

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

CSP Non-SEA Planning, Program Design, and Implementation (84.282B)

CFDA # 84.282B

PR/Award # U282B130016

Grants.gov Tracking#: GRANT11448066

OMB No. 1894-0006, Expiration Date: 09/30/2014

Closing Date: Jul 12, 2013

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/11/2013"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Good Will-Home Association"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="01-0211508"/>	* c. Organizational DUNS: <input type="text" value="0774616480000"/>

d. Address:

* Street1: <input type="text" value="16 Prescott Drive, PO Box 159"/>
Street2: <input type="text"/>
* City: <input type="text" value="Hinckley"/>
County/Parish: <input type="text" value="Somerset"/>
* State: <input type="text" value="ME: Maine"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="04944-0000"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr ."/>	* First Name: <input type="text" value="Emanuel"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Pariser"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Program Designer and Co-Director of MeANS"/>	
Organizational Affiliation: <input type="text" value="Good Will-Hinckley"/>	
* Telephone Number: <input type="text" value="207-238-4016"/>	Fax Number: <input type="text"/>
* Email: <input type="text" value="emanuel@gwi.net"/>	

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-061113-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program Non-State Educational Agencies (Non-SEA) Planning, Program Design, And Initial Implementation Grant CFDA Number 84.282B

13. Competition Identification Number:

84-282B2013-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

GWH Areas Affected-1.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Building the infrastructure for the Maine Academy of Natural Sciences at Good Will-Hinckley

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value=""/>
* b. Applicant	<input type="text" value="48,990.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value=""/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

List of Attachments

- Proof of Non-Profit Status
- Staff Resumes
- Charter Contract
- Charter School Assurance
- Community Partners
- Internship Sites
- Board List
- Bibliography
- Commitment Documents
- Support Letters

Internal Revenue Service

District
Director

The Good Will Home Association
Hinkley, MAINE 04944

Department of the Treasury

P.O. Box 9081
JFK Federal Bldg., Boston, Mass. 02203

Person to Contact: Mary E. Tobin

Telephone Number: 617 223 5408

Refer Reply to: EP/EO

Date: February 21, 1978

Gentlemen:

This is in reply to your recent letter requesting a copy of an exemption letter for the above organization.

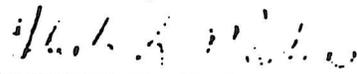
Due to our records retention program, a copy of the original letter is not available.

However, records in this office indicate that a determination letter was issued in May, 1940 to the above organization ruling that it was exempt from Federal Income Tax under Section 501(c)(3) and Sections 509(a)(1) & 170(b)(1)(A)(ii) of the Internal Revenue Code of 1954.

This ruling remains in effect as long as there are no changes in the character, purposes, or method of operation of the organization.

I trust the foregoing information will serve your purpose.

Yours truly,


HERBERT B. MOSHER
District Director

Exemption # A-140633

Glenn A. Cummings

GOOD WILL-HINCKLEY

President and Executive Director

Oversaw the rebuilding of Good Will-Hinckley after the near-closure of the institution in 2009. Coordinated the design of, and now administer the Maine Academy of Natural Sciences at Good Will-Hinckley, high school for at-risk students which became the first charter school in the state. Oversee the finances and administration of Good Will-Hinckley as a whole, including the Glenn Stratton Learning Center for children with behavioral disabilities, and the L.C. Bates Museum.

HINCKLEY, ME

2010 – PRESENT

U.S. DEPARTMENT OF EDUCATION

Deputy Assistant Secretary

Appointed March 2009 by President Barak Obama to serve at the direction of U.S. Secretary of Education Arne Duncan. Responsible for leadership in policy development for post-secondary education “access and completion” priorities and the management and supervision of \$1.9 billion in federal allocation for Perkins IV funding and Adult Education to all fifty states and U.S. territories.

WASHINGTON D.C.

2009-2010

PUBLIC SERVICE

MAINE HOUSE OF REPRESENTATIVES

Speaker of the House, Maine House of Representatives

Elected unanimously to serve as the chief presiding officer of the Maine House of Representatives, responsible for the political and administrative management of the institution. Provided leadership for the passage of a bi-partisan biennial budget; brokered agreement on the largest economic investment bond package in the state’s history; and led a bi-partisan effort to increase higher education appropriations

- Chief House negotiator and co-architect of \$6.4 Billion FY08-09 state budget
- Oversight, management of the Legislature’s 151 lawmakers, 217 partisan and non-partisan staff, 18 Joint Standing Committees
- Direct management and oversight of the Legislature’s \$46 million budget

AUGUSTA, ME

2006 – 2008

Majority Leader, Maine House of Representatives

Charged with providing a dynamic voice, a compelling vision, and effective leadership for the Democratic Caucus, including the creation and implementation of the legislative agenda and the recruitment of 151 Democratic candidates. Expanded the caucus from a one-vote margin to a 30-vote lead in two years.

2004-2006

House Chair, Committee on Education and Cultural Affairs

Led in the crafting of some of the state’s most complicated and far reaching educational reforms, including the restructuring of K-12 school funding, the crafting of the Essential Services and Programs model of funding, and the creation of the Community College System. Strong advocate for Arts in Education funding.

2002-2004

EDUCATIONAL LEADERSHIP:

SOUTHERN MAINE COMMUNITY COLLEGE	SOUTH PORTLAND, ME
Dean of Advancement, Southern Maine Community College	2006 – 2009
Responsible for the creation, guidance and execution of the college's \$10.1 million private capital campaign. Engaged in crafting and articulating a compelling vision and an economic case for investment in Maine's largest and fastest growing community college.	
Founder/Director, Entrepreneurial Center	2002-2004
Designed and implemented an innovative program creating the first entrepreneurial center and small business incubator program in Northern New England.	
Professor, Business Department	2002-2009
Business, entrepreneurship and economics professor	
UNIVERSITY OF SOUTHERN MAINE	PORTLAND, ME
Economics Instructor, Department of Economics	1997-2009
PORTLAND PARTNERSHIP	PORTLAND, ME
Executive Director	1997-2002
Chief executive to the Portland Partnership, whose mission is to build strategic partnerships between businesses and high school students. Responsible for 22 staff members and reported to 15 Board of Directors; doubled business partnerships, raised 1.1million in grants and in-kind donations and brought volunteer hours to the highest in Northern New England	
GORHAM HIGH SCHOOL	GORHAM, ME
Teacher, American History and Debate	1984-1997
Department Head, History/Social Sciences	1986-1997
Developer, ATLAS, Comprehensive School Reform Project	1992-1995
Collaboration with Harvard, Brown and Yale Universities	

EDUCATION

UNIVERSITY OF PENNSYLVANIA, GRADUATE SCHOOL OF EDUCATION	
Doctorate in Higher Education Management, Ed.D	MAY 2010
Dissertation on "Turning Green from the Inside Out: Four Case Studies of Colleges and Universities Who Made 'Green' Happen."	
HARVARD UNIVERSITY, JOHN F. KENNEDY SCHOOL OF GOVERNMENT	
Masters of Public Administration, MPA	1996
BROWN UNIVERSITY, GRADUATE SCHOOL OF EDUCATION	
Master of Arts in Teaching, MAT	1984
Specialization: educational methodology with focus in history and social science.	
OHIO WESLEYAN UNIVERSITY	1983
Bachelor of Arts, Summa Cum Laude, B	

TROY FROST

tfrost@gwh.org

OBJECTIVE

High School/Middle School Administration

EMPLOYMENT

Director of Education Good Will-Hinckley Schools	9/04-Present Hinckley, Maine
Principal Averill/Alfond School	9/02-9/04 Hinckley, Maine
Associate Principal/Athletic Director Averill/Alfond School	9/99-9/02 Hinckley, Maine
Teacher/Athletic Director Averill/Alfond School	9/87-9/99 Hinckley, Maine
Family Teacher Guilford Cottage	8/86-9/87 Hinckley, Maine

EDUCATION

Masters in Educational Leadership	5/04 University of Maine
Bachelor of Arts (Psychology) With Distinction.	5/86 University of Maine
High School Diploma	6/82 Maine Central Institute

SPECIAL SKILLS OR CERTIFICATION

- K-12 Professional Admin. Certificate Expires 7/1/10
- Member of the Maine Principals Assoc.
- Member of National ASCD

References Available upon Request

Robert Moody



Objective:

Obtain a leadership position in an organization that serves the community and promotes healthy family values.

Summary of Qualifications:

Bachelor of Science: Secondary Education Math & Computer Science

University of Maine at Farmington: Graduation December 1989

GPA= [REDACTED]

Certification: Math Teacher (State of Maine)

Masters: Educational Leadership

University of Maine at Orono: Graduation August 1997



Certification: Principal (State of Maine)

Work Experience:

7/04 **Principal of Schools**
Present ***Windsor School, Windsor, Maine***

Supervisor of 64 staff, 320 students (K-8), and responsible for a budget of \$5.5 million. Create and manage motivational and discipline system.

Responsible for the curriculum, including the development of new programs and existing programs. Responsible to the State of Maine for the Maine Educational Assessment/New England Common Assessment and NCLB coordination for the Town of Windsor. Responsible for recruitment, supervision, and evaluation of all school staff. Responsible for budgeting, purchasing, and financial reporting. Responsible for administration of all externally funded school programs including special education and other grants for educational programming. Assist the Superintendent in a \$8,000,000 new school and gymnasium project for the Town of Windsor.

7/96
6/04

Director of Program and Operations/Principal of Schools
Good Will-Hinckley, Hinckley, Maine

Supervisor of 120 staff members, 200 students (Grades 5-12), and responsible for a budget of \$6,000,000. Create and manage motivational and discipline system. Responsible for the curriculum, including the development of new programs and existing programs. Involved with the implementation of Comprehensive School Reform Grant over the last three years, including No Child Left Behind accountability. Developed several working teams on campus to promote teamwork and communication. Responsible for budgeting and financial reporting to the board of directors. Responsible for administration of all externally funded school programs including special education and other grants for educational programming. Responsible for relations with other departments on campus. Responsible for representing the 4 Schools to the Board of Directors, community, and to the general public. Coordinate staff development, staff/student schedules, school year calendar, extracurricular activities, election of support chair, organization of summer school; develop all high school students' transcripts, and Western Maine Partnership Training's in Motivational Teaching Systems. Responsible for promoting and developing district wide staff development. Assist the Executive Director in a \$6,000,000 new school addition, renovation to Averill High School, and a new recreation center.

8/90
6/96

Math Teacher/Assistant Principal/Principal
Averill High School, on the campus of Good Will-Hinckley

Taught Algebra I, Advanced Geometry, Algebra II, Advanced Math. Advisor of the Math Team and the Junior/Senior Mentor program. Responsible for student discipline and motivational systems. Responsible for creating teacher schedules, school year schedules, workshop agendas and organization of summer school. The schools representative at weekly team meetings. Chaired PET meetings, member of the Culture committee, Middle Management Team member, member of the motivational committee, and Yearbook committee member. Responsible for promoting and organizing district wide staff development.

12/89
7/90

Residential Director/Mathematics Teacher
Franklin Academy, Sabattus, Maine

Responsible for scheduling, hiring, and evaluating all House Directors. Taught Algebra I, Algebra II and Geometry.

Personal:

Birth date: XXXXXXXXXX

Health: Excellent

Married with 2 children



Resume:

Work Experience:

Co-Founder and Co-Director of the Community School, Camden, Maine, a residential alternative high school for Maine dropouts; funded in part as a prevention and intervention program for substance abuse and delinquency; from 1973 to 2006.

Curriculum designer and teacher for individualized courses including peer counseling, anger management and conflict resolution. Maine Secondary Teaching Certificate

Director, Outreach Program for students who have not completed the Community School Residential Program, and Graduates of all Community School Programs – 1987 - 2006

Founder Passages Program for Teen Parents – 1995

Adjunct Faculty UMO, Teaching Masters Level Courses in the Study of Students At-Risk, 2007-Present;

Developer of Peer Suicide Intervention Trainings and Resources for Homeless Youth, 2008/9/10

Educational Consultant – Working on Professional Development Opportunities for Educators in Alternative Education; 2008/9

Curriculum Developer and Instructor for “Course to Enhance Educational Practice 1 & 2” delivered to staff of BCOPE – Belfast Area alternative program 2008/2009/2010

Facilitator for the “Multiple Pathways Project” in Sumner School District, Hancock, Maine. 2009/2010

Consultant to RSU #24 District Level Systems Change Grant Application Process with Nellie Mae Foundation, 2010

Consulting with Department of Education on Development of Assessment for Highly Qualified Alternative Educators, 2009 - 2010

Education:

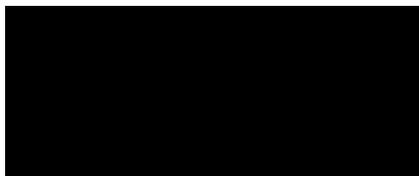
Currently Interdisciplinary Doctoral student (ABD) at University of Maine Orono, in Psychology and Education, University of Maine, Orono 2005 (Advisor Gordon Donaldson)

BA in Philosophical Psychology, University of Chicago, 1972

Courses, workshops, for re-certification and approval as master's level supervisor for Department of Human Services

Current Maine Secondary Teaching Certificate in Psychology

Lisa J. Sandy



Professional Experience

August 2011 to present	Maine Academy of Natural Sciences at Good Will-Hinckley Director of Admissions and Outreach Hinckley, ME
October 2010 to August 2011	DHHS Social Security Administration Disability Claims Examiner Winthrop, ME
April 2010 to October 2010	DHHS Office of Child and Family Specialists Financial Resources Specialist Augusta, ME
Nov 2009 to April 2010	DHHS Office of MaineCare Services Medical Care Coordinator Augusta, ME
July 2005 to August 2009	Good Will-Hinckley Director of Admissions Hinckley, ME
March 2000 to July 2005	Good Will-Hinckley Admissions Manager Hinckley, ME
Sept 1995 to March 2000	Good Will-Hinckley Intake & Enrollment Coordinator Hinckley, ME

Education

University of Maine at Augusta
Ongoing work toward a B.A. in psychology and social work

MAINE CHARTER SCHOOL COMMISSION

CHARTER CONTRACT

This Agreement constitutes a Charter Contract (the "Charter") executed this 31st day of July, 2012 (the "Effective Date"), by and between the Maine¹ Charter School Commission (the "Commission") and the Maine Academy of Natural Sciences ("MeANS"), a Maine nonprofit corporation located at 16 Prescott Drive, Hinckley, ME 04944 (the "Charter School" or the "School"). The Commission and the School are referred to collectively throughout the Charter as the "Parties."

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

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

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

WHEREAS, on June 29, 2012, the Commission approved the application for the proposed Charter School (the "Original Charter Application") set forth in Exhibit A attached hereto and supported by responses to questions posed by the Commission provided in a memorandum dated June 22, 2012, with accompanying documents (the "Charter Supplement") set forth in Exhibit A-1 attached hereto (Exhibits A and A-1 together referred to as the "Charter Application"); and

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

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

¹ An amendment to 20-A M.R.S. Chapter 112 changing the name of the State Charter School Commission to the Maine Charter School Commission will become effective on August 30, 2012. In order to avoid the need for immediate amendment of this Charter, Maine Charter School Commission is used herein.

Part I: Establishment of the Charter School

1.1 Parties

- 1.1.1 This Charter is entered into between the Maine Academy of Natural Sciences (“MeANS”) by and through its board of directors (“governing board”) and the Maine Charter School Commission.
- 1.1.2 The person authorized to sign on behalf of the School is Chairperson of the governing board (the “Charter School Representative”).
- 1.1.3 The person authorized to sign on behalf of the Commission is its Chairperson.
- 1.1.4 The Charter School Representative affirms as a condition of this Charter that s/he is the above-described representative of the Charter School and has authority to sign this Charter on behalf of the Charter School.
- 1.1.5 The Charter School shall be operated as a nonprofit corporation formed and organized pursuant to 13-B M.R.S. § 101 *et seq.*, and shall be responsible for all functions of the Charter School in accordance with applicable law and the terms and conditions set forth in this Charter.
- 1.1.6 The Charter School certifies that all contracts obligating the Charter School have been and will be undertaken by the Charter School as a nonprofit corporation and failure to act strictly as a nonprofit corporation shall be grounds for revocation of the Charter.

1.2 Charter School Governing Board

- 1.2.1 The Charter School affirms, as a condition of this Charter, that the Charter School’s governing board members receive no compensation other than reimbursement of actual expenses incurred while fulfilling official duties as a member of such board.
- 1.2.2 No member of the governing board shall be an employee of the Charter School while serving as a governing board member.
- 1.2.3 No member of the governing board shall be an employee of Good Will Home Association d/b/a Good Will-Hinckley (“Good Will” or “GWH”) while serving as a governing board member.
- 1.2.4 The Charter School affirms, as a condition of this Charter, that it will adhere to a duly adopted conflict of interest policy, consistent with the provisions of this section and of applicable law.

1.2.5 Within 10 days of the execution of this Charter, and then annually on or before the first day of the Charter School's fiscal year, the School shall provide the Commission a current list of directors and officers including their business addresses.

1.2.6 Notwithstanding the foregoing subsection, the Charter School shall provide the Commission notice within 15 days of any change in the composition of the Charter School's directors or officers including the name, business address and resume of any new directors and officers.

1.3 **Term**

This Charter is effective on the date of execution. It shall continue for five (5) years. It shall terminate on August 31, 2017, unless renewed by the Commission. The Commission shall make renewal decisions consistent with applicable law and the achievement of the performance indicators set out in the Performance Indicators, Measures, Metrics, and Contract Evaluation Criteria attached hereto as Exhibit B (the "Performance Indicators").

1.3.1 Notwithstanding any other provision of this Charter, if the State or its political subdivisions do not timely make available to the Charter School the funds contemplated under sections 4.2.1 and 4.2.2 and if sufficient funds from other sources to substitute for the funds contemplated under sections 4.2.1 and 4.2.2 are unavailable; or if such funds are de-appropriated; or if the State or its political subdivisions do not receive legal authority to expend funds from the Maine State Legislature or (if applicable) Maine courts, then the Charter School may cease operating immediately, making such arrangements as its remaining resources may reasonably allow for the transition of students to other learning environments. In such an event, this Charter shall terminate and the Charter School shall have no further obligations to perform the requirements set forth herein.

1.4 **Amendment**

1.4.1 No Material Amendments to this Charter shall be valid without the approval of the governing board of the Charter School and the Commission as described in Section 6.10.

1.4.2 Non-Material Amendments to this Charter shall be valid with notice to the Commission as described in Section 6.11.

1.5 **Location**

1.5.1 The Charter School shall provide educational services, including delivery of instruction, at the following Location:

15 Stanley Road, Hinckley, ME 04944, with ancillary facilities (e.g. field, farm, forest, and athletic facility locations) located elsewhere on the campuses of GWH and Kennebec Valley Community College in Hinckley, Maine.

1.5.2 Any change in the Location shall constitute a Material Amendment to this Charter and shall require advance written notice and approval of the Commission pursuant to Section 6.10.

1.5.3 The Charter School shall not operate in more than one location (except for ancillary facilities as described above) without the prior written approval of the Commission.

1.6 **Facilities**

1.6.1 The building(s) in which the Charter School is to be located shall be known as the Charter School's Facilities (the "Facilities").

1.6.2 The Commission or its designee may, at the Commission's discretion, conduct a health and safety inspection of the proposed Facilities at any time.

1.6.3 The Facilities shall meet all applicable health, safety and fire code requirements and shall be of sufficient size to safely house anticipated enrollment.

1.6.3.1 Residential facilities provided by GWH to certain MeANS students are not intended to be "Facilities" addressed in this Charter, but are addressed in an agreement between GWH and the State of Maine Department of Education dated October 20, 2011.

1.6.4 All Facilities shall conform to the applicable provisions of the Americans with Disabilities Act and any other federal or state requirements applicable to public schools.

1.6.5 Pursuant to the Pre-Opening Requirements set out and attached hereto as Exhibit C ("Pre-Opening Requirements"), the Charter School shall provide the Commission with a written, signed copy of the lease, purchase agreement and/or such facilities agreement (the "Facilities Agreement") for the primary facilities and any ancillary facilities identified by the Charter School and such certificates and permissions as

are necessary to operate the Charter School in the proposed Facilities for at least the first year of the School's operation.

1.6.6 In the event that an adequate Facilities Agreement and/or necessary certificates and permits are not in place by the date established in the Pre-Opening Requirements, the Charter School may not provide instruction at the Facilities. In such event, the Commission reserves the right to enforce any of the consequences for failure to meet Pre-Opening Requirements including prohibiting the Charter School from commencing instruction until the start of the succeeding semester or school year. Notwithstanding the immediately foregoing, the Commission may waive or modify the restrictions contained therein upon good cause shown.

1.6.7 The Charter School's relocation to different Facilities shall constitute a Material Amendment to this Charter and shall be subject to Section 6.10 and the following conditions:

- Submissions of a valid Certificate of Occupancy or Temporary Certificate of Occupancy for the new Facilities prior to the first day of occupancy;
- Evidence that the Facilities meet applicable health, safety and fire code requirements; and
- Evidence that the Facilities are of sufficient size to safely house anticipated enrollment.

1.7 **Pre-Opening**

Failure to timely fulfill any material terms of the Pre-Opening Requirements shall be considered a breach of this Charter and shall be grounds for Commission intervention, including prohibiting the Charter School from commencing instruction until the start of the succeeding semester or school year. Notwithstanding the immediately foregoing, the Commission may waive or modify the restrictions contained therein or may grant the Charter School an additional planning year upon good cause shown.

1.8 **Closure**

In the event that the Charter School is required to cease operation for any reason, including but not limited to non-renewal, revocation, or voluntary surrender of the Charter, the Charter School shall comply with the closure requirements set out in law and regulation and in accordance with the Closure Plan set out and attached hereto as Exhibit D.

Part 2: School Operation

2.1 Mission Statement

The Charter School's Mission Statement shall be as presented in the Charter Application. Any change to that Mission Statement shall be a material amendment to this Charter.

2.2 Purpose

The Charter School is intended to operate consistent with the terms of this Charter and applicable law; be governed and managed in a financially prudent manner, and achieve the student outcomes set out in this Charter.

2.3 Age; Grade Range; Number of Students

2.3.1 The Charter School shall provide instructions to pupils in such grades and numbers in each year of operation under the Charter as described in the Charter Application.

