

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Charter Schools Program (CSP); Grants to Non-SEAs; Planning, Program Design, Implementation

CFDA # 84.282B

PR/Award # U282B160036

Grants.gov Tracking#: GRANT12011590

OMB No. , Expiration Date:

Closing Date: Oct 06, 2015

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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="10/06/2015"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

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="Baxter Academies of Maine"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-3626229"/>	* c. Organizational DUNS: <input type="text" value="0784544380000"/>

d. Address:

* Street1: <input type="text" value="54 York St"/>
Street2: <input type="text"/>
* City: <input type="text" value="Portland"/>
County/Parish: <input type="text"/>
* 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="04101-4569"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Michele"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="LaForge"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Head of School"/>
--

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="207-699-5500"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="michele.laforge@baxter-academy.org"/>
--

Application for Federal Assistance SF-424

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

M: Nonprofit with 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-082115-001

* Title:

CSP Grants to Non-SEA Eligible Applicants for Planning, Program Design, and Initial Implementation
CFDA Number 84.282B

13. Competition Identification Number:

84-282B2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Baxter Academy Charter School Planning and Implementation Project

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.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="249,940.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* 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="249,940.00"/>

*** 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

Add Attachment

Delete Attachment

View Attachment

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:

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>Michele LaForge</p>	<p>TITLE</p> <p>Head of School</p>
<p>APPLICANT ORGANIZATION</p> <p>Baxter Academies of Maine</p>	<p>DATE SUBMITTED</p> <p>10/06/2015</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
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Baxter Academy of Technology and Science

* Street 1: 54 York St. Street 2: _____

* City: Portland State: ME: Maine Zip: 04101

Congressional District, if known: _____

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

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

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A 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: Michele LaForge

* Name: Prefix _____ * First Name Michele Middle Name _____
* Last Name LaForge Suffix _____

Title: Head of School Telephone No.: 207-699-5500 Date: 10/06/2015

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B160036

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

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.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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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: 100%;" type="text" value="Baxter Academies of Maine"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Michele"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="LaForge"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Head of School"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Michele LaForge"/>	* DATE: <input style="width: 150px;" type="text" value="10/06/2015"/>

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.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT: BAXTER ACADEMY FOR TECHNOLOGY AND SCIENCE

Project Manager: Angela Taylor, 54 York Street, Portland, ME 04101 *
www.baxter-academy.org * PHONE: 207-699-5500

Baxter Academy is a 9-12 public charter high school in its third year of operations. Open through lottery to any student in the largely rural state of Maine, about 320 students commute to the school in Portland, a high-poverty district and the state's largest urban center, where the STEM-focused school develops partnerships with research institutes and tech and engineering industry to connect students to real-world problem-solving that matters. The school's focus is project-based and student centered. Baxter has pioneered the Flex Friday program in which 20% of the week is given over to rigorous student-driven, yearlong projects. PBL at Baxter has overcome learning gaps among students in its high population of special needs students and its ELL learners who come from Portland's significant refugee and immigrant communities and also from the high-poverty cities of Lewiston and Auburn, which are served by a school bus.

With grant support, Baxter Academy will concentrate on six key activities:

- Multiplying pathways to student success through the FF program and classroom PBL; refining ways PBL can empower disadvantaged students.
- Expanding and creating opportunity around anywhere, anytime learning.
- Designing proficiency-based graduation requirements to reflect different kinds of learning.
- Designing and implementing a project-based program for ELL students.
- Empowering girls learning STEM.
- Purchasing necessary equipment to increase capacity for PBL.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**CFDA 84.282B
Charter Schools Program (CSP)
Federal Non-SEA Charter School Planning, Program Design and Initial Implementation**

Proposal From:

**Baxter Academy of Arts & Science
54 York St.
Portland, ME 04101**

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Absolute priority: Supporting High-Need Students [Students Living in Poverty]

Baxter Academy of Science and Technology, one of Maine's first charter schools, is a rigorous, college preparatory high school (grades 9-12) *promoting student ownership of learning through inquiry and a project based curriculum focused specifically on science, technology, engineering, and math (STEM)* and is the subject of this application to support activities during the school's third year of initial implementation. The school was approved by the authorizer, the Maine Charter School Commission in April 2013, and opened its doors to 120 freshmen and sophomores in September 2013. Baxter has grown to serve 320 students in its third year and looks forward to its first graduating class in June 2016. It is the largest and most complex of the 7 charter schools currently operating in the state, two of which are virtual schools.

Baxter admits students through a **random lottery**, guided by authorizer-approved policies and procedures, and is open to any student in the state of Maine. The school is geographically located in the Portland, Maine, a high poverty school district, which has a free/reduced lunch (FRL) rate of 57.8% and a cohort graduation rate of only 79.5%. Maine overall has a free/reduced lunch rate of 46.6% and a cohort graduation rate of 86.5% (Maine DOE, 2015). Additionally, as determined by lottery, Baxter serves students from more than 60 sending districts, with the majority of students from rural areas, and many with high poverty. It also sends a bus beyond the bounds of its catchment area to help accommodate its significant population of students [10%] from the high-poverty and racially and ethnically diverse districts of Lewiston (FRL 71.5%) and Auburn (FRL 54.0%) (Maine DOE 2015) Additional information with respect to the Absolute Priority will be addressed throughout the Project Narrative.

Competitive Preference Priority 1: Supporting High-Need Students [Rural Students, Students with Disabilities, English Learners]

Baxter Academy's student population contains a high level of high-need students. As determined by a random lottery admissions process, Baxter students have a Special Ed rate of 19%, much higher than the state's average of 16.3%, a 504 population of 13%, and an ELL rate of 1.2% (Maine DOE, 2015). Students come to Baxter from 60 different towns in a 4,500-square-mile area, a landmass 4 times larger than Rhode Island, much of it rural. According to the federal census in 2010, Maine is the most rural state in the country, even as other states saw growth in urban areas. Baxter connects rural students to STEM opportunities and an alternative learning model in the state's largest and most culturally diverse urban center, Portland, which was intentionally chosen as the location for the school.

Portland has abundant learning opportunities, more varied than any other place in the state. As Maine's largest city, with a population of 70,000, Portland has a rich history and varied culture. It has the highest rate of foreign-born individuals (immigrants and refugees), at 12% compared to 3.4% statewide (U.S. Census, 2013). More than 50 different languages are spoken by students who attend nearby public schools, with an ELL rate of 24.6% (Portland City Schools, 2015). The Greater Portland area houses many of the state's innovative nonprofit and private business (Maine Medical Center, Mercy Hospital, Maine Philanthropy Center, Gulf of Maine Research Institute, Maine Employers Mutual Insurance, Unum), institutions of higher education (University of Southern Maine, University of New England, Husson University, Maine College of Art, Southern Maine Community College), technology and science (Idexx Laboratories, Fairchild Semiconductor, Kepware Technologies), is a hub for the arts (Portland Museum of Art, Portland Science Center, Maine Jewish Museum, Museum of African Art & Culture, Merrill

Auditorium, Portland Playhouse) and has a thriving year-round tourism industry, all providing rich learning opportunities for Baxter students. There are more individuals with college degrees (44.8% compared to 27.9% statewide), yet more than 1 in 5 live in poverty (20.8%).

Prior to startup, Baxter successfully created mandatory Special Education policies and procedures, as certified by the Maine Department of Education, Office of Special Education and the Maine Charter School Commission, which includes compliance with all state and federal regulations (see section (j) below with regard to compliance with applicable state and federal laws and regulations) and an English Language Learning (ELL/LAU) Plan which it implements for students with limited English proficiency to provide support for learning in all academic areas. ELL students are assessed annually for English proficiency in the domains of speaking, listening, reading and writing, using the standards based ACCESS for ELLS. Maine, and Portland in particular, have extensive resources for English language learners, due to a high concentration of immigrant and refugee populations located in Portland and the Lewiston/Auburn areas (see Maine DOE, *Serving Maine's English Learners Resource Guide*). One of the proposed projects described here is an innovative project-based learning model designed to assist English Language Learners in their quest for English proficiency.

Baxter serves a small homeless population (less than five students) in accordance with the McKinney-Vento Homeless Education Assistance Act. Because of the broad geographic area in the school's catchment area and the extensive busing network, Baxter students in flux between communities can access any open resettlement opportunities without suffering interruptions in their education. Service needs are assessed jointly by the school's social worker, guidance director, and others important to the student and family so that students and families are connected to vital services.

Because of the project-based, student-centered format at Baxter, students who have struggled in other settings begin to thrive. Attendance trends reverse. Students with disabilities are integrated into teams of students who represent all abilities. Their special needs often become invisible as students work together to achieve mutually important outcomes. Preliminary evidence is provided in the narrative below.

Baxter’s innovative approach to project-based learning (devoting 20 percent of the week to year-long and longer student-driven work) allows learners with different abilities and diverse socioeconomic backgrounds to work together in teams and to overcome previously existing gaps. All IEP students are mainstreamed into classes and activities. A group of six staff have advanced degrees, training, certifications in special education, and professional experience are guided by the Special Education Director (see section (b) below). Additional information with regard to Competitive Preference Priority 1 will be addressed throughout the narrative.

Competitive Preference Priority 2: Supporting High-need students (federally recognized Indian Tribes)

N/A. Baxter Academy will not be addressing this priority.

Competitive Preference Priority 3: Improving Early Learning and Development Outcomes

N/A. Baxter Academy will not be addressing this priority.

Invitational Priority—Promoting Diversity

N/A. Baxter Academy will no be addressing this priority.

Section Criterion

Additional information with regard each of the Selection Criterion will be addressed throughout the narrative.

Application Requirements

(a) Educational Program

Inquiry leads learning at Baxter Academy for Technology and Science, a rigorous college preparatory public charter 9-12 high school *promoting student ownership of learning through inquiry and project based curriculum focused specifically on science, technology, engineering, and math (STEM)* in its third year of operation.

