability to drive high outcomes as well as create and implement culturally responsive, rigorous programming and systems such as that envisioned at MOXIE. His students consistently achieved 90% passing rates on state exams. As a director of STEM at another charter school, he oversaw the creation and roll out of math and science curriculum across 9-12th grades. As a professor at Relay GSE, he leads the design and execution of science curriculum, training new teachers and leading a full curriculum redesign, achieving 95% student satisfaction and 90% passing on course module evaluations. Finally, recently as a consultant to Portland Public Schools, Dan is supporting instructional improvement in science across middle schools. See Attachment 31 for his resume.

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Applicant Evidence :



Uploaded on **2/13/2025**

by **Beth Rabbitt**

Q156.

Describe the responsibilities of the school's leadership/management team beyond the principal/head of school.

A key assumption the MOXIE team holds is that great instructional leaders need to have the freedom and ability to focus on teaching and learning. Given this, we would note that we believe Dan's work must be accompanied by other team members supporting nonprofit governance, operational excellence, fundraising, and other partnerships. This will be true at start-up, as well as as the school grows to serve more learners and grades.

In the immediate term, should we receive approval, Beth Rabbitt will work with the organization to drive non-instructional function with support from other members of the founding team. We will also seek to identify and manage an operations lead to support day-to-day non-instructional site activities for school start-up (year one of operations).

Finally, we will note that over time we plan to create learning sites composed of lower and upper school educator teams, each led by a site-level leader and reporting up into the nonprofit to a senior cross-site instructional leader. We also envision creating a local site advisory board for each learning site.

Please see Attachments 10 and 17 for an overview of the school and nonprofit planned staffing models.

Q157.

Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school's development.



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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:

- *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/> (<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://jmg.org/> (<https://jmg.org/>))*
- *Boulos Company, who is providing us with complimentary facilities advising and will support search and acquisition (<https://boulos.com/> (<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.greatschoolspartner ship.org/> (<https://www.greatschoolspartner ship.org/>))*
- *Maine Association of New Americans, which offers community wellness and peer support programming for new Mainers (<https://www.mana-maine.org/> (<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/> (<https://portlandempowered.org/>))*
- *New England Arab American Association, who would be positioned to support community engagement and feedback (<https://www.neaao.org/> (<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/> (<https://www.mccs.me.edu/>))*
- *Volunteers of America for Northern New England, who we have consulted given their work with foster youth and homeless communities in Maine (voanne.org (<http://voanne.org>))*

In addition, we are speaking with a number of national entities who might be positioned to support MOXIE, either through direct financial support or consultation. These entities include:

- *Charter School Growth Fund, which is considering MOXIE for a seed-funding grant pending charter approval (<https://chartergrowthfund.org/> (<https://chartergrowthfund.org/>))*
- *NewSchools Venture Fund, which is considering MOXIE for an Innovative Schools grant pending charter approval (newschools.org (<http://newschools.org>))*



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- *Learner Studio, an intermediary nonprofit offering financial support for future-centered learning initiatives (<https://thelearnerstudio.org/buildingthefuturereport/> (<https://thelearnerstudio.org/buildingthefuturereport/>))*
- *North East Charter Schools Network, which has offered guidance for accessing federal Charter School Program funding (<https://www.necharters.org/> (<https://www.necharters.org/>))*
- *Charter School Business Management, a national provider of finance back-office services and management training to charter schools (<https://csbm.com/> (<https://csbm.com/>))*
- *Distinctive Public Schools, a charter management entity in the midwest who has agreed to share existing operational and academic model documentation (<https://www.distinctiveschools.org/> (<https://www.distinctiveschools.org/>))*
- *Institute for Human Education, whose solutionary schools framework is informing our design (<https://humaneeducation.org/teach-the-solutionary-framework/> (<https://humaneeducation.org/teach-the-solutionary-framework/>))*

Final Status

- Reject*
- Approve*

Approver Comments