2.3.2 Enrollment projections for the Charter School

CHARTER YEAR	ACADEMIC YEAR	GRADES SERVED	PROJECTED NO. OF STUDENTS
Year 1	2012-13	9-12	30-52
Year 2	2013-14	9-12	50-82
Year 3	2014-15	9-12	70-102
Year 4	2015-16	9-12	90-122
Year 5	2016-17	9-12	110-150

2.3.3 The Charter School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing exigencies and attrition patterns provided such modifications are otherwise consistent with this Charter.

2.3.4 Elimination of a grade that the Charter School was scheduled to serve or expansion to serve grade levels not contemplated in this Charter Application shall be Material

Amendments to the terms of this Charter and shall require prior written authorization from the Commission as described in Section 6.10.

2.3.5 Commencing or continuing instruction where the total number of students enrolled is less than ten percent (10 %) of the projected enrollment or the total enrollment of the Charter School is fewer than thirty (30) students, whichever is greater, shall be a Material Amendment to the terms of this Charter and shall require prior written approval from the Commission as described in Section 6.10. The Commission's approval of increases or decreases in student enrollment will be based on the Charter School's ability to demonstrate that such material changes in enrollment will not compromise the fiscal and educational integrity of the Charter School.

2.4 **Student Recruitment, Admission, and Enrollment**

2.4.1 Initial enrollment in the Charter School shall be conducted in accordance with the Pre-Opening Requirements.

2.4.2 The Charter School must give public notice that it has openings for student enrollment at least 30 days before the enrollment application deadline in the manner required by the Public Charter Schools regulation ("Chapter 140").

2.4.2.1 Students currently attending the existing Maine Academy of Natural Sciences and any other educational program provided by GWH must follow the same enrollment process as other prospective students and shall receive no preference in admission to the Charter School.

2.4.3 Student recruitment and enrollment decisions shall be made in a nondiscriminatory manner and without regard to race, ethnicity, national origin, religion, gender, sexual orientation, income level, disabling condition, proficiency in the English language, or academic or athletic ability.

2.4.4 The Charter School shall adhere to the following admissions and enrollment requirements: If capacity is insufficient to enroll all students who submit a timely declaration of intent, the Charter School shall implement a random admissions policy as presented in the Charter Application or otherwise approved by the Commission subject to the exceptions presented in the following subsection.

2.4.5 Notwithstanding anything to the contrary set forth in this Charter, MeANS will operate the Charter School in all respects in a manner so as to fulfill its mission of

servicing students who are under-engaged and at risk of dropping out of high school, as set forth in the Mission Statement of MeANS.

2.5 Admissions and Enrollment Preferences

2.5.1 The Charter School may establish Admissions and Enrollment Preferences consistent with this part provided that such preferences must be clearly presented in the Charter Application or must be otherwise approved in writing by the Commission.

2.5.2 The Charter School may limit admission to pupils according to given age group(s) or grade level(s).

2.5.3 The Charter School shall give enrollment preference to pupils enrolled in the Charter School the previous school year and to siblings of pupils already enrolled in the Charter School.

2.5.4 The Charter School may give preference for admission to children of members of the School's founders, governing board members, and full time employees, as long as they constitute no more than 10% of the School's total population.

2.6 Attendance

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

2.7 Student Conduct and Discipline

2.7.1 The Charter School shall adopt and adhere to a student Discipline Policy. Adoption of a satisfactory policy shall be a pre-condition of opening consistent with the Pre-Opening Requirements.

2.7.2 The Charter School shall comply with all applicable state and federal laws related to student discipline, including due process provisions, and shall comply with student suspension and expulsion procedures consistent with applicable law. The suspension and expulsion procedures shall be set forth in the Discipline Policy. The amendment of the Discipline Policy to reflect suspension and expulsion procedures is a Material Amendment of the Charter.

2.7.3 Discipline of students with disabilities shall comply with Maine's Unified Special Education Regulation ("Chapter 101").

2.8 Performance Expectations

2.8.1 Evaluation of the Charter School's performance shall be based on adherence to applicable state and federal law and regulation and achievement on the Performance Indicators.

2.8.2 Before the end of the first year of the Charter School's operation, the Commission shall – based on state accountability systems, the Commission's performance expectations, and the educational goals and objectives set out in the Charter Application – review the Performance Indicators with the Charter School in a public meeting and revise them as appropriate. The revision shall constitute a Material Amendment to this Charter pursuant to Section 6.10.

2.8.3 During the review described above, the Commission shall provide the Charter School a reasonable opportunity to incorporate school-specific performance measures in the Performance Indicators provided that any such measures shall be demonstrably related to the School's mission and shall meet the Commission's expectations for rigor, validity, and reliability.

2.9 Governance

2.9.1 The governing board of the Charter School is responsible for complying with and carrying out the provisions of this Charter, including compliance with applicable law and regulation and all reporting requirements.

2.9.2 The Charter School's governing board shall operate in accordance with bylaws that provide that, except for its initially appointed directors, a minority of its directors will be appointed by GWH and a majority of its directors will be elected by the governing board, provided that, in selecting nominees for election to the governing board, the board (or, if applicable, its nominating committee) will consider any candidates proposed by GWH.

2.10 Equal Employment Opportunity

During the performance of this Charter, the Charter School agrees as follows:

2.10.1 The Charter School shall not discriminate against any employee or applicant for employment relating to this Charter because of race, color, religious creed, sex,

national origin, ancestry, age, physical or mental disability, or sexual orientation, unless related to a bona fide occupational qualification. The School shall take affirmative action to ensure that applicants are employed and employees are treated during employment, without regard to their race, color, religion, sex, age, national origin, physical or mental disability, or sexual orientation.

Such action shall include but not be limited to the following: employment, upgrading, demotions, or transfers; recruitment or recruitment advertising; layoffs or terminations; rates of pay or other forms of compensation; and selection for training including apprenticeship. The School agrees to post in conspicuous places available to employees and applicants for employment notices setting forth the provisions of this nondiscrimination clause.

2.10.2 The Charter School shall, in all solicitations or advertising for employees placed by or on behalf of the School relating to this Charter, state that all qualified applicants shall receive consideration for employment without regard to race, color, religious creed, sex, national origin, ancestry, age, physical or mental disability, or sexual orientation.

2.10.3 The Charter School shall send to each labor union or representative of the workers with which it has a collective bargaining agreement, or other agreement or understanding, whereby it is furnished with labor for the performance of this Charter a notice to be provided by the contracting agency, advising the said labor union or workers' representative of the School's commitment under this section and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

2.10.4 The Charter School shall inform the Commission of any discrimination complaints brought to an external regulatory body (Maine Human Rights Commission, EEOC, Office of Civil Rights) against the School by any individual as well as any lawsuit regarding alleged discriminatory practice.

2.10.5 The Charter School shall comply with all aspects of the Americans with Disabilities Act (ADA) in employment and in the provision of service to include accessibility and reasonable accommodations for employees and clients.

2.10.6 Contractors and subcontractors with contracts in excess of \$50,000 shall also pursue in good faith affirmative action programs.

2.10.7 The Charter School shall cause the foregoing provisions to be inserted in any subcontract for any work covered by this Charter so that such provisions shall be binding upon each subcontractor, provided that the foregoing provisions shall not apply to contracts or subcontracts for standard commercial supplies or raw materials.

2.11 **Employee Certification**

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

2.12 **Criminal History Review**

2.12.1 Any person directly or indirectly employed by the Charter School (including, to the extent required by applicable law, an individual who is a contractor or subcontractor who performs work at the Charter School) must comply with 20-A M.R.S. § 6103.

2.12.2 No member of the governing board or person employed or otherwise associated with the Charter School who has been convicted of or has pleaded *nolo contendere* to a crime related to misappropriation of funds or theft shall be engaged in direct processing of Charter School funds unless approved in writing by the Commission.

2.13 **Student Welfare and Safety**

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

2.14 **Religious Practices**

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

2.15 **Service Agreements and Partnerships**

2.15.1 Nothing in this Charter shall be interpreted to prevent the Charter School from entering into contracts or other agreements with a school administrative unit,

community partnership, state agency, or other entity for services related to the operation of the School.

2.15.2 The terms of such contracts for services shall be negotiated between the School and the local school board or other entity.

2.15.3 Such contracts for services shall, at all times, be subject to the requirements of this Charter.

2.15.4 The following contracts must be approved by the Commission: the agreement between the Charter School and GWH; the agreement between the Charter School and GWH related to services to be provided by the Glenn Stratton Learning Center.

2.16 **Transportation**

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

2.17 **Public Records and Public Meetings**

2.17.1 To the extent required by Maine's Charter School statute, 20-A M.R.S. § 2412 (5) or its successor, the following requirements apply:

2.17.1.1 Records of the Charter School shall be considered public records pursuant to Maine's Freedom of Access Act, 1 M.R.S. 401 *et seq.*, (the "Act") and shall be made available for public inspection and copying pursuant to the Act.

2.17.1.2 The Charter School may charge reasonable fees, not to exceed the rate specified in Act, for searching for, compiling, and furnishing copies of documents.

2.17.1.3 Meetings of the Charter School's governing board shall constitute public meetings and must comply with all applicable provisions of the Act.

Part 3: Educational Program

3.1 **School Year**

For the 2012-2013 school year only, the school year shall begin on October 1, 2012, and end on August 31, 2013. Subsequent school years shall begin on September 1 of 2013 and each subsequent year, and end on August 31 of the following year. For

every school year, the specific days on which school will be held during the year will be determined by the school calendar, established pursuant to section 3.2.

3.2 Instructional Days

The Charter School shall provide a minimum of 175 instructional days in each school year in accordance with the program described in the Charter Application.

3.3 Educational Program and Curriculum

3.3.1 The Charter School shall implement an educational program and curriculum that meets or exceeds state standards consistent with the program and curriculum presented in the Charter Application.

3.3.2 The Charter School may revise and amend the educational program and curriculum at its discretion and without requiring approval from the Commission or amendment to this Charter provided that such revisions or amendments do not indicate a material change to the school's mission or its pupil performance standards.

3.3.3 Material revisions and/or amendments to the educational program and/or curriculum shall constitute Material Amendments to this Charter.

3.4 Assessment of Student Performance

3.4.1 The Charter School shall implement the plan for assessment of student performance and administration of statewide assessments consistent with the laws and regulations of the state.

3.4.2 The Charter School shall certify annually that students have participated in the state assessment program.

3.5 Special Education

3.5.1 The Charter School shall ensure that the needs of children with disabilities are met in compliance with all applicable federal and state laws.

3.5.2 The Charter School shall be designated a local education agency (LEA) for purposes of meeting special education requirements pursuant to the Individuals with Disabilities Education Act (IDEA). As such, the Charter School shall comply with all requirements of Maine's Unified Special Education Regulation ("Chapter 101") applicable to school administrative units.

3.5.3 Prior to opening, the Charter School shall certify to the Commission by submission of the agreement identified in 2.15.4 that the Glenn Stratton Learning Center has obtained special education program approval from the Maine Department of Education ("MDOE"). For purposes of this charter, the parties recognize that a program is considered to have ongoing and effective approval from the MDOE if it has received approval for the previous year, has requested and is awaiting approval for the current year, and has not had its previous approval revoked by MDOE.

3.5.4 The Charter School shall participate in all MDOE-required monitoring activities, and submit all data and information deemed necessary by the MDOE in order to fulfill its general supervisory authority over special education in a timely manner.

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

3.5.6 The Charter School may provide special education and related services pursuant to a contract with a school district or any other approved provider of such services.

3.6 **English Language Learners**

The Charter School shall be responsible for meeting the needs of English language learners in compliance with state and federal law.

3.7 **School Records and Reporting**

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

Part 4: Charter School Finance

4.1 **Fiscal Year**

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

4.2 School Funding

4.2.1 The Charter School shall collect from each school administrative unit having one or more resident pupils attending the Charter School the amount of state and local funds set forth in Chapter 140.

4.2.2 In addition to the funds identified in the foregoing subsection, the Charter School is eligible to receive, and shall collect as appropriate, federal entitlement and grant funds from the Maine Department of Education.

4.3 Tuition and Fees

4.3.1 The Charter School shall not charge tuition or fees of any kind as a condition of enrollment.

4.3.2 The Charter School shall not impose any fees that a school administrative unit would be prohibited from imposing.

4.3.3 Nothing in this section shall be interpreted to prohibit a Charter School from imposing fees that a school administrative unit would be permitted to impose.

4.4 Debt

4.4.1 The Charter School is authorized to incur debt in anticipation of receipt of funds including borrowing to finance facilities and other capital items provided that such incursion of debt or borrowing include a satisfactory plan for repayment.

4.4.2 Any new incursion of debt or borrowing in excess of the amount listed in the Charter Application shall constitute a Material Amendment to this charter requiring prior Commission approval based on the Charter School's demonstration of a satisfactory plan for repayment.

4.5 Grants, Gifts, and Donations

Nothing in this Charter shall be interpreted to prevent the governing board of the Charter School from accepting grants, gifts, or donations of any kind and to expend or use such grants, gifts, or donations provided that any such grants, gifts, or

donations not be subject to a condition that is contrary to this Charter or any applicable law.

4.6 **Financial Accounting and Reporting**

4.6.1 The Charter School shall timely submit to the Commission all accounting and reporting in accordance with the Monitoring Plan attached hereto as Exhibit E.

4.6.2 All required Charter School accounting and reports shall be submitted to the Commission in a format compatible with Generally Accepted Accounting Principles ("GAAP").

4.7 **Financial Audit**

4.7.1 The Charter School shall conduct an annual Financial Statement Audit and Financial and Administrative Procedures Controls Review (collectively, the "Financial Audit").

4.7.2 The Financial Audit shall be conducted consistent with the Monitoring Plan, including but not limited to: (1) an accounting of all revenues and expenditures, (2) a determination of whether proper budgetary controls are in place, (3) a determination of whether the annual financial data submitted to the authorizer and the MDOE is correct, and (4) an audit of any federal programs in accordance with applicable federal law.

4.7.3 The auditor conducting the Financial Audit shall be a qualified certified public accountant or public accountant licensed by the Board of Accountancy.

4.7.4 The Financial Audit shall be completed and the report delivered to the Commission no later than October 31st following the conclusion of the fiscal year.

4.7.5 The cost of the Financial Audit shall be borne by the Charter School.

4.8 **Financial Records**

The Charter School shall maintain all books, documents, payrolls, papers, accounting records and all other evidence pertaining to this agreement for the duration of this Charter and for seven (7) years after the conclusion of the end of the fiscal year to which they pertain. All records of the Charter School are subject to inspection and production as required for fulfillment of the Commission's oversight

duties. The Charter School shall make records available to authorized representatives of the Maine Department of Education or the United States Department of Education as required by applicable state and federal laws. If the Charter is revoked, non-renewed, or surrendered, or the Charter School otherwise ceases operations, the School shall manage all financial records consistent with the Closure Plan.

4.9 **Assets**

4.9.1 The Charter School shall maintain a complete and current inventory of all school property and shall update the inventory annually.

4.9.2 Any assets acquired by the Charter School are the property of the School for the duration of the Charter and any subsequent renewals.

4.9.3 The Charter School shall take reasonable precautions to safeguard assets acquired with public funds.

4.9.4 If the Charter is revoked, non-renewed or surrendered, or the School otherwise ceases to operate, any assets acquired with public funds remaining after satisfaction of outstanding obligations to employees and creditors must be paid to the Treasurer of State for a public purpose to the extent required by 20-A M.R.S. §2411(8) or its successor.

4.9.5 If the Charter is revoked, non-renewed, or surrendered, or the School otherwise ceases to operate, any remaining private funds shall be disposed of consistent with Maine nonprofit organization law provided that the School must maintain records demonstrating that such funds are not public funds.

4.9.6 The Charter School shall manage all assets consistent with the requirements of the Closure Plan contained in the Charter Application.

4.9.7 If the Charter School's records fail to establish clearly whether an asset was acquired with use of public funds, the assets shall be deemed to be public assets.

4.10 **Insurance and Surety**

The Charter School shall maintain, at its sole cost and expense, policies in the areas of Comprehensive or Commercial General Liability; Worker's Compensation; Property insurance to address business interruption and casualty needs including

fire and other hazards, with replacement costs coverage for all assets listed in the Charter School's property inventory and consumables; Comprehensive or Business Automobile Liability; Professional or Directors Liability to cover errors or omissions; and a surety bond for the chief financial officer of the School.

4.11 Coverage Minimums

For purposes of the foregoing insurance requirements, the following coverage shall be deemed adequate:

- 4.11.1 Worker's Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over the Charter School's employees, and employer's liability insurance with a minimum limit of \$1,000,000.
- 4.11.2 Comprehensive General Liability insurance with a minimum combined single limit of \$1,000,000 each occurrence.
- 4.11.3 Comprehensive Automobile Liability insurance with a combined single limit for bodily injury and property damage of not less than \$1,000,000 each occurrence with respect to the School's owned, hired or non-owned vehicles assigned to or used in performance of programs or services offered by the Charter School.
- 4.11.4 Property insurance for buildings used by the Charter School to fulfill the purposes of this Charter and any contents acquired by the School with public funds. The insurance obtained by the School shall provide the Commission with the ability to file a claim for any loss of property acquired with public funds.
- 4.11.5 Errors and Omissions Liability insurance shall conform to the following requirements:
- Cover the School for potential liability arising out of the rendering or failure to render professional services in the performance of the Charter including all services related to financial management and indemnification.
 - Be subject to a maximum deductible not to exceed \$ 10,000 per claim.
 - Maintain minimum limits of no less than \$ 2,000,000 per claim/annual aggregate.
- 4.11.6 The chief financial officers of the School shall maintain a surety bond in the amount of at least \$250,000.

4.11.7 Any and all policies of insurance maintained by the Charter School pursuant to this Section shall be deemed primary to any potentially applicable policy or policies of insurance maintained by the Commission and/or their respective officers, agents, employees and representatives. The Commission may specify that it be named as "separately insured."

4.11.8 The Charter School shall provide copies of all required policies of insurance and certificates of coverage to the Commission by the date(s) set out in the Pre-Opening Requirements and shall provide updated copies annually prior to the first day of school.

4.12 **Commission Expenses**

The Commission shall be entitled to receive from the Charter School three percent (3%) of the annual per-pupil allocation received by the Charter School to cover the cost of overseeing the Charter School.

Part 5: Commission-Charter School Relationship

5.1 **Monitoring Plan**

5.1.1 The Commission shall base evaluation of the Charter School on the academic and operational Performance Indicators set out in Exhibit B in accordance with the Monitoring Plan attached hereto as Exhibit E.

5.1.2 To the extent that the Performance Indicators include school-specific performance goals, the Monitoring Plan shall apply to those goals to the extent such goals meet the Commission's expectations for rigor, validity and reliability.

5.1.3 The Commission shall evaluate the Charter School at least annually consistent with the standards and measures set out in the Monitoring Plan.

5.2 **Oversight**

5.2.1 The Commission shall have broad oversight authority over the Charter School and may take all reasonable steps necessary to confirm that the Charter School is and remains in material compliance with this Charter and applicable law. The Commission's oversight of the Charter School shall include the following activities:

- 5.2.1.1 Pre-opening, oversight, intervention, revocation, renewal, and closure processes and procedures for the Charter School;
- 5.2.1.2 Monitoring the performance and compliance of the Charter School within the terms of this Charter and applicable laws, policies, and regulations;
- 5.2.1.3 Ensuring Charter School compliance with all reporting requirements;
- 5.2.1.4 Monitoring the educational, legal, fiscal and organizational condition of the Charter School; and
- 5.2.1.5 Providing guidance to the Charter School on compliance and other operational matters.

5.3 **Renewal**

- 5.3.1 The Commission shall make renewal decisions consistent with applicable law and the Commission's renewal decision making procedures.
- 5.3.2 The Commission shall make renewal decisions based on the Charter School's achievement of the Performance Indicators as verified by the Monitoring Plan.

5.4 **Intervention**

- 5.4.1 Consistent with the oversight practices set out in the Monitoring Plan, the Commission shall follow a progressive system of notification and calls for corrective action on the part of the Charter School in the following areas:
 - 5.4.1.1 Failure to meet academic performance standards as set forth in this Charter and the Performance Indicators;
 - 5.4.1.2 Failure to meet generally accepted standards of fiscal management;
 - 5.4.1.3 Failure to provide information necessary to confirm compliance with all provisions of the charter within forty-five (45) days following receipt of written notice requesting such information; and
 - 5.4.1.4 Violation(s) of law.

5.4.2 If the progressive system of notification and calls for corrective action fails to result in satisfactory performance, the Commission shall revoke this Charter and close the School.

5.6 **Emergency Intervention**

In situations where the Commission reasonably determines that there is an immediate, serious threat to student health, safety, or welfare, the Commission may bypass the progressive system of notification and calls for corrective action and demand immediate action by the Charter School to address the problem. Failure to correct the problem to the reasonable satisfaction of the Commission within the time frame established by the Commission shall result in closure of the School and termination of this Charter.

5.7 **Reporting and Inspection**

5.7.1 All records established and maintained in accordance with the provisions of this Charter, applicable policies and/or regulations, and federal and state law shall be open to inspection by the Commission or its designees.

5.7.2 The Charter School shall grant the Commission access to student data collected by MDOE and available through MEDMS.

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

5.7.4 Access shall include the authority to review and copy documents.

5.7.5 Except as otherwise provided in this Charter, the Commission shall use such information exclusively for fulfillment of its oversight responsibilities or for compliance with the law and shall not use student information acquired from the Charter School for any other purpose.

5.7.6 The Commission shall provide the Charter School reasonable notice and, to the extent feasible, a schedule of regular reporting requirements.

5.7.7 The Commission shall endeavor to reduce the reporting burden it places on the Charter School by providing reasonable notice for requests, limiting requests to what is reasonably required for the Commission to fulfill its duties for oversight, accountability and reporting, and avoiding duplicative requests by accessing data collected by MDOE through MEDMS.

5.7.8 All inspections of records and site visits shall be conducted during regular business hours and scheduled so as to avoid unnecessary inconvenience or disruption of the operation of the Charter School, except in the case of an emergency.

5.8 **Site Visits**

The Commission may, at its discretion, conduct announced or unannounced site visits consistent with its oversight authority. Such site visits may include any activities reasonably related to fulfillment of the Commission's oversight responsibilities including, but not limited to, inspection of the Facilities; inspection of records maintained by the Charter School; interviews and observations of the principal, governing board, staff, school families, and community members, and/or observation of classroom instruction.