The school's educational approach is guided by the ***Framework for 21st Century Learning***. This 21st century framework was originally “*developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes. It has been used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st century skills at the center of learning*” (P21 Partnership for 21st Century Learning, 2015). The Partnership for 21st Century Skills is the nation's leading advocacy organization focused on infusing 21st century skills into education. Maine became the sixth state to join the Partnership in July 2007.

The work and philosophy of Grant Wiggins are ingrained in Baxter's instructional model, designed for project-based learning, student-centered learning, and standards-based assessment. Wiggins' and McTighe's masterwork ***Understanding by Design*** insists that outcomes--in understanding, knowledge, and skills--are necessary to consider *first*, before planning a curriculum or designing lessons or activities. Millions of dollars have been spent in the U.S. in the last decade training teachers to frame curriculum in this way, to formulate the kinds of questions that lead to the richest opportunities for learning. Baxter is built on this foundation but strives to go one step further...and train the *students* to ask those questions. Train the teachers to

train the students; train the students to ask the questions. Because not just any question will do, and it takes a skilled teacher to know the difference. Dr. Wiggins took backward design and applied it at ever higher levels, to districts, state, and federal programs. But most relevant for Baxter, and all high schools, is his guidance around proficiency based diplomas.

Baxter Academy's educational approach is designed around contemporary knowledge about best practices for learning: Its program is *student-centered (SCL), project-based (PBL), personalized, cross-disciplinary, technology-rich, and has real-world application*. (Wilson, 2014; Amory, 2014) Baxter's project-based *STEM curriculum* emphasizes real-world problem solving and is paired with a humanities program that connects ideas across disciplines and cultivates strong communication skills. Baxter's school-wide commitment to **standards-based assessment aligned with the common core** means that standards in science, technology, engineering, and math, as well as in the humanities, music, and world language, are assessed throughout a student's high school career, both in courses as well as through adopted alternative pathways. Baxter Teachers use a *backward design model* when designing curriculum that includes standards based summative assessments, formative assessments, and rubrics (see Wiggins and McTighe, *Understanding by Design*, 2011 and *Backward Designs*, 2010).

Committed to seeking **learning relevance** and **solving real-world needs**, the school concentrates on community-based partnership with industry, scientific research institutions, and other educational institutions, such as local public schools, community colleges and nearby universities. Baxter attracted and hired teachers experienced in SCL and PBL, some whose approaches have been used widely as models for other educators (see faculty resume for Pamela Rawson's as an example, and others described in section (b) on how the charter school is managed).

How Baxter Implements the Educational Model

Monday through Thursday, students lead their own learning in core subjects and electives, working alongside teachers who present problems to solve and who provide opportunities for project learning. The approach favors depth over coverage. Teachers facilitate discussions and foster critical thinking. On Fridays, students design and drive innovative year-long (or longer) projects through Flex Friday (FF), a unique program requiring initiative, perseverance, and collaboration, as well as reflection on the work and its impact in the community. (*See Amory, Empowering Youth through Self-Directed Projects*)

A particular strength of Baxter’s model is that students choose their FF projects based on *personal interest*. There are several benefits to this approach. Building work around individual interest fosters higher levels of student engagement (Heather Volk, 2002, *Motivating Students to Learn*). It also naturally sorts students into teams where participants share a passion with their teammates and where they quickly come to appreciate one another’s strengths and find ways together around weaknesses that might impede the team from reaching its goals. Though Baxter has a relatively high population of special needs students—*the special needs are largely invisible at Baxter*. On any given day, the atmosphere at the school reflects a healthy workplace where individuals are engaged in meaningful collaboration and work that inspires their best efforts.

FF sets aside 20% of the week for student-designed and -driven yearlong projects (though students often devote many hours beyond Friday to projects so that it is truly “anywhere, anytime” learning (*see Wilson, 2014*). Projects run a wide range of topics and approaches, such as designing optimally performing wind blades, collecting Maine music, building a 3-D printer, documenting homelessness in Portland, creating the prototype of a dynamically stable bicycle, researching marine scientists’ needs in submersible robots and then designing to those

specifications, and researching cetacean toxicology in Maine waters. **Success is evaluated by how a project meets FF requirements:** The process begins with writing a proposal that defines the problem to be solved and the approach the team will take to solve it. The proposal must include a timeline, budget and fundraising plan. The team must present the proposal to a faculty/community/student review board that rigorously assesses it according to the following

Rubric:

- The project described is ethical and innovative.
- The proposal is complete and well written.
- The project has a likelihood of success with the personnel, objectives, budget, management, and schedule provided.

Last year, only one of 38 proposals passed on first review but had to do re-thinking and revisions. After the rigorous review process, students must then engage in an iterative process, trying and failing, trying and failing until they try and *succeed*. (See James Dyson, *In Praise of Failure*). This approach is encouraged at Baxter and in scientific and engineering circles. Research shows that one of the greatest weakness of the newest workforce and college attendees is a failure to persist and adapt. Baxter students must manage time and budgets and group dynamics. At the end of the year, they present their work in public exhibitions to students, teachers, families, and members of the greater community.

RTI, 504 and Special Education

Baxter has: a tiered system that addresses students who are not demonstrating mastery of standards; a Student Support Team; and, is building an RTI tracking system. A Discipline ladder was established last year to convey clear expectations but also to provide supports for students struggling at school. Additional details of these elements of programming are included in section

(j) below and include a detailed description of special education services and compliance with IDEA.

Assessment of Learning

Standards-Based Assessment. Baxter is on the forefront with creating a standards-based assessment system aligned with the common core. This means that standards in science, technology, engineering, and math (as well as in the humanities, music, and world language) are assessed throughout a student's high school career, both in courses as well as through adopted alternative pathways. Both the Monday through Thursday PBL and FF approaches use a standards-based assessment system aligned with the common core. The school runs on a trimester system and student work is assessed each trimester. Students and parents received updates, and are able to remotely access the schools Infinite Campus system to track progress as any time.

Portfolios. Portfolios are developed by students in their advisory sessions. They are connected to the “Baxpectations,” guiding principles designed by the teachers to reflect strengths expected of all Baxter graduates: demonstrating **initiative and perseverance**; engaging in effective **collaboration**; conducting **inquiry and investigation**; **problem-solving** through framing the problem and designing methods to develop solutions; **integrating** ideas across fields; **writing** effectively; **communicating publicly** with purpose; **reflecting** on work and its impact in the community through **civic awareness**. Students use their portfolios during student led conferences to present learning goals and progress.

A strong cohort of Baxter teachers has been on the forefront of the proficiency-based (competency-based) transition in Maine. Faculty members Pam Rawson, David Rawson, Kate Driver, Angie Taylor, Elke Perks, and Jonathan Doughty are all teachers who have worked in

public schools in Maine that used a standards based model. They were instrumental in implementing change in their former schools and all have responsibility and authority in doing so at Baxter. The Rawsons and Angie Taylor through their leadership in the Assessment, Standards, and Academics committees. Kate Driver as Director of Guidance and leadership in the development and implementation of a compound transcript that is compelling and diverse in its representation of the standards students have met in class, projects, internships, extracurriculars, and other areas. Elke Perks through her work developing standards-based and documented snow day learning models, and Jonathan Doughty, Katelyn Virmalo, Gretchen Yock, and Aleah Starr through their design and implementation of an integrated 9th grade team curriculum.

Summative Assessment. Formal assessment also occurs as students participate in state mandated assessment systems (Smarter Balanced Assessment) annually, (see performance measures in the charter contract) and SAT/PSAT testing (also see test results displayed below).

Evidence of Success

Preliminary data provides evidence that this model is effective for many kinds of learners. This past year, *100% of Baxter students, regardless of special needs, completed projects and presented at final exhibitions.*

Baxter students are succeeding with large-scale projects: The school's community-based rookie FIRST robotics team went to World competition and came home the top-ranked team in Maine (working with a tiny build budget of only \$5,000) and the second highest ranked rookie team in the world. A group of freshmen and sophomores took first place in a statewide wind power competition against experienced upperclassmen. Writing in the *Portland Press Herald*, (April 5, 2015) economist Charles Lawton, said, "If, as Gallup research contends, entrepreneurship is basically about optimism, and if, as I believe, [Baxter Academy's] Flex

Friday is basically about entrepreneurship, then expanding this form of education will go a long way toward addressing Maine’s economic woes."

But it is not merely competitive innovation that distinguishes FF. FF and PBL coursework have been key factors in enabling Baxter to overcome gaps between different groups of students, where more traditional classroom approaches have not been successful. The project-based approach has enhanced learning and this seems to be showing up in the earliest test scores (Baxter participates in all state-mandated testing and offers SAT and PSAT testing to all students). On the Smarter Balanced statewide assessment, 86% of Baxter juniors scored at or above standard in Problem-solving and Modeling & Data Analysis, compared with 65% at or above in the state as a whole.

Baxter does not teach to the test, nor emphasize rote memorization. Even so, on the PSAT, in its first two years of operation Baxter students exceeded state and national averages, for example the 10th-grade scores:

SUBJECT	2013-2014			2014-2015		
	BAXTER	MAINE	NATIONAL	BAXTER	MAINE	NATIONAL
Critical Reading	47.4	43.2	41.3	47.6	42.1	41.6
Math	47.2	4.0	43.6	43.2	43.2	42.9
Writing	46.4	41.1	40.2	44.4	39.8	39.6

Individual student case studies¹ demonstrate how PBL is making dramatic differences in student outcomes, including attendance, engagement, and achievement, particularly for traditionally disadvantaged students. Select cases include:

Example 1: Tom had barely attended middle school; he had 49 absences and 18 tardies in one trimester. He was socially isolated and spent a year in residential treatment. After coming to Baxter, his attendance dramatically improved; in the most recent year, he had zero absences in the first trimester and only 6.5 for the remainder of the year. By then, he had found project work that engaged him and had become a central figure in a FF project that identified limitations of a technological tool and sought to design a better version. The team did advance the design and manufactured an operational prototype. Throughout the year, when members of the community visited the school, Tom would present the project, showing what the new technology could do and answering questions. No observer would have guessed that he had come to Baxter with a history of poor attendance and low engagement. All anyone saw were his tremendous design and engineering capabilities and strong leadership qualities. He went from a GPA of 48 out of 100 at his previous high school to meeting or exceeding the majority of standards at Baxter.

Example 2: Kevin arrived at Baxter having been in a residential-treatment setting. In his first year at Baxter, he was in the regular-education environment 75% of the school day. He was mainstreamed for all classes supplemented with academic support blocks. At Baxter, he struck up a friendship with students from similar backgrounds. Together they embarked on a FF project with the goal of solving a highly complex technological problem facing the school. The FF

¹ All cases described in this proposal represent current Baxter students, with names changed to protect their identities. Baxter places a high priority on student confidentiality and has received permission from parents to include these case examples within this document.

project culminated in technology that the school could use...and is. Even though Kevin often struggled to read social cues, he designed a highly ethical approach to building something that would protect the school while permitting access to it. Kevin and his team are now working on a school app to help handle the logistics of having students come from so many different places every day. Kevin has won a prestigious national award for academics and is in the regular-education environment 85% of the school day. He continues to make gains toward his behavioral and instructional goals to become more socially adept. He continues to contribute to the well being of his school.

Example 3: Tim and Bobby arrived at Baxter having struggled with learning in other settings. In coursework, whenever projects were proposed, they were encouraged to work in a medium in which they were able to express themselves. On a 10th grade humanities project about the Great Migration, they used a popular game world to tell the story of one of the characters depicted in Isabel Wilkerson's *The Warmth of Other Suns*. They spent hours beyond the classroom working on the project. All the graphics were not perfect. But they answered the essential questions and met the standards. With the confidence they gained, they successfully completed a film about a social issue for their year-end project. This year, they are *writing* a six-page proposal for a FF project that would create educational game-world videos to teach viewers about *actual* world history.

Example 4: Another example is John who arrived at Baxter when his family was homeless. He had an IEP representing a variety of behavioral objectives and was initially disruptive in class. Now, two years later, in his Science Fiction elective, the class is reading *1984* and comparing it to contemporary models (Baxter, hometowns). Class projects involve doing research, creating online surveys and then producing propaganda posters, warning PSAs, or

cautionary commercials. John is not only engaged in the project work, it has inspired him to be an active and eager participant in discussions about literature. Currently, John's IEP represents only one remaining behavioral goal and he exhibits no disruptive behaviors throughout the day.

Example 5: Annie was one of four girls working on an engineering team when she heard a boy on the team take credit publicly for work she had done. Her reaction was to remain quiet and only later did she begin to grapple with what had happened. Annie is keenly aware that girls are in the minority (about 1/3 female) at Baxter and that studies show that it's harder for women to stick with STEM majors in college and to succeed in the same numbers as men in STEM fields. (*See Blume-Kohout.* Also see efforts Baxter makes to cultivate girls' interest in attending the school, in section (h) How grant funds will be used) She worked up courage to speak to her project advisor, to the head of school, and to other trusted mentors in the school. Annie moved into the project manager role on her FF team, and at the final exhibition one of the boys noted that her leadership had been essential to the team meeting its goals. Annie wrote about the experience in her journalism class and has been contributing to Baxter's work as it seeks to establish a culture where greater numbers of girls will want to learn STEM and feel just as empowered as the boys on their teams. As outreach for prospective students, Annie and other Baxter girls designed and taught a summer programming course for middle school students, as well as producing a film that highlights how STEM education might work better for girls. Annie turns to an older girl for support, and in turn she mentors younger girls. Annie is working to make Baxter a welcoming place for girls like her who want to learn STEM. Funds are requested here for additional outreach activities for developing a girls-in-STEM support system.

Organizational Culture. Equally important to Baxter's educational model is its organizational culture built upon a foundation of respect--respect for all, respect for differences,

respect of opinion, skills and talents, and respect for different learning styles. The student senate worked within advisory groups to create the Baxtitation, a living document that sets out the school's shared expectations, addressing everything from bullying and tolerance to professionalism and productivity. The Baxtitation is proudly posted around the school and on the school's website, and is amended when necessary. (See attachment.) It begins with this statement about **community**:

“Baxter Academy is an inclusive school that accepts varying personality types, social groups, and fandoms. We accept the greatness of each individual. We build community through academic inquiry, group projects, games, creative pursuits, and expeditions. Students and teachers watch out for each other and speak up when necessary.”

Faculty, staff and students are modeling positive, respectful relationships; creating a cooperative, respectful climate in classrooms or programs; and giving students opportunities to work together cooperatively, talk about what they are learning, support their opinions with evidence, and provide feedback to each other—**all important 21st century skills**. A process called "Making Meaning of the Baxtitation" is engaged in each year and new wording or clauses have been added to adjust to the growing school and culture, including new clauses on professionalism in group work, and bus conduct.

Recently Maine's Commissioner of Education lauded what he saw on a FF visit to Baxter, saying: “At other schools we may see students working with 3-D printers. At Baxter, students are *building* a 3-D printer.” The Commissioner, as well as members of the state legislature and city council, the state and regional Chambers of Commerce and state workforce-development leaders who have also visited, have talked about their concerns about identifying ways to educate students for the unpredictable world in five, ten, or fifteen years. For them,

Baxter provides a promising model. At Baxter, students regularly approach open-ended problems on FF—and independently persevere through failure until they find creative solutions. This kind of problem solving prepares students to confront and to solve the emerging problems of the future because of its emphases on persistence and adaptability. (*See Partnership for 21st Century Skills.*)

Community Engagement

The school has established working relationships with research institutes, such as Biodiversity Research Institute, Maine Medical Center Research Institute, and Wells Reserve. These relationships provide for student internships and mentorships through a program in which students apply internally at the school to complete real-world deliverables for the partnering institution. For instance, a team of student filmmakers is completing a documentary on a 90-year-old bird-banding volunteer for the Wells Reserve website. These kinds of collaborations are also sought by nonprofits in the area, such as Notfar, Hardy Girls/Healthy Women, and the Maine chapter of the WTS (Womens Transportation Seminar), who recognize the potential of Baxter students to do great good through their FF projects. Industry has also taken notice through the school's goodwill efforts focused on inviting STEM professionals to witness students in action on FF. The founder of Boston Dynamics (find his letter attached) toured the school and said, *"The key skills we look for in job applicants at Boston Dynamics are the ones we see being developed by students at Baxter Academy—and those skills are sometimes hard to find even among strong college graduates."*

These leaders recognize the potential of Baxter's program. Other educators are recognizing it, too. Nearby public and independent high schools in Maine have sent teams to observe Flex Friday. One highly performing public school is piloting a project this year modeled

on FF. Baxter teachers and students have been serving as ambassadors to help shape that emerging PBL program.

(b) Management of the Charter School

Organizational Overview. As a public charter school in Maine, Baxter Academy is a nonprofit 501 (c) 3 organization governed by an all-volunteer seven-member board of directors and managed by a cadre of six administrative and support staff and 26 faculty. The oversight is divided between two positions where the executive director is responsible for the day-to-day operations of the school and the head of school is responsible for oversight and implementation of the academic components. Other staff include: a special education director; a director of guidance and counseling; an office manager; and, an IT manager. Compliance and operation duties are shared among these positions and overseen by the executive director.

Management for the activities outlined in this grant proposal will be the responsibility of five of teachers led by Angie Taylor (Project Manager for this grant), an experienced administrator from a standards-based school, Pam Rawson (teacher), Moises Nunez (Special Education Director), Kate Driver (Guidance Director) and Nathaniel Edmunds (teacher and Flex Friday Coordinator).

Baxter's 26 faculty teach core humanities and STEM courses and dozens of electives ranging from computer programming languages to Mandarin/French/Spanish. Baxter partners within the community with key arts and STEM organizations for internships, project mentorship, and joint project work. Key partners include Maine Media Workshops, Wells Reserve, Biodiversity Research Institute. Many faculty serve in various roles. A steering committee of faculty leads committee work and advises the head of school on assessment, the development of proficiency-based graduation requirements, community connections, and other initiatives.

Parent and Student Involvement. Both groups play an important role in many aspects of the school and are detailed in sections (e) and (i) below.

Board of Directors. Baxter is governed by a seven-member board of directors that is responsible for the overall governance of the school including: managing finances; establishing policies and programming; overseeing the school's performance; development; raising capital; and, providing input to, and review of, the Executive Director.

Baxter's Board members are: Kelli Pryor, Board Chair (founding member and parent); Dr. Allison Crean Davis, Vice Chair (founding member); Peter Montano, Treasurer (founding member); Peter Morrison, Secretary (founding member); Ruth Dean (parent, founded parent group prior to school opening); Kim Ma Gustafson; and Christian Sparling.

Board members have a depth and breadth of experience lending critical perspectives to the school. Board members have degrees in psychology/clinical psychology, Spanish, business administration, nursing, journalism, accounting, and East Asian studies, and specific career experience in accounting, finance, business management, charter-school operations, nonprofit program design, Chinese heritage school design and programming, planning, management, and evaluation, K-12 and college education, career development, human services and working with disadvantaged and at-risk populations. Two Board members are also parents of Baxter students. Four current Board members were on the founding board and were involved in the early planning phases of the school's design. Women, including the chair, represent more than 50 percent of the board, and the board members have diverse backgrounds.

Key Management Positions

Baxter has two key management positions; both individuals' resumes are included in the proposal attachments.

Executive Director, Carl Stasio. Mr. Stasio is responsible for the administrative oversight, provides leadership to support the school's vision, and implements the strategic plan of the organization to ensure organizational sustainability and viability.