5.9 **Complaints**

5.9.1 Any complaints or concerns received by the Commission about the Charter School or its operation, including but not limited to complaints filed with the Office for Civil Rights, Maine Human Rights Commission and Equal Employment Opportunity Commission, shall be forwarded promptly by the Commission to the Charter School.

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

5.9.1.2 Within thirty (30) days of receipt of any documents, data and records provided by the Charter School pursuant to compliance with the terms of this Charter, the Commission shall notify the Charter School in writing of material problems, questions, concerns, and/or issues relating to such documents, data, and reports.

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

5.10 **Dispute Resolution**

5.10.1 In the event of a dispute between the Charter School and the Commission regarding the terms of this Charter or any other issue regarding the relationship between the Charter School and the Commission, the Parties agree to implement the following Dispute Resolution Plan in good faith.

5.10.2 Each Party agrees to notify the other, in writing, of the specific disputed issue(s).

5.10.3 Within thirty (30) days of sending written correspondence, or longer if both parties agree, the Charter School Representative and the Commission Representative, or their designees, shall confer in a good faith effort to resolve the dispute.

5.10.4 If the dispute has not been resolved following efforts to confer, the parties agree to identify a neutral, third-party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Mediation costs shall be shared equally between the Charter School and the Commission. The finding(s) or recommendation(s) of any mediator shall be non-binding unless the governing authorities of the School and the Commission agree jointly in writing to bind themselves.

5.10.5 In the event that neither the mediation process nor other good faith efforts achieve resolution of the dispute, the Charter School may exercise any legal rights and pursue any legal remedies that are available under applicable law.

5.10.6 In the event that neither the mediation process nor other good faith efforts achieve resolution of the dispute, the Commission may take any action it deems appropriate,

consistent with its duty to ensure that the Charter School is in material compliance with this Charter and applicable law. Nothing in this section may be construed to abridge or in any way limit the Commission's authority to revoke a Charter nor the right of the Charter School to petition for judicial review of any action of the Commission affecting the Charter or the autonomous operation of the Charter School.

5.11 **Notification**

5.11.1 The Charter School shall notify the Commission immediately of any failure of the Charter School to comply with applicable law or regulation or this Charter if the failure is one that a reasonable person would consider to have an adverse impact on the Charter School's intention or ability to carry out the purposes and fulfill the expectations contained in this Charter.

5.11.2 The Charter School shall notify the Commission immediately of any circumstance requiring the closure of the Charter School, including but not limited to a natural disaster, such as an earthquake, storm, flood or other weather-related event, other extraordinary emergency, or destruction of or damage to the school facility.

5.11.3 The Charter School shall immediately notify the Commission of the arrest or charge of any members of the Charter School's governing board or of a Charter School employee for a crime punishable as a felony, any crime related to the misappropriation of funds or theft, any crime or misdemeanor constituting an act against a minor child or student, or of the investigation of the Charter School's governing board or of any Charter School employee for child abuse or neglect. Any notice of an investigation pursuant to this section that does not involve an arrest or charge shall be kept confidential by the Commission to the extent that the Charter School and the Commission are permitted or required to maintain confidentiality under applicable laws governing employee, student, and public records.

5.11.4 The Charter School shall notify the Commission immediately of any change in its corporate status with the Maine Secretary of State's Office.

5.11.5 The Charter School shall notify the Commission immediately of a default on any material obligation, which shall include debts for which payments are past due for sixty (60) days or more. This section does not require the Charter School to notify the Commission of any ordinary commercial dispute (e.g. with a supplier of goods or services in the usual course of business) that is not of such magnitude as to threaten the financial viability of the Charter School.

5.11.6 The Charter School shall notify the Commission immediately if, at any time during the school year, the Charter School's enrollment decreases by ten percent (10%) or more compared to the most recent pupil count required pursuant to Section 5.2.1.2 hereof.

Part 6: General Provisions

6.1 Entire Agreement

This Charter, including all exhibits, contains the entire agreement of the Parties, and neither party shall be bound by any statement or representation not contained herein. All prior representations, understanding and discussions are merged herein, and no course of prior dealings between the Parties shall supplement or explain any terms used in this document. The parties recognize that amendments to this Charter may be approved from time to time hereafter.

6.2 Construction

Insofar as practicable all terms of Exhibits B through E to this Charter shall be interpreted in such a way as to be consistent at all times with the body of the Charter. While Exhibits A and A-1 may be referred to for guidance in the event of uncertainty about the meaning of the terms of this Charter, in no event shall the language of Exhibits A or A-1 take precedence over inconsistent language in the body of the Charter or Exhibits B through E.

6.3 Notice

Any notice or notification required or permitted under this Charter shall be in writing and shall be effective immediately upon personal delivery, subject to verification of service or acknowledgment or receipt, or three (3) days after mailing when sent by certified mail, postage prepaid to the following:

In the case of the Charter School:

Glenn Cummings
Maine Academy of Natural Sciences
PO Box 159
Hinckley, ME 04944

In the case of the Commission:

Jana Lapoint, Chair
Maine Charter School Commission
23 State House Station
Augusta, ME 04333-0023

6.4 **Indemnification and Disclaimer of Liability**

6.4.1 The Parties acknowledge that the Charter School is not acting as the agent of, or under the direction and control of, the Commission and that the Commission does not assume liability for any loss or injury resulting from the acts or omissions of the Charter School, its directors, trustees, agents, or employees.

6.4.2 The Charter School acknowledges that it is without authority to extend the faith and credit of the Commission to any third party. The Charter School shall clearly indicate to contractors, vendors and other entities and individuals that the obligations of the Charter School under agreement or contract are solely the responsibility of the Charter School and are not the responsibility of the Commission.

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

6.4.4 This Charter is not an employment contract. No officer, employee, agent, or subcontractor of the Charter School is an officer, employee or agent of the Commission. Notwithstanding the foregoing, nothing in this Charter is intended to modify, interpret, or agree upon the applicability or inapplicability of Title 14,

chapter 741 of the Maine Revised Statutes to this Charter, the Charter School, its officers or employees.

6.4.5 The Commission shall not be liable for the debts or financial obligations of the Charter School.

6.5 **Waiver**

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

6.6 **Assignment**

No right or interest in this Charter may be assigned by anyone on behalf of the Charter School without prior written approval of the Commission and delegation of any contractual duty of the Charter School shall not be made without prior written approval of the Commission, which approval may be given or withheld at the sole discretion of the Commission. A violation of this provision shall constitute a breach and shall be grounds for the immediate revocation of the Charter. No assignment or delegation of any contractual duty shall in any case release the Charter School of its liability under this Charter. The making of ordinary commercial contracts for goods or services in the course of operating the school shall not be considered the delegation of a contractual duty for purposes of this section.

6.7 **Governing Law**

6.7.1 This Charter shall be governed by and construed in all respects in accordance with the laws, statutes and regulations of the United States of America and the State of Maine. Any legal proceedings against the Commission regarding this Charter shall

be brought in State of Maine administrative or judicial forums. The Charter School consents to personal jurisdiction in the State of Maine.

6.7.2 The Parties intend that, where this Charter references federal or state laws or regulations, they be bound by any amendments to such laws or regulations upon the effective date of such amendments. The Parties agree that, if new federal or state laws or regulations are enacted that apply to charter schools, they shall amend this Charter to the extent necessary to comply with those laws and regulations.

6.7.3 The Charter School shall comply with all federal and state laws and regulations that are applicable to charter schools unless the School has expressly received a waiver from such laws and regulations by an individual authorized by law or regulation to grant such a waiver. The Charter School shall conform, in all respects and at all times, with the educational standards contained in this Charter.

6.8 **Severability**

The provisions of this Charter are severable. The invalidity or unenforceability of any particular provision or part thereof of this Charter shall not affect the remainder of said provision or any other provisions, and this Charter shall be construed in all respects as if such invalid or unenforceable provision or part thereof had been omitted, provided that, if the invalid or unenforceable provision affects compensation to the Charter School, this Charter shall be equitably adjusted and modified accordingly.

6.9 **Third Party Beneficiary**

The enforcement of the terms and conditions of this Charter, and all rights of action relating to such enforcement, shall be strictly reserved to the Commission and the Charter School. Nothing contained in this Charter shall give or allow any claim or right of action whatsoever by any other or third person. It is the express intent of the Parties to this Charter that any person receiving services or benefits hereunder shall be deemed an incidental beneficiary only.

6.10 **Material Amendment**

6.10.1 A Material Amendment to this Charter shall be effective only with written approval of both the Commission and the Charter School.

6.10.2 Material Amendments to this Charter include but are not limited to the following:

- 6.10.2.1 Loss of the approval of the Charter School as a tax-exempt organization under the Internal Revenue Code, or a change in the number of members of its governing board other than by temporary vacancy;
 - 6.10.2.2 Changes to the mission statement (see Section 2.1 hereof);
 - 6.10.2.3 Variances in actual enrollment that exceed or fall short of the standards prescribed in Section 2.3.5);
 - 6.10.2.4 Changes in grade levels served prohibited by Section 2.3.4;
 - 6.10.2.5 Changes in the location of the Facilities prohibited by Section 1.6;
 - 6.10.2.6 Changes in the school calendar resulting in the number of days of instruction falling below the minimum provided in Section 3.2 hereof;
 - 6.10.2.7 Changes in admissions or enrollment preferences or procedures not otherwise permitted pursuant to the terms of this Agreement;
 - 6.10.2.8 Change of contractors or amendments to contracts identified in Section 2.15.4; and
 - 6.10.2.9 Changes to the content or methods of the education program that a reasonable person would consider inconsistent with the Mission of MeANS disclosed to the Commission in support of the granting of this Charter.
- 6.10.3 The Charter School shall submit all proposed Material Amendments in writing to the Commission for consideration. The Commission shall respond to the Charter School in a time and manner consistent with good faith negotiation and with avoidance of disruption to the operations or financial viability of the Charter School.
- 6.11 **Non-Material Amendment**
- 6.11.1 A Non-Material Amendment to this Charter may be effected by the Charter School through written notification to the Commission.
 - 6.11.2 Non-Material Amendments to this Charter include but are not limited to the following:

- 6.11.2.1 Amendments to the Charter School's bylaws;
- 6.11.2.2 Revisions and/or amendments to the instructional methods or curriculum that do not affect the School's mission or pupil performance standards;
- 6.11.2.3 Variances in actual enrollment that do not exceed or fall short of the enrollment standards set forth in Section 2.3.5;
- 6.11.2.4 Changes to the mailing address, telephone, and/or fax number of the Charter School provided that such changes do not constitute a change to the location of the Facilities; and
- 6.11.2.5 Changes to the individual identified by the Charter School in Section 6.3 above.

6.11.3 The Commission may change the individual identified by the Commission in Section 6.3 above through written notification to the Charter School.

6.11.4 A Non Material Amendment takes effect immediately.

6.11.5 No more than sixty (60) days after receipt of notification of an amendment made by the Charter School under section 6.11.1, the Commission may object in writing to a Non-Material Amendment on the basis that the proposed change constitutes a Material Amendment. Any such objection shall be addressed and resolved in accordance with section 5.10. If the Commission does not timely object under this paragraph, the Non-Material Amendment shall conclusively be considered a part of this Charter.

6.12 Counterpart Signatures

This Charter may be executed in counterparts, each of which shall be deemed an original and all of which, when taken together, shall constitute one and the same instrument.

.....
 IN WITNESS WHEREOF, the undersigned hereby enter into this Charter as of the Effective Date.

MAINE CHARTER SCHOOL COMMISSION

By: _____
 Jana Lapoint

Chair
Hereunto duly authorized

Dr. Richard Barnes
Vice-Chair

James A. Banks, Sr.
Commissioner

Dr. Lynda Doyle
Commissioner

Shelley Reed
Commissioner

William Shuttleworth
Commissioner

MAINE ACADEMY OF NATURAL SCIENCES

By: _____
Patricia Zlotin
Board Chair
Hereunto duly authorized

EXHIBITS A and A-1

Copies on file with the Parties

Closure Plan for MeANS Exhibit D

1. Documentation of Closure Action:

Should MeANS be closed for any reason by the MeANS governing Board, notice of such action shall be sent to the Maine Charter School Commission ("MCSC") and the Maine Department of Education ("DOE") within 5 calendar days of any official closure action taken by the Board. Should the MCSC or the Department initiate the closure action, timely notice will be sent to the MeANS governing Board. The notice by either party will include a description of the circumstances of the closure. Following receipt of such notice, the parties will develop a joint agreement on a closure date. The parties will send a joint notice of closure to:

- Parents or guardians of students;
- Maine Charter School Commission;
- The Maine Department of Education;
- The special education local plan area in which the school participates;
- The retirement systems in which the school's employees participate; and
- Collaborative partners in the local community.

Notification of all the parties will include at least the following:

- The effective date of the closure;
- The name(s) of and contact information for the person(s) handling inquiries regarding the closure;
- The students' school districts of residence; and
- How parents or guardians may obtain copies of student records, including specific information on completed courses and standards met toward graduation requirements.

In addition to the four required items above, notification to the DOE and MCSC will also include:

- A description of the circumstances of the closure; and
- The location of student and personnel records.

In addition to the four required items above, notification to parents, guardians, and students will include:

- Step by step instructions as well as essential information on how to transfer the student to a school that can meet their needs both educationally and geographically;
- A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information;
- Information on student completion of college entrance requirements for all high school students affected by the closure.

The Board of MeANS will announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school. These districts can then assist in facilitating student transfers.

If a closure should occur it will happen at the end of an academic year as long as it is feasible to maintain a legally compliant program until then. If for some reason MeANS reverts to non-charter status, notification of this change will be made to all parties listed in this section.

2. School and Student Records Retention and Transfer:

School records will be kept in a file folder in the central office in a fire proof file cabinet. Attached to every cabinet will be a copy of our student records and policies. A formal request for records will be required from any school to which a student wishes to transfer. Our request for records regarding students transferring to MeANS will have a 30 day deadline.

MeANS will manage student records in accordance with Maine law and regulations as it has done through its history, including this past full year of operation for MeANS. This well established system of records management will be adjusted to align with the needs of operating as a public charter school rather than as a magnet school.

Closure procedures for MeANS will include the following plans for the transfer and maintenance of school and student records that will be completed within 30 days of closure:

- Transfer and maintenance of personnel records in accordance with applicable law;
- Provision of a list of students in each grade level and the standards they have completed to the entity responsible for overseeing the closure;

- Provision of the students' districts of residence to the entity responsible for overseeing the closure; and
- Transfer and maintenance of all student records, state assessment results, and any special education records to the custody of the entity responsible for overseeing the closure, unless transferred to a different entity.

Submission of personnel records will include any employee records MeANS has. They include, but are not limited to, records related to performance and grievance.

3. Financial Close-out:

Within 60 days after receiving notification of closure, the DOE and MCSC will notify MeANS and the Board if it is aware of any liabilities the school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. An audit will be conducted after the school has been closed or the school has had a status change.

an independent final audit will take place within six months after the closure of the school that includes:

- An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value; and
- An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

A plan for completing and filing of any annual reports will include the following sections:

- Preliminary budgets
- Interim financial reports
- Second interim financial reports
- Final unaudited reports

These reports must be submitted to the DOE and MCSC in the form required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

4. Disposition of Liabilities and Assets:

A closeout audit to be completed within twelve months of announcement of closure will determine the disposition of all liabilities of MeANS as well as ensure disposal of

any net assets remaining after all liabilities have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- The return of any donated materials and property according to any conditions set when the donations were accepted.
- The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
- The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

After closure, assets of MeANS will be distributed first to satisfy any outstanding payroll obligations for employees and then to creditors. Any remaining assets purchased with public funds provided through this Charter shall be returned to the Treasurer of State for a public purpose to the extent required by 20-A M.R.S. §2411(8) or its successor.

**Required Elements of a Pre-Opening Plan
Exhibit C**

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date	
Governance	Board recruitment	Founders		Prior to contract	
	Articles of incorporation and non-profit filings	Founders and Board		Prior to contract	
	By-laws	Founders and Board		Prior to contract	
	Organizational chart	Founders and Board		Prior to contract	
	Organizational Policies and Procedures	Founders and Board		Prior to contract	
	Staff Handbook	Executive Director/Gov. Board	Prior to contract	15 days after contract signing	
	Enrollment	Final Enrollment Policy	Governing Board	Prior to contract	On the contract date
		Application for Admission	Governing Board/Exec. Director	On the contract date	60 days before start of school
		Recruitment	Exec Dir/Dir of Admissions	Prior to Contract	Ongoing
		Admissions notification and/or lottery	Exec Dir/Dir of Admissions	Start of contract	14 days prior to start of school year
	File pre-enrollment report	Exec Director		October 1 st	

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date	
Staff Recruitment and Hiring	Principal and key administrators (chief finance officer, Spec. Svcs. Director, others)	Exec Dir/Gov. Board	Prior to contract	On contract date	
	Prof. Instructional staff (FT and PT regular teachers, Sp Ed, ELL teachers); background checks completed	Exec Dir/Head of School	Prior to contract	30 days prior to start of school year.	
	Paraprofessionals	Exec Dir/Head of School	On contract date	20 days prior to start of school year	
	Clerical staff	Exec Dir/Head of School	On contract date	20 days prior to start of school year	
	Substitute teachers	Exec Dir/Head of School	On contract date	At start of school year	
	Initial professional development and staff orientation	Exec Dir/Head of School	On contract date	5 days prior to start of school year	
	Facilities and Safety	Signed Lease agreement for all space as listed in application	Gov. Board/Exec Dir	Prior to contract	30 days prior to opening
		All required renovations to meet approved inspections for schools	Gov. Board/Exec Dir	Prior to contract	30 days prior to start of school year.
		Certificate of Occupancy	Exec Dir/Head of School	Prior to contract	15 days prior to start of school year

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
	Fire Inspection, Asbestos inspection, lead paint assessment report	Exec Dir/ Head of School	Prior to contract	15 days prior to start of school year
	Insurance policy in place	Exec Dir/ Head of School	Prior to contract	10 days after contract effective date
	Utilities	Exec Dir/ Head of School	Prior to contract	60 days prior to start of school year.
	Capital Equipment and Installation	Exec Dir/ Head of School	Prior to contract	15 days prior to start of school
	Office and classroom equipment and furnishings	Exec Dir/ Head of School	Prior to contract	15 days prior to start of school
	Emergency contact sheet and safety plan	Exec Dir/ Head of School	Prior to contract	15 days prior to start of school
Student Learning	School calendar and student schedule	Head of School/ Exec Director	Prior to contract	30 days prior to start of school
	Code of Conduct	Head of School/ Exec Director	Prior to contract	On contract date
	Special services and special education policy and procedures	Head of School/ Exec Director/ Sp. Svcs. Coord.	Prior to contract	On contract date
	Section 504 Accommodation plan	Head of School/ Exec Dir.	Prior to contract	30 days prior to start of school
	Title I and ELL plan	Head of School/ Exec Dir/ Spec. Svcs Coordinator	Prior to contract	30 days prior to start of school

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date	
Finance and financial services	Operating Budget - final pre-opening revisions	Gov. Board and Exec. Director	Prior to contract	45 days prior to opening date of school	
	Cash flow projections	Exec Director / CFO	Prior to contract	45 days prior to opening date of school	
	Fiscal policies and procedures manual	Exec Director / CFO	Prior to contract	On signing contract	
	Grants and entitlements (state and federal)	Exec Director / CFO / Dir of Development	Prior to contract	45 days prior to opening date of school	
	Other grants	Exec Director / CFO / Dir of Development	Prior to contract	45 days prior to opening date of school	
	Misc. funds/fundraising plan	Exec Director / CFO / Dir of Development	Prior to contract	30 days prior to opening date of school	
	Audit timeline	Gov Board/Exec Dir	Prior to contract	On signing contract	
	Technology	Hardware installed and set-up	Director of IT	Prior to contract	30 days before opening of school
		Software installed and set-up	Director of IT	Prior to contract	20 days before opening of school
		Internet code of conduct	Exec Dir/Director of IT	Prior to contract	On signing contract
	Curriculum and Instruction	Curriculum plan	Exec Dir/Head of School	Prior to contract	On signing contract
		Instructional materials purchasing plan	Exec Dir/Head of School	Prior to contract	30 days prior to start of school

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
	Classroom assignments and set-up	Exec Dir/Head of School	Prior to contract	15 days before opening of school
Student services, records and reporting system	Attendance, student retention records system	Head of School/Exec Director	Prior to contract	On signing contract
	Academic performance information	Head of School/Exec Director	Prior to contract	On signing contract
	Student academic assessment and reporting plan	Head of School/Exec Director	Prior to contract	On signing contract
	Transportation plan and contract	Head of School/Exec Director	Prior to contract	60 days prior to school opening
	Nutrition/Food service plan and contract	Head of School/Exec Director	Prior to contract	60 days prior to school opening
	Health and wellness plan	Head of School/Exec Director	Prior to contract	30 days prior to start of school
Staff information and records system	Employment policies, including performance evaluation criteria and procedures for professional and support staff	Gov. Bd/ Exec Director	Prior to contract	On signing contract
	Professional development plan	Head of School	Prior to contract	On signing contract

Monitoring Plan
Exhibit E

1. Complaints received by the Charter School:

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

2. Academic proficiency, including readiness for postsecondary enrollment:

- a. Within 3 months of the start of the first school year ("Year One"), the School will provide the Commission with a protocol for fulfilling its assessment plan (formative and summative) as listed in the Charter Application.
- b. At the end of Year One the School will provide a statistical summary of student scores in accordance with the appropriate MEDMS template.
- c. Prior to the start of Year Two, the School will provide its plan for improving or maintaining student academic growth, based on its data from Year One.
- d. In Years Two through Five, at mid-year and end-of-year, the Commission will be provided copies of reports used by the School to track student academic growth. At least once a year the School will meet with the Commission's Executive Director to review these data reports and the annual plan to monitor and reach the academic targets for years 3, 4 and 5. (refer to Performance Indicators for more specific areas)

3. Special Education compliance review

- a. At the end of Year One, the Commission will review all data relating to child find and students identified as eligible under IDEA .
- b. The School will provide the Commission immediate notification of a due process complaint or a request for due process hearing. The Commission will monitor the School's response and any subsequent plan for correction of noncompliance.
- c. The Commission will review annually the agreement between the School and Glenn Stratton Learning Center, and/or an SAU or other approved provider for special education services.

4. Student Attendance and enrollment

- a. The Commission will receive simultaneous copies of student enrollment reports provided to sending SAUs in accordance with state reporting guidelines. Within 30 days of receipt of said reports, the Commission will review the status with the chief executive of the school and/or the Chair of the governing board.

- b. The Commission will receive an annual attendance report from the School, and the Commission will provide a report back to the School subsequent to its review.

5. Social and academic climate, including Academic discipline

- a. The Commission will receive copies of the academic disciplinary reports required under federal and state statutes.
- b. Copies of any expulsion records will be provided to the Commission within 2 weeks of any action taken by the governing board.

6. Parent and community engagement

- a. Within three months of the start of Year One, the School will provide the Commission with a plan for parent engagement and conferences.

7. Handbook and policies

- a. Annually, the School will provide a copy of its parent-student handbook.

8. Transportation contract, Food Service, Facilities maintenance and performance record.

- a. The contracts between the School and Good Will Home Association for these services, as incorporated in the Charter, will be reviewed at the end of the first year through reports filed by the Co-Directors of the School.
- b. Following this review, if any or all of these contractual arrangements are to be re-negotiated, the Commission will approve and incorporate such changes into the Charter as a material amendment.

9. Financial reports

- a. The School will insure that monthly and quarterly financial reports are created and distributed to the governing board.
- b. Financial statements will include revenues and expenses in accordance with state accounting reporting system.
- c. The charter school will complete an annual audit in accordance with standard auditing practices for public schools and file a copy of that report with the Commission.

10. Governance reports

- a. Once a year the chair of the governing board and the chief school executive will meet with the Commission to discuss the role of the board in exercise of its oversight responsibilities to the school and its students and families.

11. Standards and Processes for Revocation of a Contract

- a. If the Commission determines, as the result of receiving a complaint or on its own review of the information obtained through the

monitoring process, that it has significant concerns regarding the School's failure to comply with the terms of the Charter or governing law, or failure to meet any projected targets in one or more of the performance areas required by the Charter, the Commission will deliver a notice to the governing board of the School that identifies the specific concerns, states that the concerns representing potential violations of law or the Charter that could lead to sanctions by the Commission up to and including revocation of the Charter, and requires a written response including a plan for timely remediation within fourteen calendar days of receipt of the notice by the School.

- b. No later than five business days after receipt of the School's written response, the Commission will schedule an interview and public hearing to discuss the concerns identified by the Commission and the response as filed by the School.
- c. For no less than five business days after the interview and hearing, the Commission will receive any further written comments from the School and/or the public.
- d. After the additional response/comment period described above, the Commission will have five business days to issue a letter of findings including either 1) conditions for the continued operation of the School including timelines for required remediation, or 2) the time and date under which the school is ordered to begin implementation of the Closure Plan. Subsequent failure on the part of the School to comply with the conditions and timelines for continued operation without seeking additional assistance or relief from the Commission will result in notice of the time and date under which the School is ordered to begin implementation of the Closure Plan.

**CHARTER SCHOOLS PROGRAM ASSURANCES
NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION**

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances. As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicants' DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Sheryl P. Dodge
NAME OF AUTHORIZED OFFICIAL

DIRECTOR of FINANCE
TITLE

Sheryl P. Dodge
SIGNATURE OF AUTHORIZED OFFICIAL

7/8/2013
DATE

Good Will-Hinckley
APPLICANT ORGANIZATION

7/10/2013
DATE SUBMITTED

Selected Community Partnerships, 2012-2013 School Year	
Community Partner	Nature of Involvement with MeANS
Maine Department of Labor - Youth Employment and Training	Work with individual students
Kennebec Behavioral Health	Counseling and substance abuse prevention services
Crossroads Counseling	Counseling and substance abuse prevention services
Messalonskee High School	MeANS students have participated on their swim team
E D Bessey & Son Wood Products, Inc.	Internships, Workshops, Consultation
Caverly's Farm	Advocacy; Internships
Maine Farm to School Network	Agricultural education
Maine Food Corps	Agricultural education
Greater Somerset Public Health Collaborative	Advocacy, consultation
Great Strides Rural AmeriCorps Project (Good Will Industries of Northern New England)	Teaching staff (non-certified teachers; AmeriCorps)
Delta Ambulance	Provided a "ride-along" for one MeANS student interested in becoming an EMT
Kennebec Valley Community College	Dual enrollment; scholarships
Maine Department of Fish and Wildlife	Workshops, seminars
Project Learning Tree	Environmental studies education
Somerset Economic Development Corporation	Agricultural education; business education; Advocacy and Consultation
University of Maine Cooperative Extension	Agricultural education

**Representative Internship Sites
2012-2013 School Year**

Following are representative internship sites.

Site	Internship Position
Harding's Garage	Mechanic's assistant
Randy's Auto	Mechanic's assistant
Caverley's Farm	Milking
Barrel's Community Market	Assistant to manager
Ed Bessey & Sons Wood Products	Woodlot management and tree harvesting
Skowhegan Grist Mill	Website management
Snakeroot Farm	Field work
Glenn Stratton Learning Center	Mentoring a behaviorally challenged younger student
Hidden Valley Riding Stables	Assistant to manager
Ray Reitze, Maine Guide	Learning Native American traditional herbology, crafting pack baskets out of wood,
Tanglewood Camp	Assistant camp counselor
Chewonki Environmental Camp	Assistant
Pam Ames Law Offices	Office assistant
Good Will-Hinckley Development Office	Development assistant
Good Will-Hinckley cafeteria	Culinary assistant

C.2 Governing Board Composition

MeANS Board of Directors

The MeANS Board of Directors is currently composed of nine individuals.

A minority²³ of the MeANS Board may consist of individuals simultaneously serving on the GWH Board of Directors. The remaining directors – a majority – are individuals with experience in public education, business, and law, as well as a parent of a MeANS student.

Chair, Patricia Zlotin: Pat has been associated with Good Will-Hinckley for many years. She graduated from Good Will-Hinckley in 1964, and first began serving as a member of the Board of Directors in 1976. She has held several offices on the Board, including past Treasurer and past Chair. Pat currently serves as the Treasurer of the Good Will Hinckley National Alumni Association and is a member of the Good Will Home Association. She completed her undergraduate studies at Colby College in 1968 with a double major in Psychology and Education and a minor in Math. In 1973 she graduated with high honors from Boston University with an MBA in Finance. Ms. Zlotin worked for over 27 years with a large mutual fund company, where she was a member of senior management and had multiple responsibilities and experiences within the investment arena, as well as general management, prior to retiring in 1998. Pat was a founding member and Chair of The Four Square Foundation and currently sits on the Board of Trustees for Eastern Bank and is the Coordinator of the Sharon Advisory Board to the Eastern Bank Charitable Foundation. She has volunteered for many years in various town government committees and community activities: as the Vice Chair of The Friends of the Sharon Dog Park; and as a Board member and Treasurer of Friends of the Sharon Public Library. Pat and her husband live in Sharon, MA, where (when she is not volunteering) she enjoys outdoor activities, gardening, cooking, walking, biking and flying. Pat will conclude her service on the Good Will-Hinckley Board of Directors in August 2012.

Secretary, Helen Regan: Helen Regan is retired from Bates College in Lewiston, Maine. Regan, who came to Bates in 2006 with long experience in secondary and higher education, has worked with the Harvard Center to create unparalleled opportunities for students studying education through placements in local schools and other institutions.

Treasurer, Douglas S. Carr: Doug brings his nearly 40 years of experience and familiarity with Maine's political and business worlds to bear on his practice of law and government relations. He is Of Counsel to Perkins Thompson. He currently serves as a Board Member of the Center for Grieving Children, Dirigo Health Program, and Maine Center for Enterprise Development. He is the former Board President and Clerk for the Maine Cancer Foundation and the Maine Economic Research Institute and MCAHV. He is married to Deidre O. Carr, a teacher at Freeport High School. Doug and Deidre live in Yarmouth and are enjoying "empty nester" status, as their two married daughters have both completed their formal education. Doug enjoys reading, art, golf, downhill skiing, travel, food, and antiquing. Doug is a member of the Good Will-Hinckley Board of Directors.

Bob Tardy: During his 10 years as a legislator in the Maine House of Representatives, Bob chaired the Standing Committee on Agriculture and served on the Taxation Committee, the Committee on Utilities, and the Committee on Banking and Insurance. From 2003-2009 he served as chairman of the Maine Harness Racing Promotion Board, and currently chairs the Maine Agricultural Water Management Board. Prior to his service in Augusta, Bob served as first selectman for over a decade in the small rural Maine town where he raised his family, while simultaneously teaching in public schools and running the

family John Deere dealership. Raised in Newport, Maine and a graduate of the University of Maine, his is the sort of "Made in Maine" career expertise that makes him an invaluable resource to a variety of industries. Since launching Somerset Associates, Bob has helped a veritable "Who's Who" of local and national organizations navigate the Pine Tree State's unique political landscape. Bob also is a member of the Good Will-Hinckley Board of Directors.

Richard Abramson: Rich has just completed his 17th year as Superintendent, having served for 10 in RSU No. 38 in Readfield, Maine. He holds a Master's Degree and Advanced Coursework in Education and Special Education Administration from the University of Maine. He holds a Bachelor of Arts from Colby College. Rich also is a Senior Director of the YMCA of the USA, having served as Executive Director for the Kennebec Valley YMCA. He is also a member of the YMCA's Hall of Fame. It was during Rich's tenure at the YMCA that much of his passion for wellness and healthy living strategies was formed. He also serves on numerous boards and commissions within the State of Maine. He lives with his wife Paula of 39 years. His hobbies include snowshoeing, golf, bicycling, Nordic walking and relaxing on a remote lake in Maine. Rich is a member of the Good Will-Hinckley Board of Directors.

James Morse: Jim has served as Superintendent of Portland Public Schools since 2009. Prior to that, he served as Superintendent of the Messalonskee School District in Oakland for 12 years. Dr. Morse also served as Superintendent of the Limestone Public Schools. He helped found the Maine School of Science and Mathematics (MSSM) in Limestone, which at the time was the state's only public magnet school, and served as the school's first superintendent. During his 34-year career, he has taught art in grades kindergarten through 12 and served as principal at the elementary, middle and high school levels in several Maine schools. His hobbies include drawing and riding a motorcycle.

Amber Lambke: As Executive Director of the *Maine Grain Alliance* and Co-founder of the Somerset Grist Mill, LLC, Amber brings her expertise and contacts with the local farm retail community to everything she does. The entrepreneurial President of The Somerset Grist Mill was raised in Brunswick, Maine and is married to Michael Lambke, MD of Skowhegan Family Medicine. She is the mother of two children, Miles (age 9) and Zoe (age 7). Amber is also a Masters level Speech-Language Pathologist.

Gordon Donaldson: Dr. Donaldson is a professor of Education at the University of Maine, where he teaches graduate courses on educational leadership and research. He has been active in statewide efforts in Maine to develop leadership at the school level, and more recently, in advocating for community schools. Prior to joining the University, Dr. Donaldson was principal of Ellsworth High School, a teacher on North Haven, and in Boston and Philadelphia.

Pender Makin: As Director of The Real School, a regional alternative high school that is part of the Windham School District, Pender Makin develops authentic, project-based programming for at-risk students. Her students participate in a standards-aligned curriculum that emphasizes authentic, real-world applications. She also serves on the Advisory Council of the Alternative Education Association of Maine and teaches graduate courses in a Students at Risk concentration at University of Maine. Her son Jack is a student at the Maine Academy of Natural Sciences.

Board Recruitment Process

The initial MeANS board members were identified through discussion among GWH's President/Executive Director, Board members, faculty and staff. Particular attention was paid to ensuring the board included individuals with a wide range of education, business, legal, and management experience as well as a breadth of community contacts that would be beneficial in

expanding community partnerships, reaching out to potential funders, or increasing knowledge of MeANS across the state. There was a strong desire to include a parent on the board. Pursuant to MeANS's by-laws, as of September 1, 2012, only 4 of the 9 members will serve on both the GWH Board and the MeANS board. These individuals have a strong commitment to the organization and will offer important counsel in the transition/addition of a charter school to the GWH family of programs.

Advisory Group

MeANS expects to recruit some future members of its Board from among the members of the MeANS Advisory Group. The *MeANS Advisory Group* is composed of community members, faculty, individuals with experience in agriculture and/or education, and parents of students. The Advisory Group's role is to offer specific guidance to the school and concrete feedback, curriculum direction and program evaluation. The Advisory Group is *not* responsible for governing decision or operations at MeANS.

J. Duke Albanese: Senior Policy Advisor, Great Schools Partnership; Former Commissioner of the Maine Department of Education Duke Albanese was senior policy advisor for the Great Maine Schools Project from 2003–2007 and is now senior policy advisor for the Great Schools Partnership. His career in education has spanned 40 years, including service as the Commissioner of Education for the State of Maine (1996–2003) and a long tenure as the Superintendent of Schools for the Messalonskee School District in the Belgrade Lakes Region of Maine. Duke is a nationally sought-after adviser and speaker on educational issues and policies and a founding director of the Sports Done Right initiative at the University of Maine. Originally hailing from East Providence, Rhode Island, he attended public schools before earning a B.A. from Bowdoin College, a M.Ed. in guidance and counseling and a C.A.S. in educational administration from the University of Maine. Duke and his wife, Nancy, live in Brunswick, Maine, and have two grown children, Derek and Kelsey, and two grandchildren.

Lynne Miller: Professor of Educational Leadership, University of Southern Maine Lynne is Professor of Educational Leadership and Executive Director of the Southern Maine Partnership at the University of Southern Maine. Before joining the USM faculty in 1987, she held a variety of positions in public schools and universities, including secondary school English teacher and director of a public alternative high school in Philadelphia, Assistant Professor/Teacher Corps Instructor at the University of Massachusetts, de-segregation consultant in Boston, Assistant Principal and Associate Superintendent in South Bend, Indiana. Lynne continues to attempt to do what Ted Sizer calls, "walking the fault line between theory and practice" as an engaged scholar and activist. She has written widely in the field of teacher development and school reform. In addition to authoring numerous articles, chapters and papers, she has completed six books with Ann Lieberman, the most recent of which are *Teachers Caught in the Action* (Teachers College Press, 2001), and *Teacher Leadership* (Josey-Bass, 2004). Lynne is an active participant in local and national reform efforts. She was an original member of the National Commission on Teaching and America's Future and now serves on the Policy Advisory Board of the Promising School Project in Maine, sponsored by the Bill and Melinda Gates Foundation. She is currently engaged in connecting high school and college faculty in efforts to prepare more students for success in higher education.

Ron Bancroft: Founder, Bancroft and Co.; Founder and Chairman, Maine Coalition for Excellence in Education, a business/education coalition. Bancroft & Company was founded by Ron Bancroft in 1985 to provide strategic consulting to small to medium-sized growth companies. Ron had spent 12 years learning the ropes of strategic consulting with McKinsey & Company. While at McKinsey, he was part of the team that collaborated with Tom Peters and Bob Waterman in the work that led to the management

classic, *In Search of Excellence*. Ron left McKinsey in the mid-eighties for a simpler life on the coast of Maine, his native state. After several years in which he was a principal in the buyout of a large shipbuilder and the owner of a small wood products company, he established Bancroft & Company as a way to bring the value of his wide range of business experience to smaller companies. In more than 10 years of strategic work with growth companies in a range of industries, Ron leads client teams through a disciplined process that develops strategic thinking, strategic analysis, and accountability for results. In addition to his consulting practice, Ron is active in education reform. He is a founder and Chairman of the Maine Coalition for Excellence in Education, a business/education coalition. The Coalition was recognized recently as the national business coalition of the year by the National Association of Business Economics for its work in establishing statewide education standards in Maine. He has also served on his local school board for nine years. Leadership and service have been consistent themes throughout Ron's life. He is an honors graduate of the United States Naval Academy, where he commanded the 4100 Man Brigade of Midshipmen. A Rhodes Scholar, Ron earned a Master's Degree in Politics and Economics from Oxford University. Ron resides outside Portland, Maine with his wife, Sally. They are active in their community and enjoy golf and sea kayaking.

Yellow Light Breen: Executive Vice President and Chief Strategic Officer at Bangor Savings Bank; Chair, Maine Coalition for Excellence in Education. Before reaching his 40th birthday, Yellow Light Breen had already carved out significant careers in business and education. He was a special assistant to the Commissioner of Education during the King administration, where he supplied much of the planning for what became the "laptop initiative," one of the nation's boldest attempts to provide technology for students in every classroom. Breen, who lives in Hampden, has since become vice president for strategic development at Bangor Savings Bank, one of the state's largest and fastest-growing lenders. Now, he is drawing from both sides of his expertise in chairing the Maine Coalition for Excellence in Education, a business-backed advocacy group that has been around since the 1980s but is being revitalized under Breen's leadership. He feels so strongly about MCEE that he's cut back on all his other volunteer commitments to focus on it.

Derek Pierce: Principal, Casco Bay High School. Derek Pierce is a Principal of Portland Expeditionary Learning High School. Derek Pierce serves as a Director of The Gulf of Maine Research Institute.

Jim Clair: CEO, Goold Health Systems; Chairman, Maine Early Learning Investment Group. Jim was named CEO of Goold in 2007 and is responsible for all day-to-day operations at Goold Health Systems, along with all strategic and tactical business issues. He served as GHS's Chief Operating Officer from 2004 to 2006. Jim's career spans over 30 years, split between managing privately-held companies, mostly in the health care space, and serving in non-partisan capacities in the public sector. He served as a Vice President at the Waldron Group from 2001 to 2004. He also currently serves as the President of Goold Health Analytics, LLC, a sister company to GHS that provides clinical and project consulting services in the health care industry. Immediately prior to joining GHS, he served on the non-partisan staff at the Maine State House, having served as the chief-of-staff for the Joint Standing Committee on Appropriations and Financial Affairs, then Director of the Office of Fiscal and Program Review. He culminated his tenure there as Executive Director of the Legislative Council, where he was responsible for most administrative functions, including one phase of a major renovation to the historic Capitol building. Jim holds a Master of Public Administration degree from Syracuse University, Master of Science degree from the State University of New York and a B.S. from the University of Massachusetts.

Jim serves on a number of Maine boards and committees, including the Maine Consensus Economic Forecasting Commission, the Maine Health and Higher Educational Facilities Authority, the Maine

Cancer Foundation and The Maine Early Learning Investment Group. He is also the owner or partner in a number of small, privately-held companies. Jim and his family live in China, Maine

Chip Bessey: Owner, E.D. Bessey and Sons; MeANS Internship Site

Charles Collins: Charles works for the Maine Community College system as State Director of the Early College for ME program. His lengthy career in higher education has included stints as Interim President of the Washington County Community College and Dean of Students for Central Maine Community College in Auburn.

Board Strengths: Between the members of the MeANS Board of Directors and the MeANS Advisory Group the following strengths are represented:

- 7 members have business experience
- 3 members have experience in agriculture and forestry
- 12 members have experience in education
- 10 members have experience either running or serving on the boards of non-profit organizations
- 2 members have extensive legal experience
- 4 members have extensive direct finance experience
- 1 member is a MeANS parent
- 4 members will serve dually on the Good Will-Hinckley Board of Directors

Exhibit 17, the Board Profile Matrix shows the Board's and Advisory Group's qualifications and experience.

Board member resumes are attached as Exhibit 16.

Board profile: A matrix showing the Board's and Advisory group's qualifications and experience is attached as Exhibit 17.

A list of officers and committee chairs is included as Exhibit 18.

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Restorative Justice Project of the Midcoast

July 9, 2013

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RJP Director

Margaret Micolichek

Good Will Hinckley – MeANS

RE: Proposal to DOE Charter School Program

This is a letter of support from Restorative School Practices of Maine (RSPM) a program of The Restorative Justice Project of the Midcoast to provide ongoing training and coaching toward the implementation of restorative school practices. These services will be provided to both the academic and residential divisions of the program.

RSPM and GWH – MeANS have a working relationship that supports the continued campus wide implementation of restorative practices. From the very beginning the staff, students and administration have been engaged in creating a restorative school culture. This grant will allow the continued integration.

RSPM instructs schools in the philosophy or guiding principle (not a program or specific activity) of seeing relationships as central to learning, growth and a healthy school climate for students and adults with the objective of both integrating and normalizing this philosophy within a school culture. Restorative practices focus on building, maintaining and, when necessary, repairing relationships among all members of a school community.

This comprehensive, whole-campus approach incorporates various restorative practices throughout the school, with an emphasis on building a culture of respect and care. Practices may include: language that invites and encourages curiosity, empathy, respect, trust, honesty, compassion, accountability, inclusion, and collaboration; conflict resolution, peer mediation and relational literacy programs; restorative dialogue between staff and students to address misbehavior; Community Circles for relationship-building, problem-solving and repairing of harm; Resolution Circles (detention) that facilitate the acceptance of accountability for harmful actions as well as agreements for repairing the harm done (consequences for student misbehavior); and formal, facilitated Restorative Conferences for more serious situations.

Restorative discipline empowers students by helping them to learn from their mistakes in a school environment that is caring and responsive and by focusing on relationships and community, rather than on punishment (often isolation) for breaking rules.

RSPM has a statewide presence and has provided training and coaching to over 3,000 school personnel and to over 50 schools statewide. We look forward to the opportunity to work with GWH – MeANS.

Sincerely,

Margaret Micolichek, Director



EXPEDITIONARY LEARNING

Summary of Expeditionary Learning Partnership Process: Maine Academy of Natural Sciences

Expeditionary Learning, a non-profit organization in its twentieth year, partners with schools to improve student achievement and assist schools in implementing the Expeditionary Learning model with quality. We currently work with 160 schools (K-12) across the country. Our network includes both charter and district schools. Research shows that when schools implement the Expeditionary Learning model with fidelity, students make notable achievement gains. (See Expeditionary Learning Evidence of Success.)

Expeditionary Learning (EL) and Maine Academy of Environmental Sciences (MeANS) have discussed the partnership exploration process we expect potential school partners to engage in prior to entering a formal, multi-year partnership. The goal of the exploration process is to ensure fundamental conditions for a successful partnership exist and to determine that the school's vision and the EL model are aligned. EL and MeANS plan to complete the partnership exploration process in Fall of 2013.