He has fifty-one years of experience in the fields of public and private education: four years as a public school teacher; nine years as a public school curriculum coordinator; seven years as a public high school principal; and twenty-six years as Head of School at Thornton Academy in Saco, Maine. Thornton Academy is the largest school in the state, serving a diverse student body of over 1,600 students each year, and operates as both a private school for local, national and international students and serves as the public middle and high school for the local, mostly rural, school district, which it has done for more than 50 years. As a school serving public school students, Thornton Academy must maintain compliance with **all** public school laws and regulations, including meeting Maine and Common Core Learning Standards for students and participating in mandated assessments and reporting; all of which Mr. Stasio managed.

Since 1975, and currently, through his work with the accreditation committee of the New England Association Of Schools and Colleges (NEASC), Mr. Stasio has chaired 15 accreditation visits in New England and 35 internationally, served on the NEASC Board of Directors from 2004-2014, including most recently as a member of the search for the CEO of NEASC. He brings the best of innovative thinking in education to Baxter Academy, and is keenly aware of the needs and essential inclusion of diverse populations.

Mr. Stasio has a Masters in Teaching & History from the University of Massachusetts, has completed coursework for his Ed.D at Boston University, and holds certification for senior high school principal and Superintendent of Schools.

Head of School, Michele LaForge. Ms. LaForge is the principal and visionary leader of teaching and learning at Baxter. She unites the community with transparent decision-making and an open flow of information to families. She has primary responsibility for instructional leadership; curriculum implementation and development; school culture including discipline and events; personnel decisions; budgeting and financial management; and legal compliance. Ms. LaForge has served as Baxter’s Head of School since its inception, and her inclusive, transparent leadership has informed every aspect of the school’s student-centered approach to learning. Ms. LaForge says the two most important things that brought her to Baxter are that she believes in 1) the right of parents and kids to have a say in their education; and 2) project-based learning that allows time to try and fail, to iterate, is the key to durable, flexible, dynamic, rigorous learning.

Ms. LaForge was recently awarded Houghton Mifflin Harcourt’s *Game Changer* award, one of ten given to charter leaders across the nation. Her approach is to say yes unless there is a compelling reason to say no, and she has carefully chosen a highly functional team of teachers, who are building the school with her, in partnership with families and community members. Ms. LaForge was head of the math department for ten years at Freeport High School, in Freeport, Maine. She previously worked in publishing at Princeton University Press and Oxford University Press. She has dual degrees in Math and Russian from the University of New Hampshire and a MA in Slavic Languages and Literatures (ABD) from Northwestern University.

She is well-respected by educational leaders in Maine. Chris L’abbe, principal at Holy Cross, worked with Ms. LaForge for many years at Freeport and says of her: “In Michele, you have a great leader who will bring your staff, students, and community together. She is one

brilliant person who has leadership and people skills. She doesn't shy away from anything hard. She is the best of the best.”

Other Faculty and Staff

Other grant-specific project-related staff are listed in more detail below, to highlight the background, knowledge and skill that each individual brings to this work, and their resumes are included in the grant proposal attachments. Due to space limitations, the information below does not include a description of all 26 Baxter faculty and staff.

Humanities Teacher & Grant Manager, Angela Taylor. In addition to teaching humanities classes at Baxter, Ms. Taylor will provide direction and oversight to completing Baxter's startup work on PBL by fully connecting it to standards and creating more pathways to graduation/success. Ms. Taylor is highly qualified for this work. She has 15 years of public education experience. She arrived at Poland Regional High School, a start up school, in its second year of operations. PRHS was one of the first high schools to use standards based grading and assessment. It was a heterogeneous environment, and she co-taught with a special education teacher. She understands the value of inclusivity. PRHS was a recipient of a \$250,000 GATES Grant, and because Ms. Taylor was part of Vision Keepers, she helped decide school wide goals/initiatives how we would spend the money. Also at PRHS, Ms. Taylor taught in a 5-person team that included math, science, humanities, and special ed. She collaborated on integrated projects, such as “What would we need to build an effective community on Mars? How does Geography shape our world? What is our community's story: a needs based assessment?” This experience informs her approach at Baxter. Some of her accomplishments include:

- developing and operating a standards based alternative “school within the school” that graduated 95% of the students who were once at risk of dropping out

- developing a standards-based recovery program with a summer after school support
- organizing and operating a SAT prep class
- developing and implementing a 9th and 10th grade advisory curriculum

As principal at Elm Street School, Ms. Taylor facilitated the CIPS Improvement plan which resulted in an increase in reading scores from 60-75% in just two years.

At Baxter, Ms. Taylor serves on the Head of School's steering committee, has designed the disciplinary ladder, and has co-designed the school's proficiency-based grading system and the vertical alignment of standards and courses in humanities. She has taught other teachers about standards-based education at the University of New England, Kaplan University, and the University of Southern Maine (her alma mater for both a bachelor's degree in history and a master's in education).

Special Education Director, Moises Nunez. Mr. Nunez spearheads special education services and supports his fellow teachers on effective student engagement. He has been instrumental in mainstreaming every special ed student at Baxter. Baxter Academy is about access, providing access that otherwise a student would not have. Commitment to a student's goals as set forth by the team in the IEP but implemented with an emphasis on mainstreaming is both an art and a science. Mr. Nunez has been instrumental in establishing that this kind of program works in providing access for special education students, and his continued leadership and innovation in this realm, as well as his ownership of the ELL project proposed herein, make him an integral part of the implementation of these projects.

Mr. Nunez has taught for over ten years, with most of his work focusing on disadvantaged and special needs students. Prior to his tenure at Baxter, he worked as a special education teacher and case manager at Spurwink Services, a nationally accredited non-profit

organization that provides a broad range of mental health and educational services for children, adolescents, adults and families. He has also served as a faculty member of the English department at the Cambridge School of Weston, an instructor at the University of Massachusetts in Boston, and a guest lecturer at the University of Rochester. Mr. Nunez holds a Masters in Education and is currently working on a second masters in Special Education Administration. While his first language is Spanish, he is fluent in English.

Director of Guidance & Counseling, Kate Driver. Ms. Driver worked for six years as a school counselor in the American International School of Rotterdam and at Gray-New Gloucester High School, where she was the Director of Guidance. She holds a BA in Psychology and a MS in Counseling. She has helped hundreds of students navigate the college admissions and financial aid process. Her approach involves creating a four-year academic plan with students, as well as working with them to develop necessary skills, such as writing college essays and interpreting test scores. Many of her students have participated in dual-enrollment programs at local colleges and universities to earn college credits while still in high school. She has also advised students interested in other post-secondary opportunities, including AmeriCorps, gap year programs, vocational training, and military options.

As schools nationwide begin the transition to standards-based grading, Ms. Driver has already been instrumental in working toward a proficiency-based transcript and diploma. To provide targeted support for struggling students, she works closely with teachers, parents, and administrators, and she has deep experience coordinating necessary referrals to alternative education programs and resources. She takes a proactive approach to individual and small-group counseling, as well as academic and crisis intervention.

Flex Friday Coordinator and Art & Design teacher, Nathaniel Edmunds. In addition to teaching art and design at Baxter, Mr. Edmunds serves as Flex Friday coordinator, with the purpose of program development, documentation, and day-to-day management. He also works to facilitate existing and future opportunities for internships and mentoring. With grant funding, he will build out this work to formalize and to track outcomes for students engaged in FF projects and will continue connecting interests and initiatives in Baxter's ongoing, evolving curriculum. Mr. Edmunds arrived at Baxter fresh from the Peace Corps. He spent two years in Ukraine teaching English at a local high school, mentoring students in creative writing, and organizing youth leadership events. He has also taught in Tokyo and Jerusalem.

He holds a BFA from the Maine College of Art, where he majored in New Media and minored in Art History. He has exhibited his work at Las Cruces Museum of Art, Mass MOCA, and The Black Factory National Tour. He is the 504 coordinator.

PD Coordinator & Mathematics teacher, Pamela Rawson. Ms. Rawson has been teaching for 25 years. During her career, Ms. Rawson has taught all levels of high school mathematics from basic skills to Advanced Placement. She spent the last twelve years at Poland Regional High School working with an integrated mathematics program and developing cross-curricular projects. While at Poland, Ms Rawson worked with teams of at-risk students, co-taught an integrated math/physics course with Mr. Rawson, served as a teacher leader and mentor, and field-tested the use of TI-Nspire technology for learning mathematics. She is intrigued by the use of technology to teach conceptual understanding and has used a variety of tools, beginning with graphing calculators in 1990.

As an independent consultant, Ms. Rawson has provided professional development to math teachers in Maine and throughout the country since 1993. Much of her recent work has

focused on implementation of Core-Plus Mathematics and classroom use of TI-Nspire. She was recently granted T3 Regional Instructor status by Texas Instruments. Ms. Rawson is currently President of the Association of Teachers of Mathematics in Maine where she has worked to organize professional development supporting implementation of the Common Core State Standards for Mathematics.

She a Bachelor of Science degree in Mathematics, with concentrations in Computer Science and Statistics from the University of Lowell. She studied Mathematics at the graduate level for two years at the University of Maine. She is a member Baxter's inaugural faculty.

Project-based Program Designer & ELL instructor, Antonia Winter. Ms. Winter has worked extensively with Portland's refugee and immigrant community, both children and adult, and has shown a creative facility to connect with learners and understand what they need and how to help them access it. Her working knowledge of PBL in the Baxter classroom and during FF will inform her approach to designing and implementing an ELL-targeted version that will build on the demonstrated successes of individual case studies.

Ms. Winter has a MS in Elementary Education from Wheelock University, Boston, and a BA in American Studies from Wesleyan University, Middletown, Connecticut. She has Maine K-8 State Certification and is a candidate for ELL Endorsement at the University of Southern Maine (two of five required classes.)