Should EL and MeANS determine through the partnership exploration process to work together, we would begin a multi-year partnership in Summer/ Fall of 2014. Below is a summary of the goal, scope of services and associated costs of a multi-year partnership:

Scope of Service and Associated Cost Guidelines

Expeditionary Learning's goal is for partner schools to implement the EL design with fidelity and to significantly raise student achievement over the first four years of active partnership. While there are several factors that contribute to the rate at which schools are able to accomplish this goal, one of the primary factors relates to the scope of services provided through direct school designer support and participation in EL's off-site professional development institutes.

Our experience has repeatedly shown the direct correlation between maintaining a robust partnership and the rate and depth of implementation and achievement gains. Therefore, Expeditionary Learning has developed the following guidelines for schools and expects that the majority of partnerships fall within the average range during their first four years and that no school attempts to implement the EL model without being able to sustain the minimum investment in professional development outlined below.

Average Scope of Services (Years 1-4)

Direct school designer support: 30-40 days

Participation in EL's off-site institutes: 8-12 slots (depending on size of staff)

Range of associated costs: \$65,000-\$85,000

After four years of partnership, most schools should be eligible to be accredited by EL. This status serves to recognize schools that are implementing the EL model with fidelity and are increasing student achievement across a range of indicators including, but not limited to, state assessments. An accredited school should be able to sustain implementation without significant direct service from EL staff and therefore, at this point the investment in a partnership with Expeditionary Learning is greatly reduced.



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Theresa M. Stone

July 9, 2013

Secretary Arne Duncan
U.S. Department of Education
c/o LaShawndra Thornton
Charter Schools Program
400 Maryland Ave., SW
Washington, DC 20002

Dear Secretary Duncan:

I am writing in support of The Maine Academy of Natural Sciences (MeANS) at Good Will-Hinckley's application to the U.S. Department of Education Charter School Program (CFDA No. 84.282B).

Last year, MeANS became the first charter school to open in the state of Maine, though its parent organization, Good Will-Hinckley, has been serving at-risk youth for more than 120 years. MeANS is a high school for students who are not thriving in traditional education settings and/or need a hands-on and outdoor-oriented education centered on agriculture, sustainability, forestry, workforce skills training, and independent living skills. Forty percent of students indicated their intention to drop out of school before arriving at MeANS; and many students hail from Maine counties with free and reduced-price lunch eligibility of 48-60 percent.

The Harold Alfond®¹ Foundation has supported Good Will-Hinckley—and its mission to provide a home and a promising fresh start to at-risk children—for many years. Most recently, in 2011, the Foundation assisted the organization in completing a real estate transaction with the state's Community College System. Specifically, the Foundation helped finance the Maine Community College System's acquisition of a parcel of Good Will-Hinckley property. Among other benefits, the transaction enabled the Foundation to further its support for Good Will-Hinckley because the organization used the real estate proceeds to launch MeANS and to help cover operational costs in the first year. Our support also included a financial incentive for

¹ Harold Alfond® is a registered trademark of the Harold Alfond Foundation.

MeANS to become Maine's first charter school, which it did in 2012 with the passage of a state charter school law.

MeANS is already making a difference in students' lives. In its first two years (its first year as a magnet school prior to becoming a charter school), the student attendance rate was 94% and 93%, respectively. All students are required to participate in internships and enroll in at least one college-level course at the Kennebec Valley Community College or another college or university. The MeANS charter school model is unique given the pre-existing residential school option, its statewide reach, its thematic focus on hands-on and outdoor-oriented education, and its partnership with and close physical proximity to a community college.

The school is seeking \$175,000 from the Charter School Program to bolster its assessment of standards attainment, data collection and evaluation capabilities, and the professional development needed to implement these programs effectively. The funding will be significant for MeANS as it seeks to track student learning and make interventions that will ensure students mastery of its standards-based curriculum.

MeANS is off to a strong start as Maine's first charter school, but to ensure its long-term sustainability it requires additional financial resources. The Harold Alfond Foundation remains a committed partner but is keenly interested in the school's progress and ability to recruit new supporters. I urge you to support the MeANS proposal.

Sincerely,

HAROLD ALFOND FOUNDATION



Gregory W. Powell, Chairman

United States Senate

WASHINGTON, DC 20510-1904

July 9, 2013

Secretary Arne Duncan
U.S. Department of Education
c/o LaShawndra Thornton
Charter Schools Program
400 Maryland Ave., SW
Washington, DC 20002

Dear Secretary Duncan,

I am writing to bring your attention to The Maine Academy of Natural Sciences (MeANS) at Good Will-Hinckley's application to the U.S. Department of Education Charter School Program (CFDA No. 84.282B).

Last year, MeANS became the first charter school to open in the state of Maine, and its parent organization, Good Will-Hinckley, has been serving at-risk youth for more than 120 years. MeANS is a high school for students who are not thriving in traditional education settings. The school currently has 46 students, representing 11 of Maine's 16 counties. The school serves low-income students from rural, economically challenged parts of Maine, and the majority of students come from counties with high rates of free and reduced-price lunch eligibility (Kennebec and Penobscot Counties: 48.6%; Somerset County: 59.9%). Enrollment for the 2013-14 school year will be approximately 70 students, and by 2016-17, enrollment is targeted for up to 150 students.

In its first two years (first year as a magnet school prior to passage of the state charter school law), the student attendance rate was 94 percent and 93 percent, respectively. All students are required to take internships and at least one college-level course at Kennebec Valley Community College, which is adjacent to the MeANS campus, or another college or university.

The school is seeking \$175,000 from the Charter School Program to bolster its assessment of standards attainment, data collection, and evaluation capabilities, and the professional development needed to implement these programs effectively. The funding will be significant for MeANS as it seeks to track student learning and make interventions that will ensure its students' mastery of its standards-based curriculum.

Thank you for your time and effort on behalf of Good Will-Hinckley. I urge your consideration of this application, subject to all applicable laws and regulations, and ask that you please notify Meredith Cherry at (202) 224-2523 when a final decision has been made.

Sincerely,



Susan M. Collins
United States Senator

United States Senate

WASHINGTON, DC 20510

July 2, 2013

Secretary Arne Duncan
U.S. Department of Education
c/o LaShawndra Thornton
Charter Schools Program
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary Duncan,

I am writing in support of The Maine Academy of Natural Sciences (MeANS) at Good Will-Hinckley's application to the U.S. Department of Education Charter School Program (CFDA No. 84.282B).

Last year, MeANS became the first charter school to open in the state of Maine, though its parent organization, Good Will-Hinckley, has been serving at-risk youth for more than 120 years. MeANS is a high school for students who are not thriving in traditional education settings and/or need a hands-on and outdoor-oriented education centered on agriculture, sustainability, and forestry, workforce skills training, and independent living skills. Forty percent of students indicated their intention to drop out of school before arriving at MeANS.

Located on a sprawling, rural campus in central Maine, MeANS is uncommon as a charter school in that it offers a boarding program, allowing it to serve students statewide. The school currently has 46 students; enrollment for the 2013-14 school year will be approximately 70 students. By 2016-17 enrollment is targeted for up to 150 students. The school plays an important role in serving low-income students from rural, economically challenged parts of Maine. The student body hails from 11 of the state's 16 counties, with the three most heavily represented having high rates of free and reduced-price lunch eligibility (Kennebec and Penobscot Counties: 48.6%; Somerset County: 59.9%).

MeANS already is making a difference in students' lives. In its first two years (first year as a magnet school prior to passage of state charter school law), the student attendance rate was 94% and 93% respectively. All students are required to take internships and at least one college-level course at Kennebec Valley Community College, which is adjacent to the MeANS campus, or another college or university.

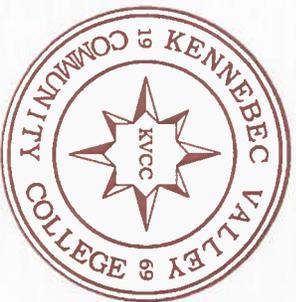
The school is seeking \$175,000 from the Charter School Program to bolster its assessment of standards attainment, data collection and evaluation capabilities, and the professional development needed to implement these programs effectively. The funding will be significant for MeANS as it seeks to track student learning and make interventions that will ensure students mastery of its standards-based curriculum.

I urge you to support their proposal with full funding.

Sincerely,



ANGUS S. KING
United States Senator



Office of the President

July 10, 2013

Secretary Arne Duncan
U.S. Department of Education
c/o Lashawndra Thornton
Charter Schools Program
400 Maryland Ave., SW
Washington, DC 20002

Dear Secretary Duncan:

I am writing in support of the application to the U.S. Department of Education Charter School Program (CFDA No. 84.282B) for The Maine Academy of Natural Sciences (MeANS) at Good Will-Hinckley.

My institution, Kennebec Valley Community College (KVCC), is located on a campus directly adjacent to MeANS. We have a strong and mutually beneficial academic and operational relationship.

Last year, MeANS became the first charter school to open in the state of Maine. MeANS parent organization is known as Good Will-Hinckley, formerly a private high school serving at-risk youth for more than 120 years. MeANS acquired the Good Will-Hinckley campus and opened as a school for students who demonstrate difficulty or express discontentment with traditional education settings. MeANS focuses on hands-on, outdoor-oriented education centered on agriculture, sustainability, forestry, workforce skills training, and independent living. Entry surveys estimate that fully forty percent of students enrolled at MeANS would have dropped out of high school without this charter alternative. Maine ranks 37th out of 50 states in family income, and over half of the students at MeANS come from counties with free or reduced-price lunch.

MeANS is a valued neighbor for KVCC. Our institution offers cross registration possibilities for MeANS students, providing them with early college experience. Students at MeANS also engage in dual enrollment with KVCC; this allows students to build up college credit prior to high school graduation and increase the likelihood of continuation to higher education. For the coming academic year, KVCC has admitted six

Kennebec Valley Community College
92 Western Avenue, Fairfield, Maine 04937-1367
(207) 453-5000 Fax (207) 453-5010
bwoodlee@kvcc.me.edu

graduates of MeANS in a range of academic programs and these students will receive full scholarships. MeANS already is making a difference in students' lives. In its first two years (first year as a magnet school prior to passage of state charter school law), the student attendance rate was 94% and 93% respectively.

The Maine Academy of Natural Sciences is seeking \$175,000 from the Charter School Program to bolster its assessment of standards attainment, data collection and evaluation capabilities, and support the professional development needed to implement these programs effectively. The funding will be significant for MeANS as it seeks to track student learning and make interventions that will ensure students mastery of its standards-based curriculum.

Under this grant, we would continue to support MeANS through our growing academic and operational partnerships.

I urge you to support the MeANS proposal.

Sincerely,



Richard R. Hopper
President

pc: Glenn Cummings, President, MeANS



Paul R. LePage
GOVERNOR

STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0023

Stephen L. Bowen
COMMISSIONER

July 9, 2013

Secretary Arne Duncan
U.S. Department of Education
c/o LaShawndra Thornton
Charter Schools Program
400 Maryland Ave., SW
Washington, DC 20002

Dear Secretary Duncan,

I am writing in support of The Maine Academy of Natural Sciences (MeANS) at Good Will-Hinckley's application to the U.S. Department of Education Charter School Program (CFDA No. 84.282B).

Last year, MeANS became one of the first charter schools to open in the state of Maine, although its parent organization, Good Will-Hinckley, has been serving at-risk youth for more than 120 years. MeANS is a high school for students who are not thriving in traditional education settings and/or need a hands-on and outdoor-oriented education centered on agriculture, sustainability, and forestry, workforce skills training, and independent living skills.

The Maine Department of Education supports the creation of quality charter schools to serve the unmet needs of Maine students. MeANS clearly meets the needs of students whose learning styles are not well-suited to the traditional classroom.

The school is seeking \$175,000 from the Charter School Program to bolster its assessment of standards attainment, data collection and evaluation capabilities, and the professional development needed to implement these programs effectively. The funding will be significant for MeANS as it seeks to track student learning and make interventions that will ensure students mastery of its standards-based curriculum.

This work meshes with a statewide initiative of the Department to spread standards-based education and proficiency-based graduation throughout the State. The Department will include MeANS in professional development opportunities provided by the Department, and will likely benefit from the work being done at MeANS to develop standards-based assessment in a hands-on, outdoors-oriented educational setting.

MeANS already is making a difference in students' lives. I've been told that, in its first two years (first year as a magnet school prior to passage of state charter school law), the student attendance rate was 94% and 93% respectively. All students are required to take internships and at least one college-level course at Kennebec Valley Community College, which is adjacent to the MeANS campus, or another college or university.

I urge you to support the MeANS proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'S Bowen', with a long horizontal flourish extending to the right.

Stephen L. Bowen
Commissioner of Education

MICHAEL H. MICHAUD
2ND DISTRICT MAINE

WASHINGTON OFFICE
1724 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-6306
FAX: (202) 225-2943

www.michaud.house.gov

Congress of the United States
House of Representatives
Washington, DC 20515

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BUILDINGS, AND EMERGENCY MANAGEMENT
SUBCOMMITTEE ON WATER RESOURCES AND ENVIRONMENT

July 8, 2013

Secretary Arne Duncan
U.S. Department of Education
c/o LaShawndra Thornton
Charter Schools Program
400 Maryland Ave., SW
Washington, DC 20002

Dear Secretary Duncan:

I am writing in support of The Maine Academy of Natural Sciences (MeANS) at Good Will-Hinckley's application to the U.S. Department of Education Charter School Program (CFDA No. 84.282B).

Last year, MeANS became the first charter school to open in the state of Maine. Its parent organization, Good Will-Hinckley, has been serving at-risk youth for more than 120 years. MeANS is a high school for students who are not thriving in traditional education settings and/or need a hands-on and outdoor-oriented education centered on agriculture, sustainability, forestry, workforce skills training, and independent living skills. Forty percent of students indicated their intention to drop out of school before arriving at MeANS.

Located on a sprawling, rural campus in central Maine, MeANS is uncommon as a charter school in that it offers a boarding program, allowing it to serve students statewide. The school currently has 46 students; enrollment for the 2013-14 school year will be approximately 70 students. By 2016-17, enrollment is targeted for up to 150 students. The school plays an important role in serving low-income students from rural, economically challenged parts of Maine. The student body hails from 11 of the state's 16 counties, with the three most heavily represented having high rates of free and reduced-price lunch eligibility (Kennebec and Penobscot Counties: 48.6%; Somerset County: 59.9%).

Another important element that I would like to share is that MeANS already is making a difference in students' lives. I have been able to drop by and see for myself the students participating in and experiencing the focus of this alternative high school. For the first two years (first year as a magnet school prior to passage of state charter school law), the student attendance rate was 94% and 93% respectively. All students are required to take internships and at least one college-level course at Kennebec Valley

BANGOR:
6 STATE STREET, SUITE 101
BANGOR, ME 04401
PHONE: (207) 942-6935
FAX: (207) 942-5907

LEWISTON:
179 LISBON STREET, GROUND FLOOR
LEWISTON, ME 04240
PHONE: (207) 782-3704
FAX: (207) 782-5330

PRESQUE ISLE:
445 MAIN STREET
PRESQUE ISLE, ME 04769
PHONE: (207) 764-1036
FAX: (207) 764-1060

PR/Award # U282B130016

Community College, which is adjacent to the MeANS campus, or at another college or university.

At this time the school is seeking \$175,000 from the Charter School Program to bolster its assessment of standards attainment, data collection and evaluation capabilities, and the professional development needed to implement these programs effectively. There is no question that the funding will be significant for MeANS as it seeks to track student learning and make interventions that will ensure students mastery of its standards-based curriculum.

I sincerely hope that you will give this grant application all the necessary consideration. Please feel free to contact my office if you have any questions or need additional information.

With warm regards,

A handwritten signature in black ink that reads "Mike". The signature is written in a cursive, slightly slanted style.

Michael H. Michaud
Member of Congress



CHELLIE PINGREE
CONGRESS OF THE UNITED STATES
1ST DISTRICT, MAINE

July 9, 2013

Ms. Lashawndra Thornton
U.S. Department of Education
400 Maryland Avenue, SW, Room 4W257
Washington, DC 20202-0008

Dear Ms. Thornton,

I am writing to express my support for the application submitted by the Maine Academy of Natural Sciences (MeANS) for a Charter School Program Non-State Educational Agency Grant (CDFA 84.282B).

Next year will mark the second year of operation of Maine's first charter school, MeANS, a high school focused on agriculture, forestry, and sustainability for under-engaged or under-performing students who are at risk of not graduating. The school offers project-based, hands-on learning opportunities for students who have either already dropped out of high school or were considering doing so. Students are offered a highly individualized, standards-based education program that keeps them engaged in their education while also supporting their pursuit of plans for future career and academic goals. MeANS is a unique charter school in Maine available to students statewide due to its boarding option. Of the 70 students who will be attending the school in the fall, approximately 26 are from the district I represent, Maine's 1st Congressional District.

The school's focus on agriculture, forestry, and sustainability offers students valuable opportunities to engage directly in projects that will expand their knowledge and develop skills that can be transitioned well beyond the classroom. As a member of the Appropriations Committee Subcommittee on Agriculture, and as someone involved in farming for nearly 40 years, I am proud to advocate for sustainable farming and access to healthy food. Involving young people in agriculture, as well as with forestry and the environment more broadly, has tremendous educational potential for the students, and also holds the broader potential of strengthening our economy and social fabric.

I urge your full and fair consideration of the proposal submitted by the Maine Academy of Natural Sciences. Thank you.

Sincerely,

A handwritten signature in blue ink that reads "Chellie R".

Chellie Pingree
Member of Congress

CP/bkb



July 9, 2013

Secretary Arne Duncan
U.S. Department of Education
c/o LaShawndra Thornton
Charter Schools Program
400 Maryland Ave., SW
Washington, DC 20002

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Lawrence J. Sterrs
Chairman - CEO

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Research & Program Officer

Wilfred R. Leighton, CPA
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Lawrence J. Sterrs
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Belfast, ME 04915

Dear Secretary Duncan,

I am writing in regard to an application to the U.S. Department of Education Charter School Program (CFDA No. 84.282B) by The Maine Academy of Natural Sciences (MeANS) at Good Will-Hinckley, a residential charter school in central Maine.

The Unity Foundation has been a longtime philanthropic supporter and partner to Good Will-Hinckley. Over the years, we have witnessed the transformational role that organization has played in the lives of disadvantaged and at risk youth from across the state of Maine, particularly from rural areas. It's a unique resource in our state, as evidenced by a broad set of private and public sector support that it has garnered from other foundations and state government.

We watched with pride last fall as MeANS became the first charter school in the state of Maine. As a venerable organization with a new mission, Good Will-Hinckley has been able to move quickly to operationalize its hand-on learning model in a way that also meets the Maine Learning Results, our state's learning standards. The school is blending its proven expertise in helping improve the life chances for students who are at risk of dropping out of school with an education focused on Maine's unique economic needs and assets. With a curriculum focused on agriculture, sustainability, and forestry that encompasses workforce skills training, internships and early college classes, we are preparing the next generation of workers and entrepreneurs for Maine's economy.

The Unity Foundation continues to be a committed partner to Good Will-Hinckley and The Maine Academy of Natural Sciences as it seeks to enhance its student data tracking and evaluation capabilities—the primary purpose of the grant funds for which it is applying under ED's Charter School Program.

P.O. Box 815
Unity, ME 04988
Tel: 207.948.6489
Fax: 207.948.6490
www.unityfdn.org

Thank you for all that you do on behalf of students in urban and rural schools across the country. I hope you will give strong consideration to Good Will-Hinckley's proposal and funding request.

Sincerely,



Lawrence J. Sterrs

CEO/Chairman of the Board

Areas Affected by Project

This application impacts the entire state of Maine, including both Maine Congressional Districts, CD-1 and CD-2.

Congressional Districts

This application impacts the entire state of Maine, including both Maine Congressional Districts, CD-1 and CD-2.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Deborah Staber</p>	<p>* TITLE</p> <p>Finance Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>Good Will-Home Association</p>	<p>* DATE SUBMITTED</p> <p>07/11/2013</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Good Will Home Association

* Street 1: 16 Prescott Drive, PO Box 159 * Street 2: _____

* City: Hinckley * State: ME: Maine * Zip: 04944

Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: DOE	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: CFDA Number: 84.282B	9. Award Amount, if known: \$ _____
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: Not applicable Middle Name: _____

* Last Name: Not applicable Suffix: _____

* Street 1: _____ * Street 2: _____

* City: _____ * State: _____ * Zip: _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name: Not applicable Middle Name: _____

* Last Name: Not applicable Suffix: _____

* Street 1: _____ * Street 2: _____

* City: _____ * State: _____ * Zip: _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Deborah Staber

* Name: Prefix _____ * First Name: Sheryl Middle Name: _____
* Last Name: Dodge Suffix: _____

Title: Finance Director Telephone No.: 207-238-4012 Date: 07/11/2013

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B130016

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

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GEPA Statement

Good Will-Hinckley (GWH), and the Maine Academy of Natural Sciences (MeANS), fully complies with all aspects of the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and other applicable federal and state non-discrimination requirements.

MeANS is committed to the principle of equal opportunity in education and employment. It does not discriminate against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, and other administered programs and activities.

GWH and MeANS address barriers that may impede equitable access in the following ways that are relevant to its current student population.

- Disabilities:
 - Educational programs fully comply with IDEA and other requirements.
 - Facilities and programs are as fully accessible as possible to all students.
Facilities are equipped with ramps and elevators to provide access for any student or staff with physical disabilities.
- Race and Ethnicity
 - SAC welcomes students from throughout the State of Maine and conducts extensive outreach to attract diverse students. These activities will be

expanded further during the next academic year in an effort to expand the racial and ethnic diversity of MeANS' student body.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Good Will-Home Association"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 250px;" type="text" value="Sheryl"/> Middle Name: <input style="width: 180px;" type="text"/>
* Last Name: <input style="width: 420px;" type="text" value="Dodge"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 320px;" type="text" value="Finance Director"/>	
* SIGNATURE: <input style="width: 350px;" type="text" value="Deborah Staber"/>	* DATE: <input style="width: 180px;" type="text" value="07/11/2013"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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Abstract

Good Will-Hinckley's Maine Academy of Natural Sciences (MeANS), Maine's first charter school, seeks \$572,222 over three years in DOE CSP grant funds.

MeANS serves students from throughout the state. It is an innovative educational institution that incorporates a variety of best practice models to accelerate learning, and improve high school graduation and college enrollment rates for at-risk students. It was approved as a charter school on July 1, 2012 and began operations on October 1, 2012. It operates on a year-round schedule and will complete its first year of operations in August, 2013.

MeANS is under the leadership of Dr. Glenn Cummings, former Deputy Assistant Secretary for the Office of Vocational & Adult Education at the U.S. Department of Education and a recognized expert in integrating early college programs and sustainability in education. MeANS is being watched in Maine and nationally as an innovative model for addressing academic achievement, high school graduation, and college enrollment in the context of rural poverty. It addresses Secretary Duncan's identified focus on the importance of addressing educational outcomes in rural America.

The school will use the funds to incorporate the Expeditionary Learning model into its curricula, purchase expanded assessment testing, software, digital equipment, and expand outreach to increase diversity. Finally, funds will be used to build and equip a special greenhouse to augment the existing science and math curricula with aquaponics and aquaculture.

Project Narrative File(s)

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Priorities

Absolute Priority

Improving Achievement and High School Graduation Rates [High-Poverty].

Accelerating learning and helping to improve high school graduation rates and college enrollment rates in high-poverty schools.

Good Will-Hinckley's Maine Academy of Natural Sciences (MeANS), Maine's first charter school and the subject of this application, serves students from throughout the state. It is an innovative educational institution that incorporates a variety of best practice models to accelerate learning, and improve high school graduation and college enrollment rates for at-risk students. It was approved as a charter school on July 1, 2012 and began operations on October 1, 2012. It operates on a year-round schedule as this has been shown to improve educational outcomes for at-risk students (Balinger, 1995) and will not complete its first year of operations until August 2013.

MeANS is under the leadership of Dr. Glenn Cummings, former Deputy Assistant Secretary for the Office of Vocational & Adult Education at the U.S. Department of Education and a recognized expert in integrating early college programs and sustainability in education. MeANS is being watched in Maine and nationally as an innovative model for addressing academic achievement, high school graduation, and college enrollment in the context of rural poverty. It addresses Secretary Duncan's identified focus on the importance of addressing educational outcomes in rural America.

The Maine charter school statute provides that a public charter school authorized by the Maine State Charter School Commission "functions for all purposes as a local educational agency and is a school administrative unit independent of the school

administrative unit in which the school is located.” 20-A MRS §2412(2)(B)(1). As a public charter school authorized by the Commission, MeANS is a “local educational agency with a total enrollment of less than 1,000 children” within the meaning of ESEA §1113(a)(6), and therefore the provisions of subsection (a) of ESEA §1113 do not apply to MeANS.

Maine is predominantly a rural, poor state with large regions, such as Northeastern Maine, that suffer from persistent, endemic poverty. Overall, median household income in Maine is lower than the U.S. as a whole (\$47,898 versus \$52,762), and poverty rates are higher (19.7% versus 14.3% nationally) (U.S. Census, 2011). Prior to the current economic downturn, the Maine economy was described as:

Struggling, with mixed success, to make the transition from a low labor-cost, resource-dependent industrial economy concentrated primarily in the rural areas to a high-skill, innovation-driven post-industrial economy centered in urban regions (Colgan, 2006).

Since then, Maine’s economic circumstances have been severely constrained by the economic downturn (Colgan, 2013):

Although the U.S. job recovery is painfully slow, Maine’s job growth has been significantly behind the U.S. While the U.S. has recovered nearly two thirds of the jobs lost in the recession, Maine has recovered only 10%.

Along with Rhode Island, Maine’s economic recovery is “lagging” compared to the rest of New England (Gittell & Lemos, 2013).

MeANS is in its first year of operations. MeANS students (N=46) came from 11 of Maine’s 16 counties. Compared to both the U.S. and Maine, almost all of these

counties have low household incomes, high percentages of individuals below poverty, or both. Students were concentrated predominantly in three counties, which accounted for 65.3% for the school’s population: Kennebec, Penobscot, and Somerset. Of these, all have median household incomes lower than the U.S. and Maine, and have percentages of individuals below poverty higher than the U.S. One county has a higher poverty rate than Maine; the other two are only slightly lower (Table 1).

There is a much higher prevalence of free rather than reduced price lunches in all of the counties in which students reside. With the exception of Cumberland and York Counties, home to about 11% of MeANS students, every county in which students reside has higher or markedly higher rates of students eligible for free or reduced-price lunches than the state rate, and with the additional exception of Sagadahoc County, the national rate. In Kennebec, Penobscot, and Somerset Counties, the rates are markedly higher. (See Table 2).

Table 1: Selected Economic Indicators by Students’ County of Residence (U.S. Census, 2010)

Students (N=46)				
County	#	%	Median Household Income	Percentage of Individuals Below Poverty
U.S.	N/A	N/A	\$ 52,762	14.3
Maine	N/A	N/A	\$ 47,898	19.7
Androscoggin	2	4.4	\$ 45,699	15.3

Students (N=46)				
County	#	%	Median Household Income	Percentage of Individuals Below Poverty
Cumberland	4	8.7	\$ 57,267	19.7
Franklin	1	2.2	\$ 40,502	13.6
Hancock	1	2.2	\$ 47,421	24.2
Kennebec	9	19.6	\$ 46,904	18.8
Lincoln	2	4.4	\$ 48,862	25.1
Penobscot	5	10.9	\$ 43,601	21.4
Sagadahoc	3	6.5	\$ 56,865	21.6
Somerset	16	34.8	\$ 37,875	18.7
Washington	2	4.4	\$ 35,272	17.8
York	1	2.2	\$ 56,552	16.4

Table 2: Free and Reduced Lunch by Students' County of Residence (NCES, 2008; ME DOE, 2012)

County	Free		Reduced		Eligible	
	#	%	#	%	#	%
U.S.	N/A	N/A	N/A	N/A	20,516,584	42.9
Maine	N/A	N/A	N/A	N/A	68,814	36.1
Androscoggin	7,767	47.8	926	5.7	8,693	53.5

County	Free		Reduced		Eligible	
	#	%	#	%	#	%
Cumberland	11,261	28.2	1,702	4.3	12,963	32.4
Franklin	1,946	45	403	9.3	2,349	54.2
Hancock	2,334	35.9	471	7.3	2,805	43.2
Kennebec	7,279	41.5	1,236	7.1	8,515	48.6
Lincoln	1,760	40.8	340	7.9	2,100	48.6
Penobscot	8,831	41	1,658	7.7	10,489	48.6
Sagadahoc	1,850	35.7	364	7.0	2,214	42.7
Somerset	4,031	51.4	674	9	4,705	59.9
Washington	2,197	49.6	467	10.5	2,664	60.2
York	8,610	32.8	1,731	6.6	10,341	39.4

Maine’s four-year high school graduation rate is 85.34%. However, 48 of Maine’s 133 school districts did not achieve the Federal target of 83%, and in some places the rates are much lower. In Somerset County, for example, the county in which MeANS is located and where almost 35% of its students reside, one high school has a graduation rate of 61.54%. (ME DOE, 2012).

Statewide educational achievement – as measured by proficiency in reading and math over three years – is 60.44% (ME DOE, 2011).

As previously mentioned, MeANS is still in its first year of operations. The TABE (Test of Adult Basic Education) and the Accuplacer are administered to all incoming students. The Accuplacer pre-test is used by Maine's community colleges to indicate areas of work still needed in math and language to prepare the student for academic or

technical programs. MeANS' baseline Test of Adult Basic Education (TABE) results follow (Table 3). These data represent where the student is functioning based on year and month. Thus, 9.08 would place the student in the first month of ninth grade. Over average, MeANS' students are performing well below grade level in every category except freshman reading.

Table 3: MeANS' Student Attainment, Baseline (TABE)

Students	Reading	Math Comp	Applied Math	Language	Vocab	Language Mechanics	Spelling
Seniors							
Range	4.6 - 12.99	2.7 - 12.99	5.3 - 12.99	2.7 - 12.99	1.9 - 12.99	1.1 – 12.99	1.7 - 12.99
Avg	9.49	9.08	10.88	8.78	9.41	7.21	7.39
Juniors							
Range	5.2 - 12.99	2.5 - 12.99	3.6 - 12.99	4.89- 12.9	3.92- 12.99	1.1 – 12.7	1.7- 12.99
Avg	8.74	6.89	8.84	8.01	9.07	9.21	9.05
Sophs							
Range	4 – 12.99	3.1 - 12.99	2.4 - 12.99	2.2 - 12.99	3 - 12.99	2 – 12.7	1.3 - 12.99
Avg	8.56	6.95	7.67	7.39	7.54	6.53	7.81
Freshmen							
Range	4.6 - 12.99	1.2 - 8.8	1.2 - 12.99	3.2 - 12.99	4.7 - 12.99	2.4 – 12.99	1.7 - 12.99

Students	Reading	Math Comp	Applied Math	Language	Vocab	Language Mechanics	Spelling
Avg	9.34	5.94	7.71	7.56	8.77	8.25	8.61

MeANS' student population is made up of students at-risk of dropping out due to poor academic performance and disciplinary problems at previous schools. Forty percent (40%) of our students were planning to drop out of school before they came to MeANS.

Because the school has not yet completed its first year of operations, quantitative evidence of MeANS' success in boosting achievement is not yet available. However, qualitative data resulting from a focus group conducted with the school's faculty – each of whom spends an hour a day working with a small group of students as academic advisor – suggest preliminary evidence of improvement. Faculty reported high levels of student engagement, and anecdotal observations of significant improvement in reading, language, and math by 75% of students, and limited improvement in an additional 20%. Eleven of the school's 12 seniors (91.7%) are expected to graduate on time in August 2013. The remaining student chose not to graduate on time in order to spend an additional year at the school improving core skills.

To date, MeANS' students have maintained a 93% attendance rate (MeANS, 2012). Even in its first year, the MeANS' graduation rate exceeds the Maine average. Further, during this first year of operations, there have been no dropouts and no expulsions. Finally, parent engagement has been high. The participation rate by parents in the three annual parent/advisor/student conferences is 100%. A formal survey of parent

satisfaction will be conducted annually beginning at the end of MeANS' first year of operations in August (due to its year-round school schedule).

Similarly, data on MeANS' effectiveness in increasing college enrollment rates is not yet available. However, a core element of MeANS' curriculum, career-focused dual enrollment, (see Co-Curricular and Extra-Curricular Programs, page 17) has been found in multiple studies to be "positively related to a range of college outcomes, including college enrollment and persistence, greater credit accumulation, and higher college GPA" (Hughes, et al., 2012).

As detailed subsequently in this narrative, MeANS' innovative curriculum is designed to help these at-risk learners complete high school successfully. Classes are small and there is an emphasis on connecting students with healthy adult role models. Students explore the full spectrum of a high school curriculum by engaging in practical projects rooted in the themes of agriculture, environmental science, and forestry. Using Restorative Justice methods (see page 21), the program develops reflective, self-directed learners who take responsibility for their own actions as well as for the welfare of other students, their community and their environment. Preparing for the future is part of the program: each student takes at least one college class at Kennebec Valley Community College (KVCC) while still at MeANS, and each student leaves the program with concrete, realistic plans for school or work after high school. These approaches are supported by the Wingspread Declaration on School Connections (Wingspread, 2003).

Competitive Preference Priorities

(1) Improving Achievement and High School Graduation Rates [Rural Students, Students with Disabilities, and English Learners] Competitive Preference Priority

At MeANS, the acceleration of learning for all students, as well as improvement in high school graduation and college enrollment rates, begins with the school culture and educational philosophy. While the school conforms to Maine State Learning Results, the school is small and its culture is highly accepting, patient and personal, allowing teachers and students to investigate any learning issues they face together without labeling or stigmatization. Academic skills are assessed when students enter the school, and they are then given a wide range of educational activities to participate in so they can experience success, and receive adult support for their strengths, as opposed to only focusing on “fixing” learning deficits and challenges. Each student’s academic program is based in a Personal Learning Plan (see page 15). Further, each student benefits from a daily hour long group meeting with an assigned faculty advisor to work on academic, social and emotional progress on an ongoing basis.

With the exception of three small cities, Maine is rural. In fact, it is now the most rural state in the nation with 61.3% of its population living in rural areas (Wickenheiser, 2012). Only 24% of MeANS’ students come from the largely (though not entirely) urban counties of Cumberland, Penobscot and Androscoggin. The remaining 76% of students are from rural counties. Thus, all of MeANS’ educational activities are *de facto* primarily focused on rural students.

The MeANS curriculum is focused on the interests and needs of rural students. It features a hands-on approach, and an active outdoor-oriented education centered on agriculture, sustainability, and forestry; workforce skills training; and independent living skills. As previously mentioned, Maine is the country’s most rural state. Thus, this focus on agriculture, forestry and the natural world is familiar and relevant to MeANS’

students. Further, the literature supports this approach as educationally viable. For example, the Maine Department of Education (2010) reported that “in a study of 40 schools, 92% of students who were part of environmental education programming academically outperformed their peers in traditional programs.”

Five, or about 11%, of current students have disabilities. These students have high incidence disabilities and are served through an inclusion model. The school’s culture is suited to students with special needs as it provides individual attention and acceptance and it promotes success. All students, including those with disabilities, receive the benefits of MeANS’ low student-teacher ratio. MeANS project-learning focus provides opportunities for students with disabilities to demonstrate learning in a range of subjects through projects such as making raised beds, making maple syrup, and building chicken coops. This is often a particularly effective way for a student with a disability to demonstrate that they have met a standard.

MeANS complies with all state and federal regulations relating to the education of students with disabilities, such as the Individuals with Disabilities Education Act (IDEA) and Maine special education regulations. Students receive services as stipulated in their Individual Education Plans (IEPs). Parents of students with special needs are afforded all procedural safeguards and are an integral part of all special education processes.

MeANS is one of two major programs of Good Will-Hinckley, its host institution. The other program, the Glenn Stratton Learning Center, is located on the same campus and offers educational services to students in grades K-12 who experience significant social-emotional and behavioral challenges. Individualized and small group instruction geared

to Maine State Learning Results is provided within a consistent behavioral structure and therapeutic milieu. The resources of Glenn Stratton, including consultation and assessment, are available to MeANS faculty and staff to assist them in teaching special needs students.

Maine is the least racially and ethnically diverse state in the U.S. About 95.2% of residents are White, with small numbers of non-White residents including 1.2% Black, 1% Asian, .6% American Indian, and 1.6% two or more races. Only 1.3% of the state's residents are Hispanic. Only 7% of Maine's residents speak a language other than English at home. Of these, almost 5% are French (Quebecois) speakers, and 1% speak Spanish (U.S. Census, 2011). Maine's French-speakers are primarily concentrated in extreme northern sections of the state that border French-speaking Canada. At present, MeANS does not have students from these areas, or any other English Learners.

(2) Promoting Diversity

As previously mentioned, Maine is the least racially and ethnically diverse state in the U.S. Currently, none of MeANS' students are non-White or Hispanic, and only 1 is mixed race.

Going forward, MeANS plans to expand its existing activities to promote student diversity by even more actively recruiting Maine's non-White and English Learner residents. These activities will include expanded outreach to the pockets of diversity in Maine, including Maine's Indian tribes (Maliseet, Passamaquoddy, Abenaki, and Penobscot), and a Somali refugee community estimated at 6,000 individuals (BBC, 2012) centered around Maine's third largest municipality, Lewiston-Auburn.

This outreach will include engagement with tutors, ESOL coordinators and others at public school systems in the Maine cities with substantial minority populations (Portland and Lewiston-Auburn), outreach to social service agencies and large employers of immigrants, presentations to minority community groups and Indian tribal communities, and online and printed recruitment materials targeted to specific groups in English, Spanish, Quebecois French, and Somali, respectively.

(3) Support for Military Families

About 12.2% of the Maine's residents are veterans compared to only 9.1% nationally. However, Maine active military service rates are about half the national rate: .2% in Maine versus .4% nationally. There are an estimated 21,798 active military in the state (U.S. Census, 2011). Currently three students, or about 6.5% of the total student population, come from military families.

As a Military Child Education Coalition study suggests (Parry, et al., no date):

The education experience for many military-connected students can be frustrating. Some students find themselves in a class where they do not have the expected knowledge and skills needed to do well, skills their classmates learned the previous year. Other students find themselves repeating material and are expected to be content to spend class time 'reviewing.'

The flexibility and individualized approach to learning that MeANS offers is suited to the needs of military students. They are able to pursue educational achievement based on their current level of knowledge, whether they are below, at, or exceed their grade level.

Program Description

The Educational Program

The Maine Academy of Natural Sciences (MeANS), a project of Good Will-Hinckley (GWH), is Maine's first charter school (there are now two with three more scheduled to open in fall, 2013). MeANS was chartered on July 1, 2012 and began operations on October 1, 2012. MeANS was a magnet school for one year before receiving its charter designation.

Good Will-Hinckley (GWH) has a 120-year history of serving Maine's underprivileged children. Founded in 1889 as an orphanage to provide "for the reception and support of needy boys and girls who are in need of a home and a helping hand," today its mission is "to serve youth at risk of failing as adults." Today, its two major programs are MeANS (see below) and the Glenn Stratton Learning Center (see Improving Achievement, page 10).

In the fall of 2011, GWH opened the Maine Academy of Natural Sciences (MeANS), a high school for young people who are not thriving in traditional education settings, need a hands-on approach and want an active outdoor-oriented education centered on agriculture, sustainability, and forestry, workforce skills training; and independent living skills. MeANS accepts students from throughout Maine, and thus has both day and boarding students.

Currently in its first year of operation as a charter school, MeANS serves 46 students. MeANS' capacity is 150-170 students. As a high school, MeANS serves students between the ages of 14 and 20, and provides grades 9 through 12.

MeANS is committed to the principle of equal opportunity in education and employment. It does not discriminate against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, and other administered programs and activities.

MeANS currently has a staff of six certified teachers. Of these, half have advanced degrees and an average of more than 20 years of teaching experience. Further, the staff has significant public policy, curriculum development, and educational administration experience. MeANS' program is designed not only to meet state and federal requirements but is built on evidence-based, best practice models.

The core elements of the MeANS educational program, and their underlying rationales, are:

A collaborative, multi-disciplinary teaching model. MeANS' teachers also serve as academic advisors. Each is assigned a group of 5-7 students with whom they meet each school day to review students' academic, social and emotional progress. They meet monthly as a faculty group to evaluate the program's approach for each student and address issues of individual and common concern regarding teaching and curriculum.

MeANS has adapted the Integrative Learning undergraduate educational model, which stresses the importance of integrating learning "over time, across courses, and between academic, personal, and community life" into high school education. The model allows students to "find ways to put the pieces together and develop habits of

mind that will prepare them to make informed judgments in the conduct of personal, professional, and civic life.” (Huber, et al., 2007). The MeANS core focus in agriculture, forestry and the environment offers a multitude of opportunities for weaving together science, history, language arts and math. This flexibility also allows students to find multiple pathways to graduation.

Small classes. Small classes allow students to get a highly individualized education, while participating with their peer group in joint activities. Teachers quickly become familiar with each student’s learning style and capacity and can collaborate with the student to develop learning strategies student by student. A range of literature supports this approach including Achilles (2012); Dynarski, Hyman & Schanzenbach (2011), and Bascia (2010).

A Relationally Centered Educational experience that connects students with their education through a Personal Learning Plan (PLP). The PLP charts a student’s course through MeANS and serves as a portfolio of their work. It documents a student’s progress towards meeting graduation requirements, as defined by the Maine Learning Results and the Common Core Standards.

The PLP includes initial and subsequent assessments in core academic areas; academic, social and individual goals for each quarter; a portfolio of relevant work in the standards; documentation of projects, internships, service-learning, volunteer opportunities and work-study undertaken and completed; documentation of college-level courses taken; quarterly progress reports; plans for career exploration and college preparation; and a detailed plan for the student’s 12 months following graduation. It is supported by a strong advisory system that links each student with one teacher/advisor

for their entire stay at MeANS. Students meet with their advisors each school day, work together on their PLPs, and design and implement the conferences between students, parents and advisors that occur three times a year. Each advisor is responsible for communicating with the student’s family informally on a weekly basis and more formally every quarter to update them on the student’s progress.

MeANS’ PLP model connects students to their education, a critical factor for at-risk students who have previously been alienated from education. Student connectedness has been widely shown to correlate with academic growth and achievement. The Wingspread Declaration on School Connectedness, for example, posits that “students are more likely to succeed when they are connected to school.” (Blum & Libbey, 2004). PLPs have been widely shown to be effective (Brown & Krane, 2000; Lapan, 2004).

Remediation and differentiated instruction. MeANS’ students often have significant gaps in their academic backgrounds as evidenced by standardized tests administered to all entering students: the TABE (Test of Adult Basic Education) and the Accuplacer. For example, baseline TABE results for MeANS’ initial student cohort show that students have entered MeANS performing below grade level in almost all categories. (See Table 3, page 6). MeANS uses Personal Learning Plans (page 15) and small class size to ensure differentiated instruction in which assignments are individualized. These approaches are in line with current educational best practices.

Competency-based teaching and learning. MeANS believes that “education is about mastering a set of skills and knowledge, not just moving through a curriculum.” (Priest, et al, 2012). As previously noted, MeANS students must meet Maine Learning Results and the Common Core Standards. Teachers articulate for students the

standards that are applicable to a particular lesson and how their work will be assessed. Teachers and students determine together what standards may be met by a project that the student is interested in developing. At each quarter's end students and parents receive a progress report that indicates student learning with attention to their engagement and proficiency. Students performing consistently at grade level or proficient in a standard area are considered to have completed that area in their progress toward graduation. This system allows students to be self-paced in their approach to meeting graduation requirements. In some areas, a student may move rapidly through a subject area, while in others, he or she may take a longer than "normal" length of time.

Research by the Nellie Mae Education Foundation (Priest, et al., 2012) and others supports the efficacy of competency-based learning.

Co-Curricular and Extra-Curricular Programs. Through internships and college coursework at partner Kennebec Valley Community College, students graduate with concrete, realistic plans for school and work after high school.