Other Faculty. Baxter Academy faculty are highly qualified in their degrees, certifications and extensive experience, both inside and outside the classroom, possessing solid knowledge and experience in their specific fields of instruction. Baxter actively recruits and maintains staff of diverse backgrounds, encouraging people who represent a broad base of ages, gender and cultures to join in the collaboration. Since the relationships between the staff and

students are a critical factor in the success of student outcomes, students and parents play a role in interviewing prospective faculty candidates.

Additionally, the school actively encourages applications from individuals who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age and disability. More than 300 teachers applied for the first 12 teaching jobs, and the teachers chosen were rich in education and life experience. The retention rate the first year into the second was 92%, and is currently 95%.

(c) Objectives of the Charter School

Baxter Academy has approved performance targets outlined in its charter contract that have been reviewed and agreed upon by the Maine Charter School Commission, the authorizing agent.² The school uses a range of metrics and methods to monitor progress in achieving these objectives and a copy of these performance measures is included in the attachments as part of the larger charter contract. Below is an abbreviated version of the school-wide performance measures also found in the charter document attached and project-specific performance measures.

School-wide Objectives and Performance Measures

Student Academic Proficiency/Growth -- as measured by 1) Percentage of students at proficiency to grow each year: a) in grades 10, 11, and 12, results from PSAT or SAT, student scale scores will be converted to proficiency categories; b) 2% growth in proficiency on all measures of student academic performance (as measured by standards-based grades and student

² Updated performance indicators, largely consistent with these cited here, were submitted in May, 2015 by request of the Maine Charter School Commission. Those indicators, pending approval, will replace these.

portfolios); 3) grades 9 and 10 students will demonstrate proficiency of Common Core/ME Learning Results from NWEA's MAP; 4) MAP results with 2% growth in students reaching proficiency on all measures of academic growth; 5) 80% of students will have met at least 80% of their Individualized Learning Plan goals by end of each academic year; and 6) 80% of students will perform at least 2% points above NWEA MAP's RIT growth norms.

Achievement Gaps Between Major Student Subgroups -- as measured by 1) Use various data sources (SAT, PSAT, NWEA MAP and student portfolios) to compare gaps between student demographic groups and areas affected by varying performance; 2) identify measurable targets for narrowing performance by maintaining and/or accelerating rates of progress for all students and identification of action steps to address these challenges; 3) Assess degree to which performance gaps have been decreased.

Student Attendance -- as measured by 1) rates at 94% and at least 1% above state average.

Recurrent Enrollment -- as measured by 1) a re-enrollment rate of 90% with 90% of students maintaining continuous enrollment for multiple years.

Post-secondary Readiness -- as measured by 1) Federal 4-year ACGR (97%); 2) Maine-determined graduation rates, as determined under Title 20-A MRSA, section 5031, Subsection 1 (97%); 3) Percentage of students completing dual enrollment courses (TBD based on 1st year of implementation 2015-16); 4) Percentage of graduates enrolled in a post-secondary institution (college, trade and apprenticeship) by Feb or Year 1 after graduation ($\geq 90\%$); 5) Percentage of graduates not enrolled in post-secondary institutions but employed full-time or enlisted in military by Feb 1 of Year 1 after graduation ($\leq 10\%$).

Financial Performance & Sustainability -- as measured by 1) % variation between budget & actual revenues/expenditures (+/-10%); 2) balance sheet (qtrly review); 3) Presence of management findings of deficiencies on an (external) audit rpt, and success in correct findings.

Governance Board Performance & Stewardship -- as measured by 1) Frequency of governance board meetings (duly-noticed meetings, monthly); 2) evidence of bylaws and policies in place and regularly reviewed; and 3) approved meeting minutes made publicly available via website within 30 days.

Adequacy of Facilities & Maintenance -- as measured by 1) annual report provided to board of: % of over/under cost projections on facilities (+/-5%), room utilization, daily cleaning log, maintenance requests and time completed, updated 1-3-5 year plan for capital improvements.

School Social & Academic Climate -- as measured by 1) maintain same state and federal reporting requirements as for public schools; 2) identify degree of behavioral challenges within the BA student populations, collect 2x/year in support of need for intervention for individual or groups of students; 3) school will participate in state student climate surveys, with data compared to similar schools; 4) Surveys of school stakeholders (faculty, staff, parents and students), with 90% participation rate and goal of 100% satisfaction in academic, social and organizational climate, with insignificant variation between subgroups.

Parent & Community Engagement -- as measured by 1) parent conferences held 2x/year, with documented evidence of related activities; 2) communication sent to parents a minimum of monthly via e-mail and/or web postings to advise of school happenings, etc.; 3) cultivate parent/guardian participation in volunteer groups and activities, with goal of 100% participation; and 3) document growing portfolio of corporate and community partners, aiming for added breadth and depth.

Grant-related Project Objectives and Performance Measures

Student Career Aspirations -- increase career aspirations with 80% of students applying and getting accepted to college/advanced training opportunities.

Student Recognition of Strengths and Interests -- 90% of students will be able to identify areas of strength and interest in career aspirations by their senior year, using Accuplacer exam administration to measure.

Increase Outreach Activities to Disadvantaged Populations -- Improve outreach activities to increase diversity by increasing applications of prospective students by 25% (2014-15) with a focus on populations of minorities, girls, ELL, rural, special needs, etc. Achievement toward this objective will be quantified by follow up survey of students not selected AND students who express a clear interest in STEM who will be asked to provide a non-evaluative writing sample expressing their personal reasons for applying to Baxter.

Increase Student Awareness of, and Connections to, Community--85% of students will be able to identify community connections and increase community connections (e.g., community involvement, partnerships, mentoring) as measured through a student survey.

(d) Relationship between the charter school and the authorized public chartering agency

In accordance with the Maine Charter School Statute, Baxter Academy has signed a performance-based agreement with the Maine Charter School Commission, the school's authorizer, which is a body of the Maine Department of Education. The charter agreement was approved in a meeting open to the public and was executed by a designated representative of the school's governing board in May 2013. 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: student

academic proficiency; student academic growth; achievement gaps; attendance and enrollment; post-secondary readiness; financial performance and sustainability; governance board performance and stewardship; adequacy of facilities maintenance in support of program; transportation and food service; school social and academic climate; and, parent and community engagement (see Performance Indicators, Measures and Metrics table in attached Charter Contract Document).

Charter schools in Maine must adhere to applicable federal and state accountability requirements. Initial charter school terms are set for five years, and the charter agreement may be amended, as needed and approved by the Commission, after the public school is operating, and is pursuant to adequate performance per contract.

As a part of the oversight process, the Commission meets annually with the school to conduct a year-end review that includes a day-long site visit to interview the board, staff, faculty, parents and students, review compliance, assess performance toward all of the school's performance goals and objectives, and provide direction. Schools must compile and present mandated information prior to the visit. Findings of the visit are made public in a year-end review report and includes success in meeting the school's performance targets, commendations and recommendations. At its initial 90-day review, the Charter Commission noted that education at Baxter was "as good as it gets." The school received strongly positive reviews both years; note: the second-year review is still pending approval by the full commission.

Baxter Academy and the Maine Charter School Commission have an outstanding relationship that is based on timely reporting from the school to the commission as well as solid communication. The authorizing agent has suggested many excellent recommendations for the

school's continued improvement and facilitates sharing of insights and resources among all of the charter schools.

(e) Parent and Community Involvement

Baxter is in its third year as one of Maine's pioneer charter schools and is open to any Maine student through a random lottery. Students, parents, the administrative team, teachers, and the founding board have together contributed thousands of hours of volunteer time: fundraising, troubleshooting operational challenges, seeking and building partnerships.

Parent Involvement. Family members play a very important role as partners in building the school. Baxter students' parents have been included in decision-making from the beginning. From the early planning stages, parents were out in force at public hearings that led to the signing of the charter contract, and they remain active in key ways. The board chair is a parent, as is another director who founded the original parent advisory group. Both principal writers of this grant application are parents. The parents' group remains active in fundraising, serving on focus groups for new initiatives, and gathering for problem-solving work sessions around operational needs, such as transportation, and providing help in many, many ways.

A Parent Advisory group, Friends of Baxter Academy, is a formal structure for families to be involved in many aspects of the school, such as advising the Head of School on certain issues, providing feedback on governance proposals, and promoting communication within the community. The group is open to all parents, and is organized around a Circle Parent Program, with lead parents elected from each student advisory group to help with fundraising and to raise awareness about issues facing the school.

Parent workshop sessions are held monthly to discuss issues that involve the community and need community solutions: Transportation needs sprawl over a map covering 4,500

sq. miles, and parents have pitched in to provide information to coordinate carpooling, identify public-transportation options and to rally support from businesses in the areas where the most distant students live.

Parents and students alike have been included in a conversation about how to develop an intellectual property policy for a school founded on innovation. Parents were crucial in making it possible for Baxter's rookie robotics team to get started and then raise the funds needed, unexpectedly, when the team advanced all the way to world competition halfway across the country.

An annual parent survey provides additional input opportunities for all Baxter families, and the data is used to make academic and organizational improvements. The results of the annual survey are provided to the charter commission as a part of the year-end reporting requirements and are made public.

Student Involvement. Since its inception, a student senate ensures that students have a voice in creating and evaluating school policy. The senate is composed of one elected representative from each of Baxter Academy's advisory groups, a total of twenty-four. Other elements of student voice include Town Hall style meetings, a student Judiciary board, at least one project on FF every year focused on building community, and an informal network of Baxter ambassadors that will be made more formal in this third year of operation.

In the midst of a politically divisive climate, young people played a significant role in advocating for Baxter's charter: They testified at hearings. They wrote letters and gave media interviews. They cleaned the school building for open houses and raised more than \$11,000 in start-up costs.

(f) Continued Operation of the Charter School

In Maine, charters are awarded for an initial term of five years, therefore Baxter Academy will be eligible for renewal of its charter in 2018. Prior to the end of the charter term, the authorizer issues 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, and make any recommended changes. Renewal is contingent on the school's ability to meet objectives, comply with the charter contract, and make sufficient progress toward performance expectations. Charter school status may be revoked if a school fails to meet accepted performance standards, including fiscal management, or if it violates any laws.