Kennebec Valley Community College (KVCC), adjacent to the MeANS campus, offers MeANS students an opportunity to take courses in any available subject area for dual high school and college credit. This "early college" model, also referred to as dual enrollment, has become increasingly common in the United States. Dual enrollment is emerging as part of a promising college preparation strategy for a broad range of students, including those who are struggling in high school. Advocates contend that a thoughtful sequencing of dual enrollment courses, combined with appropriate student supports, could have a strong positive influence on students who are disengaged from

high school and lack the confidence needed to plan for college (Edwards, Hughes, & Weisberg, 2011).

The Community College Research Center (CCRC) has conducted studies in Florida, New York City, and California and found that dual enrollment participation is positively related to a range of college outcomes, including college enrollment and persistence, greater credit accumulation, and higher college GPA (Hughes, et. al, 2012). In Florida, dual enrollment participation was associated with greater than average gains for low-income, lower achieving, male students. These students showed larger increases in college enrollment and GPA than female, high-income, and high-achieving students, who tend to do better in college (Hughes, et al, 2012).

In the fall of 2013, Kennebec Valley Community College (KVCC) will inaugurate Maine's only two-year degree in sustainable agriculture. This will represent an important new educational and vocational resource for MeANS' students. The Sustainable Agriculture Program will provide students with both the technical and small business skills needed to manage or develop a small farm or agricultural business, and will include internships.

The two-year curriculum will include classes in soil, plant and animal science, crop production, integrated pest management, farm infrastructure, and sustainable livestock management. Business courses include agricultural marketing, accounting, and small business. Graduates are awarded an Associate in Applied Science degree.

Agriculture has an estimated \$1.7 billion impact on the Maine economy. Until now there has been no two-year degree program in agricultural sciences to prepare the next generation of skilled workers for this growing sector of the Maine economy.

The Executive Director of Good Will-Hinckley serves on the Program Review Advisory Committee for the new program, and GWH's Director of Special Projects serves on its Farm Advisory Committee.

KVCC offers a high school tuition waiver program to MeANS' students. In cases where families cannot pay for KVCC's operations fee (\$60), or afford the books needed, MeANS provides funding through privately raised scholarship funds. KVCC has also demonstrated its commitment to MeANS students by offering \$25,000 per year in scholarship funds for MeANS graduates who wish to attend KVCC.

Credit and non-credit courses and programs are also offered through an array of real-time and online providers including the University of Maine's Co-operative Extension.

Students are also placed in internships in areas of professional interest to them. Students have interned on several farms, in a program for behaviorally challenged young children, in local automotive businesses, at environmentally focused summer camps, at a wood products business and with a Maine guide. (See Attachment: Internship Sites)

A focus on the environment, agriculture, and forestry. As the country's most rural state, one with a history of agriculture and forestry dating back to its earliest history and a seminal role in the modern environmental movement through the work of Rachel Carson and others, a focus on agriculture, forestry and the natural world is familiar and relevant to MeANS' predominantly rural students. Further, the literature supports this approach as educationally viable. For example, the Maine Department of Education (2010) reported that "in a study of 40 schools, 92% of students who were part of

environmental education programming academically outperformed their peers in traditional programs.”

An emphasis on connecting students with positive adult role models. While this is a goal for all schools, it is particularly important at MeANS because of its focus on relational education (see Relationally Centered Education Experience, Page 15).

Strong community and parent involvement. A range of educational literature suggests that parental involvement is one of the most powerful predictors of student achievement. For example, a National Education Service study (2002) concluded that when parents are involved in students’ education, students tend to achieve more, regardless of confounding variables such as race and ethnicity, economic status, or parents’ educational achievement. MeANS seeks to involve parents and guardians in a variety of meaningful ways. As previously stated, advisors are in frequent contact with parents. MeANS invites parents who have time to volunteer as mentors, at internship sites, for fundraisers, and to participate as members of school governance committees. Parent participation in the three annual parent/advisor/student conferences has been 100% in MeANS’ first year.

A project-oriented approach. Students are engaged in learning through traditional classroom activities, but also through practical projects that take them outside for part of each day. For example, students produce maple syrup each spring, and lessons in the humanities, history and science are integrated into this activity. As previously discussed, MeANS’ curriculum also makes extensive use of community resources, such as through internships. In a meta-analysis, Gosen and Washburn (2004) note that

although there are methodological concerns with existing studies, the research supports the effectiveness of experiential learning.

Restorative Justice. A model borrowed from the criminal justice system that stresses restitution by the offender is used as the basis for disciplinary interventions and conflict resolution. The research on the importance of constructive student-teacher relationships and affirmative school climates is robust. Restorative Justice encourages students to consider their behavior in the context of the harm that it has caused others and themselves. The student's challenge is to repair that harm and strengthen the community. This model has been proven to be effective throughout the country, including, for example, a 50% decrease in school suspensions at West Philadelphia High School and a drop from 716 to 282 in school detentions at Palisades High School in Pennsylvania. (Boeke, et. al, 2009; Mirsky, 2003.)

Curriculum overview

MeANS focuses on project learning. One differentiating factor in a MeANS education is that every student is enrolled in the *Agriculture and Forestry* curriculum. This is the primary vehicle for moving students toward mastery in the core subjects of English and math, as well as science, social studies, and the arts. Students are able to meet standards through assessments, portfolios, and through individually-designed projects under the supervision of their advisors (see Personal Learning Plans, page 15).

Following preliminary learning assessments at the start of the school year, students are engaged in the following areas of study:

- 9th Grade
 - *English 1: Reading, Writing, Language, Speaking and Listening*

- *Science*: Biology and Ecology
- Mathematics: Geometry
- *Social Studies*: American History & Government
- *Electives*: Physical Education and Health, Fine Arts, Technology and Applied Home Economics
- 10th Grade
 - *English 2*: Reading, Writing, Language, Speaking and Listening
 - *Science*: Earth Sciences
 - Mathematics: Algebra
 - *World Languages*: Standard selections as well as American Sign Language and Native American Languages
 - Social Studies: Geography
 - *Electives*: Physical Education and Health, Fine Arts, Technology and Applied Home Economics
- 11th Grade
 - *English 3*: Reading, Writing, Language, Speaking and Listening
 - *Science*: Chemistry (specifically Biochemistry)
 - Mathematics: Algebra
 - *World Languages*: Standard selections as well as American Sign Language and Native American Languages
 - *Social Studies*: Economics (macro and microeconomics)
 - *Electives*: Physical Education and Health, Fine Arts, Technology and Applied Home Economics

- 12th Grade
 - *English 4*: Reading, Writing, Language, Speaking and Listening
 - *Science*: Biophysics
 - *Mathematics*: Completion of 11th grade algebra for those who were unable to do so
 - *World Languages*: Standard selections as well as American Sign Language and Native American Languages
 - *Electives*: Physical Education and Health, Fine Arts, Technology and Applied Home Economics

- Multiple Grades
 - *Restorative Justice Curriculum*: At the beginning of each year, the school community reviews the school's core values and approves or amends them as part of building and maintaining a learning community. The students are asked to adopt two or three key values to provide a framework for the year's work together. On a weekly basis, students participate in community circles that serve as a foundation for building connections and relationships among students and faculty.
 - *Internships*: Beginning in 10th grade, every student is required to participate in at least one internship before graduating. Students choose internships based on their future career goals. Internships and the related work must total at least 40 hours and are designed by the student and his/her advisor using a project-based template. Interns and sites develop contracts and evaluation formats specific to each internship.

- *Individual Projects:* Students also are able to meet standards in the above subject areas through individually designed projects under the supervision of their advisors. Project templates help students organize and design projects and independent study efforts. (Please see the attached MeANS Graduation Standards).

MeANS has not completed its first year of operations as a charter school, and thus outcomes data are presently limited. Preliminary data are positive. Teachers report improvements in student engagement and skills. MeANS projects a first year attendance rate of 93%, and on-time graduation rate of 91.7%. Parent participation in the three annual parent/advisor/student conferences is 100%. (See *Improving Achievement/High Poverty*, page 1).

As previously discussed, the MeANS educational approach assists educationally disadvantaged students to meet state academic achievement standards. (See *Improving Achievement/Rural Students*, page 8).

School Management

Maine adopted legislation in February 2012 to authorize the creation of charter schools. Among the goals identified in the Charter School Statute are improved learning through emphasis on closing achievement gaps and promoting alternative environments for students at risk.

The Maine Academy of Natural Sciences (MeANS), which began operations in October 2012, is Maine's first charter school. It is under the leadership of Dr. Glenn Cummings, former Deputy Assistant Secretary for the Office of Vocational & Adult Education at the U.S. Department of Education and a recognized expert in integrating

early college programs and sustainability in education. As previously mentioned, MeANS is being watched in Maine and nationally as an innovative model for addressing academic achievement, high school graduation, and college enrollment in the context of rural poverty. It addresses Secretary Duncan's identified focus on the importance of addressing educational outcomes in rural America.

MeANS' management and staff have more than 120 years of collective experience in the fields of education and management, both administratively and in educational policy. MeANS is currently a program of Good Will-Hinckley, but has applied for independent 501(c) 3 status.

Organizational structure

Good Will-Hinckley, the applicant, has a Board of Directors of 16 individuals including community leaders, business leaders, educational experts, and parents. The Good Will-Hinckley Board is responsible for MeANS' overall management and policies. The Maine Academy of Natural Sciences (MeANS) has its own Board of Directors of nine individuals representing the same sectors and stakeholders as the Good Will-Hinckley Board. The MeANS Board is responsible for the day-to-day management and policy setting of MeANS, and will assume overall responsibility for the school once its 501(c)(3) status is approved by the I.R.S.

In addition to the Board of Directors, MeANS has an Advisory Committee composed of community members, faculty, parents and those with experience in agriculture and education. The Advisory Committee's role is to offer specific guidance to the school and its curriculum direction and program evaluation. The Advisory Committee is not responsible for management or policy.

Currently, one parent of a MeANS student is on the MeANS Board of Directors. A student will be added to the Advisory Committee next year, along with additional parents.

The MeANS Board has four members in common with the GWH Board of Directors. These shared directors ensure alignment and commitment to shared mission and resources.

The G.W. Hinckley Foundation is a supporting organization that provides endowment distributions to GWH and its programs and services. The Foundation's Board of Directors is composed of members appointed by the GWH Board and members chosen by those appointees. The Foundation makes grants from its endowment to support MeANS. During 2012-2013, MeANS received \$285,000 from the Foundation.

The MeANS Board is responsible for the overall management of the school, including establishing policy, programming and curriculum directions. It regularly reviews financial and academic reporting.

Leadership

The GWH Board is responsible for hiring and overseeing the work of the President and Executive Director, who provides leadership for both GWH and MeANS.

Glenn Cummings, Ed.D., is the President and Executive Director of Good Will-Hinckley, serving on both the GWH and MeANS Boards. The President/Executive Director provides direct supervision of the Vice President for Operations and the Co-Directors of MeANS. Dr. Cummings is former Deputy Assistant Secretary for the Office of Vocational & Adult Education at the U.S. Department of Education, and is a

recognized expert in integrating early college programs and sustainability in education. He brings vast experience in education at the local, state and federal level, in addition to exceptional community contacts in and outside of the state of Maine, and is well known for forming community and business partnerships, working with various stakeholders across industry and non-profit sectors, managing large budgets, and leading bold new initiatives aimed at improved life chances for young people.

The Vice President for Operations, Rob Moody, is responsible for the day-to-day operations and oversees several key staff positions, including the Director of Human Resources, Director of Finance, Director of IT, Kitchen Manager, Manager of Maintenance/Facilities and Administrative support. The Director of Finance is responsible for all budgeting and financial management, with close oversight by VP of Operations, President/Executive Director and the Board. Mr. Moody is a former school principal and math teacher who served as Good Will-Hinckley's Director of Program and Operations for eight years ending in 2004. He holds a M.Ed. from the University of Maine at Orono.

Emanuel Pariser and Troy Frost serve as MeANS Co-Directors, and are skilled at the theory and practice of hands-on, theme- and standards-based education at local, regional, and state levels. The Co-Directors control curriculum and residential programs under the direction of the President and Executive Director. They provide leadership and direct supervision to the academic and residential staff of MeANS and have significant teaching duties.

Troy Frost, M.S., has been a member of the GWH community since 1986. He grew up in central Maine and graduated from Maine Central Institute of Pittsfield. He worked

as a Family Teacher at GWH before becoming a teacher and the Athletic Director, and later the Principal, of Averill High School, also at GWH. In 2005 he was appointed Director of Education, overseeing all educational programs on the campus. He has a BA in Psychology and a Master's Degree in Educational Leadership from the University of Maine at Orono.

Emanuel Pariser, Ph.D., has spent over four decades working and advocating as a teacher, counselor, administrator, writer, workshop presenter, and public policy advocate for adolescents who have dropped out of high school. In 1973 he co-founded the Community School in Camden, Maine, the first alternative high school in the Mid-Coast area, and the first program of its kind to get state approval in Maine. Dr. Pariser helped to write the legislation which established Maine's Office of Truancy, Dropout and Alternative Education and serves as the commission's current chair. He served as president of Maine's Alternative Education Association, and chaired the Substance Abuse Services Commission. Pariser helped to found the Maine Association for Charter Schools, and helped to write the enabling legislation to implement this objective. He recently completed his doctorate in Education and Psychology at the University of Maine, Orono.

MeANS has a faculty of six certified teachers, plus three AmeriCorps participants with expertise in agriculture and other curriculum areas. The average number of years of teaching experience is 20 or more. About 50% of MeANS faculty members have graduate degrees. Teachers at MeANS are responsible for providing academic and hands-on instruction for students. They report directly to the Co-Directors.

MeANS teachers have received awards for excellence. The MeANS' Humanities teacher, Director of Special Education, and both of the Co-Directors have been awarded the Maine Department of Education's Commissioner's Recognition Award for significant contribution to meeting the needs of children and youth at risk in their schools and/or communities. In 2009, Emanuel Pariser received the Maine Children's Alliance Giraffe Award, which honors "extraordinary work done on behalf of children throughout Maine."

MeANS faculty participate in a range of professional development activities including conferences, workshops, and release time to attend presentations and courses to maintain their certification. Faculty recently participated in a Positive Youth Development conference and extensive training in Restorative Justice.

As previously mentioned (see page 10), MeANS maintains a comprehensive non-discrimination policy in education and employment.

MeANS staff and faculty mirror the demographics of their students and the state. Underrepresented groups are prioritized in recruitment and hiring through outreach to a wide range of communities, though because of Maine's paucity of racial and ethnic diversity, applications from minorities are rare.

MeANS staff and faculty are highly experienced in curriculum development and implementation. For example, Dr. Cummings, the former Deputy Assistant Secretary for the Office of Vocational & Adult Education at the U.S. Department of Education, has written and consulted extensively on integrating early college programs into high school curricula. As the founder and for many years the principal of Maine's first alternative school, Dr. Pariser has extensive experience in developing and implementing curricula and meeting learning standards.

Financial Management

MeANS follows Maine public school accounting guidelines and has in place the internal accounting controls necessary to safeguard its assets. MeANS maintains accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for nonprofit corporations and within EDGAR standards.

The Board in consultation with the President and Co-Directors adopts a budget every year. Financial reporting reflects Year-to-date budget versus actual revenue and expenditures and is reviewed regularly by the Board and senior management. Variances greater than 5% are analyzed with strategies to correct the variances implemented as soon as possible.

An annual audit is conducted by an independent certified public accountant, with appropriate involvement from the Board's audit committee. A copy of the audit report is provided to the State Commissioner of Education within six months after the end of the audit period, along with other information as required by statute. The Board has appointed a treasurer and adopted policies for the financial management of the school, including policies on conflict of interest for board members and staff.

Good Will-Hinckley takes financial and practical responsibility for providing housing and supervision for boarding students during non-school hours. A substantial part of these costs are defrayed by annual funding – which has just been renewed – from the Maine legislature. This is the only such direct legislative education contribution in the state, and reflects the importance of MeANS to Maine's educational framework. As one legislator put it, who is also a parent of a student at MeANS, "I am grateful that the legislature provided funding for the residential component of the program...the result is a

diverse student body, coming from throughout the state...blending in a cohesive cohort of students who learn differently, who need a more applied and individualized format than can be provided in a typical public high school, and who now see a pathway to success.” (Austin, 2013).

School Objectives

MeANS’ educational goals and objectives include those below. These reflect both the academic proficiency targets it is required to meet by its charter contract, and specific targets set by the school itself. MeANS uses a range of metrics and methods to monitor progress in achieving them. (See Meeting Educational Targets, page 33).

- Goal
 - To re-engage students who have previously been alienated and discouraged by their educational experiences through real-world, active learning based on the central themes of agriculture, forestry, and sustainability.
- Objectives
 - During a school year, 95% of students will have three or fewer days of unexcused absences.
 - Recurrent enrollment from year one (as a charter school) to year two will be 80%, increasing by 5% every year until it reaches 90%.
 - During the first two years of operation as a charter school, 75% of the senior class will graduate on time, as defined as within the time period set by their Personal Learning Plan, and another 10% will graduate

within an additional 12 months. As of year three, the on-time graduation rate will be 80%.

- All graduating students (100%) will have a post-graduation plan that will address career goals, work and housing plans, and social support networks.
- Reduce achievement gaps in literacy and numeracy between the general population and MeANS' special needs, rural, economically disenfranchised, minority, and English Learner population by 5% per year beginning in the first year of operation.
- Achieve 90% attendance by parents/guardians at three student-led conferences each academic year.
- Achieve 65% attendance by parents/guardians at one non-academic school function each academic year.
- Academic proficiency targets include:
 - Over four years, students will meet 24 standards at a proficient level with specific targets for each of the four years.
 - Over four years, students will achieve performance targets in language arts and math, and demonstrate improvements in performance from year to year.
- Management targets including tracking a range of financial and other ratios including current ratio, student to staff ratio, and reliance on revenue source.

Meeting Educational Targets

As previously described (see page 7), preliminary educational outcomes in the first year of MeANS' operation as a charter school have been positive.

Educational achievement is measured in a range of ways, focusing on student progress towards proficiency in the standards outlined in our MeANS Graduation Standards. These are based on the Common Core and Maine Learning Results.

Upon enrollment at MeANS, all students are required to take a standardized assessment to establish a baseline of proficiency, the TABE or the Accuplacer. Students are tested again in the summer to measure progress, and twice a year throughout their careers at MeANS. When appropriate for their ability level, students are given the Accuplacer pre-test, which is the test used by Maine's community colleges to indicate areas of work still needed in math and language arts and to determine whether a student will be admitted.

Following the administration of standardized tests at the beginning of the school year, teachers convene to review the results as formative data to inform and individualize our approach with each student. Students with IEPs will have adaptations of curriculum and approach as dictated by their IEPs. Returning students will have the results of their end-of-the-year assessments so that re-testing will be less necessary. (See Attachments for specific academic proficiency and growth targets by year and subject area.)

Students are required to take all state assessments. Results from these tests are used as formative data to structure educational approaches to particular students. Tests used include Maine Educational Assessment (MEA), SATs, PSATs, New England

Common Assessment Program (NECAP), WIDA ACCESS for ELLs® (Assessing Comprehension and Communication in English State-to-State for English Language Learners) as appropriate, Personalized Alternate Assessment Portfolios (PAAP), and the Maine High School Assessment (MHSA).

Personal Learning Plans (PLPs), developed by students and faculty advisors, contain a complete record of each student's educational activities. These include product, performance, and self-assessments. Product assessments include a record of outcomes, such as photographs or specifications, when a project involves a tangible deliverable, such as an agriculture experiment or a forestry project. Performance assessments include measures of academic achievement using relevant tools and metrics, such as evaluations and tests. Students are also required to keep journals or blogs in which they reflect on their learning in writing.

Online courses are available to students, such as Odysseyware, a proprietary program that provides approved, self-paced courses in a variety of high school academic subjects, and Coursera and iTunes U, which offer university-level classes from well-known institutions around the world. The learning results of these courses are documented in PLPs.

As appropriate, teachers employ conventional classroom testing methods, such as drills and quizzes, to determine what students have retained from courses of study.

Students graduate from MeANS only when they have demonstrated proficiency in the standards, regardless of their age. Other requirements for graduation include active involvement in one of our themes (agriculture, forestry, environmental science) through group and individual projects; participation in internships; involvement in the community

through work, volunteerism, and/or civic participation; and completion of a personal post-graduation plan.

Strategies to close achievement gaps include the use of the individualized learning plans and the opportunity to study content areas that have high interest to them; a careful assessment of academic deficits; a healthy school climate that promotes engagement, well-being, and hope; and close student/advisor relationships that span a student's entire time at MeANS.

Parent Engagement

Four times a year, parents/guardians receive progress reports on their children. All testing results are shared. Progress reports contain narrative sections and standards sections to track student gains. Parents/guardians, teachers and students take part in three student-led conferences per year at which these reports and the progress that has been made during the quarter are reviewed. Parents/guardians also are encouraged to provide feedback and accountability by responding to satisfaction surveys and participating in ongoing dialogue with faculty about their children. Parents also are asked to join us for Restorative Justice procedures regarding disciplinary action.

Board Engagement

MeANS Co-Directors share responsibility for developing, implementing and monitoring the assessment system, as well as for seeing that the data gathered from different assessments is shared with students, parents/guardians, and teachers. The Executive Director presents the Board with a report on student progress that includes all of the performance measurements listed above, in addition to:

- Number of students who have met proficiencies by subject area;

- Student scores on standardized tests required by the State, on the TABE and BRIGANCE; and when applicable, scores on the Accuplacer;
- The number of students who have participated in internship/work experiences and successfully met expectations for the internship/work site;
- Projects completed in the forestry and agriculture programs;
- Overall summary of student projects completed;
- A summary of progress in our Odysseyware online course system;
- Number of students who have taken courses at Kennebec Valley Community College (KVCC); and
- An overview of student social development as evidenced by the number of students placed on Restorative Justice agreements.

Meeting Management Targets

Monitoring of management activities include:

- Monthly financial reporting to the Board and senior management;
- Annual faculty and staff performance reviews;
- Mandated state data collection and reporting:
 - An annual budget must be submitted prior to the school year, and results submitted at the end of the year.
 - Monthly and quarterly financial statements must be submitted to Maine's Charter Commission, the body that governs charter schools.
 - A range of non-financial reporting – such as attendance and truancy – must be submitted at the end of each school year.
 - Maine's Charter Commission makes site visits three times per year.

- Parent satisfaction surveys will be implemented beginning at the end of the first school year.