Funding for charter schools is accomplished in two ways: through state allocation of education funds and by additional fundraising activities performed by each individual charter school.

State Funding. By law, the school is entitled only to state education funds for each of the following categories of funding: number of students attending; low income/disadvantaged students; special education utilization; ELL students; and transportation. Maine charter schools are not allowed to receive local tax funds, which is a primary funding mechanism for traditional public schools. State-level funding provides only a fraction (roughly two-thirds) of the revenue needed to operate the school, with an average of \$7,400 provided per pupil compared to an average of \$10,200 per pupil for other Maine public schools. Charter schools in Maine receive low programmatic support and analysis shows that each of Baxter's 60 sending municipalities spends considerably more to educate their local students. Some in fact spend twice as much as Baxter.

Additional funding is needed to support initial implementation and continued operations of the school and development efforts will always be necessary to insure that Baxter and other Charter schools in Maine address their major capital needs. As there is no funding for facilities or capital projects, and because Baxter did not have access to no- or low-cost facilities, a significant portion of our current operating budget (14%) goes to facilities and another 7% to transportation, leaving a much smaller percent than would be necessary for other charter schools to allocate for human capital, professional development, and instructional resources in the resource-heavy field of STEM education.

Fundraising. Baxter maintains a dynamic fundraising capacity to meet the challenges of leasing two facilities in downtown Portland, as well as providing three contract buses and public-transportation support over a 4,500-square-mile area. Fundraising strategies include special events, private donations and grant solicitations from foundations, corporations and government entities. From the very beginning community members and parents worked diligently to secure funding beyond the public funding that follows students. Students themselves raised \$11,000 in startup funds the summer before the school opened. A student fundraising team has used its Flex Friday project two years running to hold a silent auction to support FF projects. Families support the school through an annual appeal, and parents lead the school's participation in ShopWithScrip, where rebates are given to the school when participants buy gift cards from popular retailers.

The board and school leaders have worked with local foundations (Davis Family Foundation, Jebediah Foundation, Maine Community Foundation, Bob Crewe Foundation), local corporations (such as Bangor Savings Bank Foundation, Fairchild Semiconductor) and private

philanthropists who have supported the school with more than \$1 million in much needed startup funds, which are not provided by the state and must be raised.

Fundraising was critical to the school's operations during the scaling up. This target of full enrollment (320 students) provides more favorable economies of scale. The board and school leaders continue to seek STEM industry and philanthropic support through targeted outreach.

Fiscal Monitoring. As a nonprofit organization, the school is dedicated to maintaining financial strength by creating and maintaining a dynamic team of individuals with the knowledge, skills and experience needed to manage finances. Board Treasurer, Peter Montano holds a BS in Accounting, is a CPA licensed in in five states, including Maine. He is a Director at Macpage LLC, and has had a lifelong interest in supporting nonprofit organizations; as such, Mr. Montano has been providing audit, consulting, and tax services to nonprofit organizations and venture funds for over 30 years. Along with the executive director, he oversees the annual budget process, monthly financial reporting, compliance reporting and grants and contracts compliance.

Heather Neal, Baxter's business and human resources manager is responsible for state mandated reporting, financials, and budgeting (a contracted position shared with another Maine charter school). Ms. Neal has an MBA, Human Resource Management certification, and most recently worked as a staff accountant at RHR Smith & Company, CPAs, where she provided assisted with federal grant applications, awards and fiscal oversight, conducted single audits of governmental and nonprofit organizations, and worked with other Maine charter schools. She also worked for the ME Dept. of Education as Fiscal Review & Compliance Officer (5 years) and the ME Dept. of Administrative & Financial Services as an Office Specialist (2 years). Her

background in finance, compliance, state government and federal grants management are an enormous asset to Baxter.

Other board members have business experience and are fluent in budgeting and financial processes. A business line of credit helps ensure cash flow, if needed.

(g) Waivers

N/A. No waivers are being sought.

(h) How grant funds will be used

With grant support, Baxter will concentrate on six key activities as defined below. These activities will expand the ways in which students can meet graduation standards through project work or through electives that cross disciplines; for instance, a student could meet a geometry standard in a 3-D modeling or game-design class and not just in a core math class. Rob is an example of why this is important. Rob comes from a rural setting, was homeschooled, and sometimes struggles in a classroom setting. But he quickly integrated into FF projects where he understood how to navigate the programming challenges needed to meet the goals. His work was essential to the success of three highly complex engineering and robotics projects. Baxter will put resources toward piloting a program in which students like Rob can present evidence to a review board that shows they have met standards on a project that should count toward graduation. This initiative dovetails with the snow-day learning program (anywhere/anytime learning) that Baxter is piloting to make learning count even when it happens beyond the school walls. A challenge of bringing students from 60-plus towns by bus in a northern state is the predictable interference of winter weather. During the course of winter 2014-15, Baxter students participated in a snow-day learning pilot project that matched learning on their own time with work toward standards that was overseen and approved by their advisors. In the coming year,

Baxter intends to formalize this snow-day learning program and seek approval from the Maine Charter School Commission to have snow-day learning count as a regular school day. The initiative is informed by Baxter's participation during summer 2015 in a statewide pilot project Maine State of Learning, which awarded digital badges through summer learning programs. Baxter offered badges in beginning programming, explorations in chemistry, programming microprocessors, and computer-aided design (CAD).

Baxter also proposes to design and implement a project-based ELL program. Amiir is one of the motivations and illustrates how this approach will benefit students like him. Amiir is part of the refugee community in Portland. He receives ELL support but operates with that support in mainstream classrooms. His ninth-grade English class was reading Macbeth. The project was to write the liner notes for a music CD and collect music that fit the mood of the play. Amiir got so excited about Shakespeare's play that he told his teacher, "Yo, Macbeth is killing everyone! If you would have told me that, I would have been reading this much faster! He killed everyone and NOW he's the king!? The witches were right, Macbeth is totally the king now. Does he get killed? He should get killed. I hope he gets killed; what he did isn't right!" Amiir's excitement about Macbeth speaks to the power of connection and relevance. His sight-word reading scores have improved from 15% to 90%. A sample project, as suggested by a Baxter student, would revolve around a team of ELL students creating a partnership with a local supermarket to develop signage to help fellow immigrants shop for food with relevant translations that would be important to shoppers with food allergies or diabetes or religious restrictions on diet.

With more startup resources, as described, Baxter's educators will refine and build out an authentic and successful low-cost, high-impact project-based and student-driven model, complete with a standards-based assessment system, that establish more pathways to student

success through “anytime, anywhere” learning that overcomes traditional gaps between groups of learners and improve graduation rates and success in college, life and careers.

1. Formalize and multiply pathways to student success through the FF program and integrated classroom PBL, and refine the ways in which it uses PBL and SCL to empower disadvantaged students, including those from high poverty and SpEd learners.

- Stipend for Flex Friday coordinator to document & coordinate faculty to facilitate PBL and design a tracking system for outcomes to graph across learning subgroups.
- New teacher salary for community outreach coordinator to seek and secure more partnerships (for mentorships, internships, engineering and research projects). These partnerships will be maintained for years to come as new students cycle into the Flex Friday program. Develop a catalog/database of resources and create personal connections for teachers and students that will sustain the school beyond startup. Develop a system for organizing and populate an initial catalog of local real-world problems to solve.
- Purchase or program a system for collecting data, tracking outcomes for individuals and across subgroups, *JumpRope*, a standards-based tracking system. Stipend for programmer to transfer data to *JumpRope* and customize the program.
- Professional development to train teachers in best practice around project design and implementation with funds for stipends, conference fees, expert trainers, release time for training retreat, and materials.

2. Design and implement a project-based program for ELL students.

As part of its final phase of startup, Baxter proposes to develop a project-based approach for its ELL program that is supported by technology appropriate to the needs of this population, such as translating programs.

- Stipend for ELL investigator/ambassador to shape and implement a pilot of an ELL-focused FF to include outreach within refugee and immigrant communities to increase student responsiveness through project work and increase awareness about STEM opportunities available to any Maine student at Baxter.
- Specialized training for ELL educators.
- Technology purchases: translating programs, Dragon dictation, which includes up to 10 mobile devices equipped with technology/internet access, and software to control access.

3. Expand and create opportunity around anywhere, anytime learning.

Baxter seeks to establish a student-initiated and –driven process by which students can apply to a faculty panel with evidence that learning outside of traditional courses can be credited toward graduation requirements. This could be through learning accomplished through FF projects, electives that contain content area from another discipline, or learning outside the school, such as internships. Students present evidence to a faculty panel and apply to meet standards. This activity would be informed by what is learned about assessing non-formal learning that happens in Baxter’s summer and after-school learning as part of the Maine State of Learning badging pilot program.

- Stipends for designers of process for graduation requirements: Project Manager (Angela Taylor), Guidance (Kate Driver) and other design professionals (TBD).
- Stipend for snow-day learning coordinator to create systems.
- Professional development with assessment professionals.

- Apply resources to the work of aligning learning with standards.

4. Create proficiency-based graduation requirements to reflect different kinds of learning.

- Substitutes for PD release time for team to research/ travel to other schools.
- Consultant to design portfolios that represent project-based work, and contributes to a larger body of work. This will cover design and infrastructure, and resources for portfolios, whether it is web-hosting, or a special device (flash drive) that will be compelling to colleges, internship programs, businesses, etc.

5. Developing a girls-in-STEM support system

- Stipend for a teacher to design with students a mentorship/outreach program.
- Launch a pilot for Women-in-STEM speakers series.
- Design for middle-school project-based outreach, girls to girls.
- Student-produced documentary film about Women-in-STEM in Maine.

6. Increase capacity for STEM learning through the purchase of necessary equipment.

Startup technology purchases/upgrades that will allow Baxter to fully execute PBL.