Administrative Relationship

In accordance with the Maine Charter School Statute, MeANS has signed a performance-based agreement with the Charter School Commission of the Maine Department of Education. This agreement describes performance expectations, defines operational responsibilities and outlines the autonomy and accountability of the school. Annual performance targets in the contract address the following indicators: (1) student academic proficiency; (2) student academic growth; (3) achievement gaps in both proficiency and growth between major student subgroups; (4) attendance; (5) recurrent enrollment from year to year; (6) postsecondary readiness; (7) financial performance and sustainability; (8) governing board performance and stewardship; and (9) parent and community engagement.

This agreement was approved in a meeting open to the public and was executed by a designated representative of the school's governing board. Charter schools in Maine must adhere to applicable federal and state accountability requirements. Charter school terms are not to exceed five years, but the agreement may be amended after the public charter school is operating and has collected baseline achievement data for its enrolled students. (A copy of MeANS Charter Contract is attached).

Parent and Community Involvement

Parent Involvement

Parents and guardians are lead partners in planning and implementing strategies for the education of their children at MeANS. Parent engagement begins with the

admissions and interview process, is reinforced by an in-depth orientation prior to the beginning of each school year, and is maintained through updates/conversations with teachers/advisors in which parents and staff work together, designing approaches that best support the academic and social progress of the student. Parents may provide supervision for activities during vacations that help the student meet graduation targets. Parents are invited to participate in planning extra curricular activities, attending field trips, chaperoning events, working on school fundraisers and taking part in other volunteer activities, including mentoring or hosting an intern.

As previously noted, four times a year parents/guardians receive progress reports on their children. All testing results are shared. Parents/guardians, teachers and students take part in three student-led conferences per year at which these reports and the progress that has been made during the quarter are reviewed. Parents/guardians are encouraged to provide feedback and accountability by responding to satisfaction surveys and participating in ongoing dialogue with faculty about their children. Parents also are asked to join us for Restorative Justice procedures regarding disciplinary action.

Community Involvement

MeANS places a high priority on activities that place students in the community and bring the community onto the MeANS campus. Our focus on experiential learning through project- based curricula requires that we partner with businesses, non-profits and government agencies to provide internship sites and service-based learning opportunities, bring guest lecturers to campus, and expose students to various career prospects in the natural sciences and other local industries.

Business leaders help develop and evaluate student internships; local farmers consult with our students on how to raise the food and animals that will provide useful and saleable products to our community; and scientists from the USDA, the Maine Forest Service and the Departments of Agriculture and Conservation, and in particular the University of Maine's Cooperative Extension programs, have advised our students and faculty regarding curriculum design, possible career paths, and potential for student job shadowing opportunities. (Please see attached list of Community Partners).

During its first year as a charter school, MeANS provided a range of internship opportunities for students (Please see the attached lists of Internship Sites and Community Partners). The school is working to expand the number of internship sites.

MeANS is currently represented on the District 5 Shared Youth Vision Council, the Maine Shared Youth Vision Council and the Commissioner of Education's Committee on Truancy, Dropout and Alternative Education. MeANS also has garnered significant support and offers of collaboration from community agencies and networks such as Maine Cooperative Extension, Maine Agriculture in the Classroom, and the local farmer's market. In addition, our governance structure includes both a Board of Directors and Advisory Board, which provide input from a multitude of voices from the community, including parents, educational experts, and non-profit and business leaders.

Support from Local School Districts

MeANS maintains cordial relationships with the 27 school districts from which it is currently receiving students. Under Maine's charter school regulations, the home school districts of charter school students must remit to charter schools the state funding they receive for those students.

Plan for Continuing Operations

In Maine, charters are awarded for initial terms of five years. Thus, MeANS' charter is eligible for renewal in 2017. According to the state law, prior to the end of the term the authorizing agency, the Charter School Commission of the Maine Department of Education, will issue a performance report on the school with an invitation to renew its status. Schools have a period of time to respond to the performance report, making corrections and clarifications, and addressing any weaknesses identified. This process is open to the public.

Renewal of operations is contingent on MeANS' ability to meet its objectives, comply with the terms of the charter contract, and make sufficient progress towards its performance expectations. Charter school status may be revoked if a school fails to meet accepted standards of fiscal management or violates any law from which the school was not exempted.

As a charter school MeANS is entitled to state education funds for each of our students. We are also guaranteed funds for low income, special education, and ESL students, and funds for transportation. In our first year, these funds amounted to approximately 57% of the school's operating budget.

MeANS is fortunate to be a beneficiary of parent GWH's endowment fund. This contributes about 35% of the school's operating costs. Recent transactions – such as a sale of unused land – have increased the funds in the endowment.

We anticipate that private foundation funding will continue at its current rate (averaged over our first two years of operation) at about 8% of total revenues.

Use of Grant Funds

MeANS initial educational results are positive. We anticipate that TABE scores administered at the end of the first school year will validate anecdotally observed improvement in student achievement. However, in view of the baseline TABE scores that demonstrate significant academic underperformance, in combination with the at-risk profile of MeANS' students, a rational expansion of the MeANS educational program seems likely to further enhance learning outcomes, graduation rates, and college enrollment. MeANS needs funding through this application to support this infrastructure expansion.

MeANS proposes to add the following elements to its existing educational framework:

Expeditionary Learning. Expeditionary Learning (EL) is a well-validated educational approach based on the philosophy of Kurt Hahn, the founder of Outward Bound. It focuses on “project-based learning expeditions, where students engage in interdisciplinary, in-depth study of compelling topics, in groups and in their community, with assessment coming through cumulative products, public presentations, and portfolios. The model emphasizes high levels of student engagement, achievement, and character development” (Expeditionary Learning, no date). The Expeditionary Learning model would represent the next logical development in MeANS' existing relational, project-based learning approach.

Expeditionary Learning's goal is for partner schools to implement the EL design with fidelity and to significantly raise student achievement over the first four years of active partnership. While there are several factors that contribute to the rate at which schools are able to accomplish this goal, one of the primary factors relates to the scope of

services provided through EL and participation in EL's off-site professional development institutes.

In order to accomplish this, EL provides school leaders and teachers with trained consultants who provide training, coaching, curriculum planning, demonstration lessons, presentations, and ongoing assessment of implementation.

The efficacy of the Expeditionary Learning model has been demonstrated in a number of assessments including Rand Corporation (1998, 2000), Ulichny (2000), Ross (2002), and National Clearinghouse on Comprehensive School Reform (2004).

NWEA. Northwest Evaluation Association (NWEA) is a not-for-profit organization that provides widely used educational assessments. NWEA partners with more than 2,200 school districts representing more than three million students.

MeANS would like to replace its current TABE testing, which is focused on adults, with NWEA assessments, which are more widely used in public education.

Project Foundry. Project Foundry is a proven online project-based learning management system built by practitioners who understand the value of the pedagogy and inherent need for a streamlined tool that facilitates the development, implementation and assessment of project-based learning. Given its project-learning focus, MeANS believes this system will greatly expand its efficiency in monitoring and assessing project-based activities.

Restorative Justice. As previously discussed, Restorative Justice is an integral part of the MeANS educational culture. Funds are sought to provide additional days of teacher, staff and student training, to hone and expand skills.

Greenhouse-Aquaponics & Aquaculture. Funds are sought to expand the existing agricultural and science curriculum capacity by adding another greenhouse equipped for aquaponics and aquaculture, both emerging agriculture industries in Maine.

Diversity Outreach. Funds are sought to allow MeANS' Director of Admissions to expand recruitment of minorities throughout Maine including Somali immigrants and American Indians.

Technology – Digital Infrastructure. Digital equipment, such as computers and projectors, would be purchased to enable MeANS to expand its technological capacity to deliver high-quality curricula.

The following table details the implementation plan for these initiatives including the timeline, tasks, and milestones.

Table 4: Project Work Plan

	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
I. Expeditionary Learning (EL)												
Conference call with school leaders to discuss EL roll-out	X											
EL visits school	X											
School leaders and faculty attend EL national conference and visit Maine EL schools.	X											
MeANS EL intervention designed		X										
Initial program roll-out		X										
Program evaluation implemented		X										
MeANS EL intervention implemented and evaluated			X	X	X	X	X	X	X	X	X	X
II. NWEA												
NWEA assessment(s) delivered twice per year	X			X	X			X	X			X
III. Project Foundry												

	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Project Foundry subscription initiated; staff and students trained; use of software implemented school-wide	X	X	X	X	X	X	X	X	X	X	X	X
IV. Restorative Justice												
Faculty, staff and student training; faculty consultation	X		X		X		X		X		X	
V. Greenhouse-Aquaponics and Agriculture												
Purchase of materials and equipment; construction and installation (by students under faculty and staff supervision)		X	X	X								
VI. Diversity Outreach Work												
Engage in expanded outreach activities	X	X	X	X	X	X	X	X	X	X	X	X
VII. Technology – Digital Infrastructure	X	X										
Purchase and install equipment as outlined in the Budget Narrative												

Student Recruitment and Admissions

Able to serve students from across the state, MeANS has a rich pool of potential applicants to whom the curriculum and education program appeal—namely students who have not thrived in traditional classrooms and those who want to experience a project-based curriculum focused on the natural sciences. In its first year of operation, MeANS limited its enrollment to 50 students, and received 46 students, or about 38% of its projected capacity of 120.

MeANS' recruitment efforts include:

- Press releases to print and electronic media;
- Presentations to school superintendent and principal groups;
- Distribution of brochures statewide;
- Meetings with school principals; guidance counselors; Jobs for Maine's Graduates, an educational support organization; and Maine educational consultants;
- Vendor tables at relevant conferences;
- Statewide mailing to 8th grade students and their families;
- School open houses;
- Presentations to community organizations such as Maine's Shared Youth Vision Council and the Kennebec Valley Community Action Program;
- Development of an admissions-focused Viewbook (an online portfolio); and
- Creation of a MeANS website and social media presence.

MeANS has established an annual recruiting and admissions cycle, which includes outreach and marketing; orientation sessions for students and parents; an admissions application period; an admissions lottery, if necessary; and enrollment. MeANS has developed a standardized application form required of all prospective students. Current students are automatically re-enrolled but parents must send a letter of intent to re-enroll at end of each school year. If MeANS is not oversubscribed, students will be admitted on a first come, first served basis, providing all paperwork has been completed and parents have met with school co-directors. If the number of applications for admission exceeds the number of available slots, the spaces will be filled by a lottery held in a public setting. Drawings will be held on a grade-by-grade basis to fill the available slots. Those students who have their names drawn after the admission slots to that grade are filled will be placed on an admissions waiting list for that grade in the order that they were drawn. The school will use the waiting list to fill openings that become available after this cycle is completed. The enrollment for the second year has been capped at 62. This has been achieved, and there is now a waiting list of about 20 students.

Given our anticipated capacity of less than 500, in accordance to state law we will not enroll more than 5% of any school administrative unit's non-charter public school students per grade level in each of our first three years of operation.

As previously noted, (see page 10), MeANS has a comprehensive non-discrimination policy.

Compliance with the Individuals with Disabilities Education Act (IDEA)

With its highly individualized instructional practices, MeANS provides students with special needs a learning environment that is accepting of differences and a staff skilled in helping students dealing with learning disabilities, poverty, truancy, substance abuse, violence, mental health issues, developmental and physical disabilities, homelessness and pregnancy.

Modifications and accommodations to address each student's learning needs are implemented through the IEP process led by the MeANS' Co-Directors and Special Education Director.

For students who enroll at MeANS with an active IEP, the school follows procedures outlined in state special education regulations regarding transfer students.

For students not enrolled with an IEP but later identified as possibly in need of special education interventions, identification and provision of services will follow state special education regulations, including a referral to the IEP team, determination of the need for assessment through the team process and referral to appropriate providers for assessment. Once complete, and within mandated timelines, the team will reconvene to hear results of assessment, determine the need for services and develop an IEP, if appropriate.

For students with mental health concerns, MeANS staff reviews the student's file to determine if the need for special education services has been considered and makes such a referral or re-referral if warranted. In some cases, a student is referred to a licensed social worker to assist the team in determining needed services.

For students with developmental disabilities, as a result of evaluations completed as part of the pre-referral process and/or the IEP process, students with a defined disability

have, as appropriate, either a 504 Plan or an IEP written and monitored in accordance with state and federal guidelines.

For students with physical disabilities, all buildings on the campus are accessible. When indicated on IEPs, speech, occupational and/or physical therapies are provided by licensed professionals contracted by MeANS, as is any assistive technology.

MeANS' Co-Directors ensure compliance with all state and federal regulations relating to the education of students with disabilities, specifically, the Individuals with Disabilities Education Act (IDEA) and Maine State Special Education Regulations. Parents of all students with special needs are afforded all procedural safeguards and are an integral part of all special education processes. The Co- Directors meet with MeANS' Special Education Director at least monthly to review compliance. As previously mentioned, (see page 10), MeANS also has a comprehensive non-discrimination policy in education and employment, which is assured by the Board and senior management.

MeANS' parent organization, GWH, has provided high quality education to students with special needs for decades as a regional resource for children and families, most recently through the Glenn Stratton Learning Center (GSLC). GSLC is located on the same campus and offers educational services to students in grades K-12 who experience significant social-emotional and behavioral challenges. Individualized and small group instruction geared to Maine State Learning Results is provided within a consistent behavioral structure and therapeutic milieu. The resources of Glenn Stratton, including consultation and assessment, are available to MeANS faculty and staff as appropriate for special needs students.

Dissemination Activities

Grant funds will not be used for dissemination activities, and thus this section is not applicable.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

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Internal Revenue Service

District
Director

The Good Will Home Association
Hinkley, MAINE 04944

Department of the Treasury

P.O. Box 9081
JFK Federal Bldg., Boston, Mass. 02203

Person to Contact: Mary E. Tobin

Telephone Number: 617 223 5408

Refer Reply to: EP/EO

Date: February 21, 1978

Gentlemen:

This is in reply to your recent letter requesting a copy of an exemption letter for the above organization.

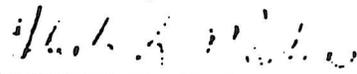
Due to our records retention program, a copy of the original letter is not available.

However, records in this office indicate that a determination letter was issued in May, 1940 to the above organization ruling that it was exempt from Federal Income Tax under Section 501(c)(3) and Sections 509(a)(1) & 170(b)(1)(A)(ii) of the Internal Revenue Code of 1954.

This ruling remains in effect as long as there are no changes in the character, purposes, or method of operation of the organization.

I trust the foregoing information will serve your purpose.

Yours truly,


HERBERT B. MOSHER
District Director

Exemption # A-140633

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

PERSONNEL

In Year 1 of Expeditionary Learning, the 2 school leaders and 4 staff will each devote 80 hours of time to the EL project. In Year 2, the 2 school leaders and 6 staff will each devote 40 hours per year. In Year 3, the 2 school leaders and 8 staff will each devote 40 hours per year. The average rate of pay for the school leaders is \$ 35, \$ 36, and \$ 37 per hour in Years 1, 2 and 3 respectively. The average rate of pay for the teachers is \$ 25, \$26, and \$ 27 per hour in Years 1, 2 and 3 respectively.

FACULTY SALARIES: YR 1: \$ 13,600 YR 2: \$ 9,120 YR 3: \$ 11,600

Substitute teachers will provide coverage at the school during some of time the school leaders and teachers are participating in the EL project. Substitute staff is paid \$ 85 for a work day. Year 1 allows for 60 days of substitute time, Year 2 allows for 32 days, and Year 3 allows for 40 days.

SUBSTITUTE SALARIES: YR 1: \$ 5,100 YR 2: \$ 2,720 YR 3: \$ 3,400

Substitute staffing will be required in Year 1 of the Aquaponics program for the 6 days of set-up and workshops at a cost of \$ 85 per day.

SUBSTITUTE SALARIES: YR 1: \$ 510 YR 2: \$ 0 YR 3: \$ 0

For all three years, the Director of Admissions will devote one day per week focusing her activities on efforts to promote racial and ethnic diversity within the academic programs. The rate of pay is \$ 25 per hour.

ADMISSIONS SALARY: YR 1: \$ 10,400 YR 2: \$ 10,400 YR 3: \$ 10,400

TOTAL PERSONNEL: YR 1: \$ 29,610 YR 2: \$ 22,240 YR 3: \$ 25,400

FRINGE BENEFITS

Fringe benefits are based on an established formula of 28% of full-time salary costs, and 10 % of part-time (i.e.: substitute) salary costs.

Full time staff	YR 1: \$ 6,712	YR 2: \$ 5,512	YR 3: \$ 6,212
Substitutes:	YR 1: \$ 500	YR 2: \$ 300	YR 3: \$ 340
TOTAL FRINGE BENEFITS:			
	YR 1 \$ 7,212	YR 2: \$ 5,812	YR 3: \$ 6,552

TRAVEL

Expeditionary Learning provides numerous in depth training seminars around the country. The program will require all faculty to attend two four-day seminars in Year 1 of the program, and will require three administrators to attend one additional one-day seminar in Year 1. The program will require all faculty to attend one three day seminar in Years 2 and 3. Airfare is based on an average round trip price of \$ 500 per flight for 15 trips in year 1, 8 trips in Year 2, and 10 trips in Year 3. Lodging and Per diem is based on \$ 150 and \$ 65 per day respectively, both calculated from average GSA per diem rates in selected cities around the country. Local transportation is computed at \$ 25 per day per person.

In her efforts to promote racial and ethnic diversity, The Director of Admissions will travel across the state for an average of 200 miles per week at a mileage reimbursement rate of \$.42 per mile for local transportation.

The consultant providing the Restorative Justice student orientation will cost \$ \$ 400 each year in travel expenses (per diem).

AIRFARE:	YR 1: \$ 7,500	YR 2: \$ 4,000	YR 3: \$ 5,000
LODGING:	YR 1: \$ 8,100	YR 2: \$ 3,600	YR 3: \$ 4,500
PER DIEM:	YR 1: \$ 3,910	YR 2: \$ 1,960	YR 3: \$ 2,350
LOCAL TRANSPORTATION:			
	YR 1: \$ 5,718	YR 2: \$ 4,968	YR 3: \$ 5,118
TOTAL TRAVEL EXPENSES:			
	YR 1: \$25,228	YR 2: \$14,528	YR 3: \$16,968

EQUIPMENT

The initial investment in Equipment for the Aquaponics program in Year 1 for the tanks, pumps, filters, backup generator and filtration systems will amount to \$ 12,850.

New and additional Technology is required to serve the additional enrollments ongoing, to provide equipment for project based curriculum and to establish an IT network in the new classroom space in Year 2. The technology needs are as follows: 10 additional desktops per year at a cost of \$ 1,700 each; 2 laptops in Year 1 and 3 laptops in Year 2 at a cost of \$ 1,200 each. 3 cameras in Year 1 at a cost of \$ 250 each; 2 digital projectors in Year 2 at a cost of \$ 700 each; and the establishment of a comprehensive IT network in Year 2 at a total cost of \$ 30,000.

TOTAL EQUIPMENT:	YR 1: \$ 33,000	YR 2: \$ 52,000	YR 3: \$ 17,000
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SUPPLIES

MeANS is going to outfit one of its three greenhouses to support an on-going Aquaponics program in one of the greenhouses. The one-time purchase of fish will cost \$ 500. Supplies for the tanks and food for the fish will cost \$ \$ 1,600 annually.

TOTAL SUPPLIES: YR 1: \$ 2,100 YR 2: \$ 1,600 YR 3: \$ 1,600

CONTRACTUAL

Expeditionary Learning will provide a trained Consultant whose primary responsibilities will be to train, coach, plan curriculum and create demonstration lessons and presentations for the school leaders and teachers, as well as provide ongoing assessment of implementation. The average consultant time is 35 days per year, at a cost of \$ 275 per hour for an 8-hour day.

In the first year of administering NWEA, there is an On-Site Administration workshop for the total cost of \$ 4,000.

In Years 1 & 2 of Project Foundry, a consultant will be required for 8 days at a cost of \$ 500 per day. In Year3, the consultant will be required for only 4 days. The consultant will provide ongoing training to establish project-based activities.

Consultants will be hired to provide staff training in the Restorative Justice model for 10 hours annually at a cost of \$ 100 per hour.

A consultant will provide a 2-hour student orientation in the Restorative Justice model each year at a cost of \$ 200 per hour.

A Restorative Justice consultant will provide 9 hours annually to the faculty for on-going training at a cost of \$ 100 per hour.

Continued professional development for the teacher in charge of the Aquaponics program is \$ 1,600 per year.

A consultant will be contracted in Year one of the Aquaponics program for 3 days at \$ 600 per day to assist in the set-up of the system.

TOTAL CONTRACTUAL:
 YR 1: \$ 90,700 YR 2: \$ 84,900 YR 3: \$ 82,900

OTHER – Subscription Costs:

NWEA charges an annual per student subscription. The subscription price is \$ 15 per student and has been calculated based on the planned student enrollment.

Project Foundry charges an annual per student subscription. The subscription price is \$ 19 per student and has been calculated based on the planned student enrollment.

TOTAL OTHER COSTS: YR 1: \$ 1,984 YR 2: \$ 2,624 YR 3: \$ 3,264

TOTAL DIRECT COSTS: YR 1: 189,834 YR 2: \$ **183,704** YR 3: \$ **153,684**

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Good Will-Home Association

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	29,610.00	22,240.00	25,400.00			77,250.00
2. Fringe Benefits	7,212.00	5,812.00	6,552.00			19,576.00
3. Travel	25,228.00	14,528.00	16,968.00			56,724.00
4. Equipment	33,000.00	52,000.00	17,000.00			102,000.00
5. Supplies	2,100.00	1,600.00	1,600.00			5,300.00
6. Contractual	90,700.00	84,900.00	82,900.00			258,500.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	1,984.00	2,624.00	3,264.00			7,872.00
9. Total Direct Costs (lines 1-8)	189,834.00	183,704.00	153,684.00			527,222.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	189,834.00	183,704.00	153,684.00			527,222.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization

Good Will-Home Association

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Emanuel	Middle Name:	Last Name: Pariser	Suffix:
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Address:

Street1:	16 Prescott Drive, PO Box 159
Street2:	
City:	Hinckley
County:	Somerset
State:	ME: Maine
Zip Code:	04944-0000
Country:	USA: UNITED STATES

Phone Number (give area code) 207-238-4016	Fax Number (give area code)
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Email Address:
emanuel@gwi.net

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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