- WiFi system upgrades in two buildings.
- Robotics kits with software (Mindstorm, VeX, or self-designed).
- Touchscreen media lab for arts, FIRST Robotics, Flex Friday and more interactive classroom experiences that are especially strong for Special Ed and ELL (18 Cintiq HDs).
- Electronics lab equipment to support engineering, electronics courses, and Flex Friday. Students can build interactive spaces, design sensors, and prepare for technical careers.
- CNC equipment/lab to increase capacity for arts, engineering, and FF to provide students access to industry-standard equipment for manufacturing/workforce opportunities.

PROJECT IMPLEMENTATION PLAN			
Project Objective 1: Formalize and document best practices for Flex Friday and other PBL at Baxter.			
Activities	Timeline	Responsibility	Milestone
1A-1. Doc & Coord. PBL	200 hours	Edmunds	PBL Handbook
1A-2. Design outcomes system	50 hours, March 1, 2016	Edmunds	Jumprope criteria
1B-1. Hire Comm Coord	February-March 2016	LaForge	Person hired
1B-2. Secure community allies	March-August 2016	Comm Coord	Database
1B-3. Id content & format	March-August 2016	Comm Coord	Resource Catalog
1A-2. Design learning system	March 2016	LaForge	JumpRope
1D-1. Transfer to Jumprope	March-April 2016	Rawson & Edmunds	JumpRope
1D-2. Pilot and edit Jumprope	March-April 2016	Cooper	JumpRope
1E-2. Develop PD	January-May 2016	Edmunds & Amory	PD lesson plans
1E-3. Hire trainers	April-July 2016	Rawson	Contracts
1E-4. Conduct trainings	August 2016	Rawson	Complete Training

Project Objective 2: Create a project-based ELL program.			
Activities	Timeline	Responsibility	Milestone
2A. Id prospective students	2 week	Nunez & Winter	Student List
2B. Hold work sessions	semi-monthly (12x)	Nunez & Winter	Agendas, Minutes
2D. Id, train staff, students	4 Weeks	Nunez & Winter, BA Students	Agendas, Outcomes
2E. Create, distribute timeline	2 Weeks	Nunez & Winter, BA Students	Timeline
2F. Id community partners	4 Weeks	Nunez & Winter, BA Students	Partners Database
2G. PBL/ELL Projects begin	16 Weeks	Nunez & Winter, BA Students	Weekly Reports
2H. Review benchmarks	4 Weeks	Nunez & Winter, BA Students	benchmarks
2I. Review, rpt prop outcomes	4 Weeks	Nunez & Winter, BA Students	Portfolios
Project Objective 3: Design an Anywhere/Anytime learning program.			
Activities	Timeline	Responsibility	Milestone
3A. Design PD (classroom)	6 weeks	Rawson & BA Faculty	Rubrics
3B. Design PD (non-classrm)	4 weeks	Rawson & BA Faculty	Terms/Processes
3C. ID reviewers by content	2 weeks	Rawson & Content Leaders	Members Directory
3D. Design model interface	4 weeks	Hired Programmer	Evidence of Student Work

3E. Establish scope & criteria, select rubric standards	4 weeks	Rawson & Content Leaders	Rubrics & Standards
3F. Design interface back end	4 weeks	Hired Programmer	Digital Interface
3G. Evaluate results	3 weeks	Rawson & Content Leaders	Portfolios & Reflections
3H. Doc. best practice process	Jan-Aug	Content Leaders	Minutes
Project Objective 4: Create proficiency-based graduation requirements			
Activities	Timeline	Responsibility	Milestone
4A. Establish dept leaders	2 Weeks	Driver	Directory of Leaders
4B. Id institutions	2 Weeks	Driver	Design Team
4C. Conduct visits	10 Days	Driver	Datasets, graphs, charts
4D. consult w/experts	2 Weeks	Driver	Drafts and revisions notes
4E. Purchase, customize system	2 Week	Driver	Installation
Project Objective 5: Develop a girls-in-STEM support system.			
Activities	Timeline	Responsibility	Milestone
5A. Design outreach prog.	4 Weeks	LaForge	Curriculum
5B. Id & sched. spkrs, venue	4 Weeks	LaForge	Series & Lectures

5C. Design and delivery prog.	4 Weeks	LaForge	Delivery Schedule
5D. Produce documentary	4 Weeks	LaForge	Documentary Film
Project Objective 6: Increase capacity for STEM learning through purchase of necessary equipment.			
Activities	Timeline	Responsibility	Milestone
6A.Id & hire IT firm	May 2016	Cooper	WIFI installed
6B.Id & buy robotics equip	March 2016	Amory	Robotic Equipment
6C.Build into curriculum	April 2016	Amory	Curriculum Units
6D.Purchase	March 2016	Edmunds	Obtain Items
6E. Install	April 2016	Edmunds	Install Complete
6F. Id & buy lab equip	July 2016	Moxhay	Obtain Items
6G.Install equip	September 2016	Moxhay	Install Complete
6H.Id & purchase CNC equip	July 2016	Stutzman	Obtain Items
6I. Install CNC equip	October 2016	Stutzman	Install Complete

(i) How students are informed about & given equal opportunity to attend the school

Outreach. Multiple strategies are used to inform prospective students about the school. Students have been and continue to be informed about the school through newspaper and radio ads, notices posted on state education websites, as well as the school's website, and posters posted in regional libraries, YMCAs, Boys-and-Girls Clubs, and other places where young people gather. Posters have been translated into languages relevant to the local refugee communities. Open House events are regularly held at the school and at city/town libraries within Baxter's catchment area, and beyond (especially prior to the opening year), in rural communities, and the Lewiston/Auburn area that, while a more urban location has the second highest immigrant and refugee populations in the state, and extreme pockets of poverty. Shadow Days are held annually, so that prospective students can get a feel for what's different at Baxter.

Baxter continues to emphasize to prospective students and their families, as well as to the broader community, an educational model that is match between not only the STEM opportunities, but also the *process* for learning. Providing open houses and shadowing ensures interested students/families are open to embracing the Baxter way.

Admissions/Lottery Process. If more students apply than there are spaces available, a random lottery is conducted in accordance with state statutes and guidelines issued by the Maine Charter School Commission. A lottery has been necessary in both the second and third years of the school. There are very few admission preferences allowed by Maine Charter School law, they are: 1) pupils enrolled in the school during the previous year and siblings of students attending Baxter or those who have committed to enroll; and, 2) the children of full-time employees and board members (restricted to no more than 10% of enrollment). In addition, the charter school law restricts enrollment within the first three years of a charter school from

sending districts based on the enrollment of students within the sending district.

(j) Compliance with IDEA

Maine charter regulations provide that all approved charter schools in Maine exist as separate and distinct LEA's.

With established policies/procedures and management systems, a cadre of staff and faculty skilled in helping students with a variety of challenges, including learning disabilities, and its highly individualized and project-based/collaborative learning philosophy, Baxter Academy has the elements in place to ensure compliance with the Individuals with Disabilities Education Act (IDEA).

Policies/Procedures & Management Systems. The Special Education Program Approval for Charter Schools is a part of a comprehensive approval process required by the Maine Department of Education to set up and operate a public school in Maine. As public schools, all charters schools must successfully complete this process in order to open their doors. Other steps are required to ensure ongoing compliance with federal and state laws and regulations specific to special education, including: 1) Individuals with Disabilities Education Act, 20 USCA (IDEA); 2) Title 34 CFR (federal regulations); 3) Family Education Rights and Privacy Act (FERPA); 4) Title 20-A, Maine Revised Statutes Annotated (Maine Statutes for education, which has with three chapters specific to education of children with disabilities - chapters 301, 303 and 304; and chapter); and, 5) Maine Department of Education Regulation, Chapter 101/Maine Unified Special Education Regulations. Each school must have comprehensive policies and procedures in place; establish and maintain an education data collection system; provide the Maine Department of Education with regular reports; and, submit to onsite inspections. Baxter Academy successfully completed the initial Special Education

Program Approval for Charter Schools at start-up and has arranged for and participated in several voluntary visits to ensure compliance.

The following policies/procedures were approved by the Baxter Academy Board of Directors: Individualized Education Program (Least Restrictive Environment); Referral/Pre-Referral (General Intervention); Child Find; Grievance Procedure for Persons with Disabilities; Use of Physical Restraint and Seclusion; Disciplinary Removal of Students with Disabilities; Notification of Rights Under FERPA; and Mandatory Reporting. In addition, Baxter has an approved English Language Learning (ELL) Plan, including a home language survey, to ensure that students with limited English proficiency (LEP) are identified and receive support for learning in all academic areas. These comprehensive policies and procedures help guide staff in implementing processes to ensure all students receive appropriate services in a timely and required fashion to promote positive growth and development.

Staff Qualifications & Responsibilities. Baxter's Head of School and Special Education Director ensure compliance with all state and federal regulations relating to the education of students with disabilities. Parents of all students with special needs are afforded all procedural safeguards and are an integral part of all special education processes. Staff meet with Baxter's Special Education Director to ensure all appropriate steps are taken. Baxter also has a comprehensive non-discrimination policy in education and employment, which is assured by the Board of Directors and senior management.

Inclusion of Exceptional Students. Baxter conducts “child find” activities for the full student population so that students who may need special education services and/or accommodations are appropriately identified and, if necessary, referred for evaluation, as required by federal and state laws.

All classrooms are full inclusion classrooms. In addition to the regular classroom instructional personnel, there are six teachers with certification in Exceptional Student Education (ESE) or are employed as special education resource teachers. These teachers help the classroom instructional personnel plan and implement appropriate instruction and accommodations and write the IEPs for exceptional education students. They also assist the classroom instructional personnel in planning for and implementing instruction for ELL and other special students. The resource teacher(s) may teach classes and/or work with individual students or groups of students, and/or refer to services outside the school, should they be needed as identified via the assessment, evaluation and planning process.

Since these exceptional education students remain with the same class as regular education students, they have the same opportunities that all other class members have to feel part of the group. Being a member of a school with a wide range of abilities increases the likelihood of academic and social success.

Baxter believes that early identification of needs leads to better educational outcomes for each individual. The child find process includes obtaining data on each student, through direct assessment and observation, or by indirect means of an examination of the student's academic performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills.

School staff, parents/caregivers, or representatives outside the school may refer students to the resource teacher if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Baxter shall ensure that an appropriately certified school psychologist participates in the initial evaluation and all subsequent re-evaluations of the student.

Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation is conducted and a determination has been made by the multidisciplinary team. This team includes, at a minimum, a Licensed Clinician, resource teacher, and others, as appropriate. If it is determined that the child requires special education and supportive services in order to benefit from regular education, an Individual Education Plan (IEP) shall be developed for the student in accordance with federal law. Baxter Academy ensures the confidentiality of the activities and procedures used to evaluate students with disabilities. Referral can also be made directly to the Head of School or Special Education Director.

RTI and 504. Programming at Baxter provides a tiered system that addresses students who are not demonstrating mastery of standards. At the lowest level, or Tier 1, teachers use varied instructional supports and strategies to support students who are not meeting standards. If students continue to demonstrate low achievement levels, parent meetings are held and academic and behavior plans used to track data. If a student is placed on a behavior plan, then they are moved to Tier 2 which could include after school support or support during the day. If progress is still not being made, then a teacher, administrator, or parent can refer a student to be evaluated by special education, or in the case of a medical or some other concern, a 504 meeting takes place. Students with a 504 are referred by self, parents, or teachers, and evaluated according to IDEA by the 504 administrator and team. Baxter has a Student Support Team and is building an RTI tracking system. A Discipline ladder system is used to convey clear expectations but also to provide supports for students struggling at school.

Existing Special Needs Students. Students who enter Baxter with an existing Individualized Education Plan (IEP) from another school and in compliance with Maine state

statutes and rules will automatically be scheduled for conference to review the student's existing IEP, and appropriate services and procedures will be implemented.

For students with mental health concerns, 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 evaluation 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 are accessible. When indicated on IEPs, speech, occupational and/or physical therapies are provided by licensed professionals contracted by Baxter, as is any assistive technology.

Educational Philosophy Supports All Students. Hands-on, real-world problem solving and a cooperative social environment form the foundation of Baxter's learning approach and are important for all children, including meeting the educational needs of ESE children. It is especially important for the task at hand to be relevant to students' lives and to be one in which results are forthcoming and complete.

The positive nature of Baxter's classrooms in which there exists excitement and acceptance of diversity, developmentally appropriate practices, and encouragement to take risks without punishment for failure, provides an environment in which all students, including the exceptional education and limited English proficiency students, can excel.

(k) Dissemination Activities

N/A. No funds are being requested for dissemination activities at this time.

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Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

MAINE CHARTER SCHOOL COMMISSION

CHARTER CONTRACT

This Agreement constitutes a Charter Contract (the "Charter") executed this 7th day of May, 2013 (the "Effective Date"), by and between the Maine Charter School Commission (the "Commission") and Baxter Academies of Maine d/b/a Baxter Academy for Technology and Science, a Maine nonprofit corporation located at 54 York Street in Portland, Maine (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 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 January 8, 2013, the Commission approved the key elements of the application for the proposed Charter School (the "Charter Application") set forth in Exhibit A attached hereto, and the Commission approved supplemental and revised portions of the Charter Application on April 8 and May 7, 2013; 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:

Part I: Establishment of the Charter School

1.1 Parties

- 1.1.1 This Charter is entered into between Baxter Academies of Maine by and through its 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.
- 1.1.7 **Charter School Governing Board**
 - 1.1.7.1 The Charter School affirms, as a condition of this Charter, that the Charter School's governing board members receive no compensation for their service as such, provided that they may receive reimbursement of actual expenses incurred while fulfilling official duties as a member of such board.
 - 1.1.7.2 No member of the governing board shall be employed by the Charter School or otherwise receive compensation for services provided to or on behalf of the Charter School while serving as a governing board member.
 - 1.1.7.3 No member of the governing board shall be an employee of a company that provides substantial services to the Charter School.
 - 1.1.7.4 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.
 - 1.1.7.5 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.
 - 1.1.7.6 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 governing board or officers including the name, business address and resume of any new directors and officers.

1.2 **Term**

This Charter is effective on the date of execution and shall terminate on June 30, 2018, 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").

- 1.2.1 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

1.3 **Amendment**

- 1.3.1 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.
- 1.3.2 Non-Material Amendments to this Charter shall be valid with notice to the Commission as described in Section 6.11.

1.4 **Location**

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

54 York Street, Portland, ME 04101
- 1.4.2 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.
- 1.4.3 The Charter School shall not operate in more than one location without the prior written approval of the Commission.

1.5 **Facilities**

- 1.5.1 The building(s) in which the Charter School is to be located shall be known as the Charter School's Facilities (the "Facilities").
- 1.5.2 The Commission or its designee may, at the Commission's discretion, conduct a health and safety inspection of the proposed Facilities at any time.
- 1.5.3 The Facilities shall meet all applicable health, safety and fire code requirements and shall be of sufficient size to safely house anticipated enrollment.
- 1.5.4 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.
- 1.5.5 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.
- 1.5.6 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 instructions 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.
- 1.5.7 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.

1.6 **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.

1.7 **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	2013-14	9 and 10	130
Year 2	2014-15	9 through 11	210
Year 3	2015-16	9 through 12	290
Year 4	2016-17	9 through 12	327
Year 5	2017-18	9 through 12	320

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 enrollment 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 instructions where the total number of students enrolled is less than ninety percent (90%) of the projected enrollment or more than one hundred ten percent (110%) of the projected enrollment 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. Fluctuation within these ranges shall not constitute an amendment to this Charter. 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 At least 30 days before each enrollment application deadline established by the Charter School, the School must give public notice that it has openings for student

enrollment in the manner required by the Department of Education's Public Charter Schools regulation ("Chapter 140").

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.

2.5 **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 the student suspension and expulsion procedures in the Charter Application.
- 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 the bylaws attached hereto as part of Exhibit A, provided that such bylaws may be amended or replaced as provided in Section 6.11.2.1.

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.

2.16 **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**

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 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.

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

2.17.3 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**

The school year shall begin on July 1 and end on June 30. 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.

3.3.2 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 obtain special education program approval from the MDOE. If the Charter School is unable to obtain program approval within the time period contained in the Pre-Opening Requirements, the Charter School must notify the Commission and secure the services of an approved

special education program to oversee the provision of special education and related services at the School until program approval is achieved by the Charter School.

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 Maine students tuition or fees of any kind as a condition of enrollment in the School's regular academic program.

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 125% of the amount contained 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**

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

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

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

4.7.3 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.

4.7.4 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 and Funds

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 funds remaining after satisfaction of outstanding obligations to employees and creditors must be paid to the Treasurer of the State of Maine 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 \$1,000,000 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 pursuant to 20-A M.R.S. § 2413(2) 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:

5.2.2 Pre-opening, oversight, intervention, revocation, renewal, and closure processes and procedures for the Charter School;

5.2.3 Monitoring the performance and compliance of the Charter School within the terms of this Charter and applicable laws, policies and regulations;

5.2.4 Ensuring Charter School compliance with all reporting requirements;

5.2.4 Monitoring the educational, legal, fiscal and organizational condition of the Charter School; and

5.2.5 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:

5.5.2 Failure to meet academic performance standards as set forth in this Charter and the Performance Indicators;

5.5.3 Failure to meet generally accepted standards of fiscal management;

5.5.4 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

5.5.5 Violation(s) of law.

5.5.6 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

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.

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

5.10.2 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.

5.10.3 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.

5.10.4 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.

5.10.5 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 final 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 significant student or staff injuries, and any financial crises or other event that a reasonable person would consider to have an adverse impact on the Charter School's 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 for more than one week, 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 of or charge against 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 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 reported to the Commission.

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 Integration

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 Exhibit A may be referred to for guidance in the event of uncertainty about the meaning of the terms of this Charter, in no event shall the language of Exhibit A take precedence over inconsistent language in the body of the Charter or Exhibits B through 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:

Carl Stasio, Executive Director
Baxter Academies of Maine
PO Box 859
Portland, ME 04104

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 or 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

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.

6.7.1 The Parties intend that where this Charter references federal or state laws or regulations, that 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.

6.7.2 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 provisions 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 Changes in legal status or governance structure of the Charter School;

6.10.2.2 Changes to the mission statement;

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 from those described in Section 2.3.2;

- 6.10.2.5 Changes in the location of the Facilities;
- 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;; and
- 6.10.2.8 Substantial changes to the educational program, with respect either to content or method, that affect the School's mission or pupil performance standards.
- 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 enrollment projections contained in the Charter by more than ten percent (10%);
 - 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 shall take effect immediately upon delivery of written notification to the Commission.
- 6.11.5 Not more than thirty (30) 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.

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

MAINE CHARTER SCHOOL COMMISSION

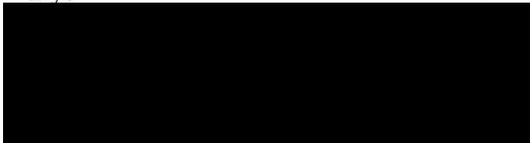
By:



Jana Lapoint, Chairperson

BAXTER ACADEMIES OF MAINE

By:



Kelli Pryor, Chairperson

**Performance Indicators, Measures, Metrics and Contract Evaluation Criteria
Baxter Academy for Technology and Science (Updated 5/3/2013)**

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and frequency for collection of evidence
Student Academic Proficiency	<ul style="list-style-type: none"> Proficiency level on State assessments Proficiency level on school-developed assessments 	<ul style="list-style-type: none"> Percentage of students scoring at "proficiency" or above on state assessments in English language Arts and Mathematics Percentage of students scoring at each state-defined performance level on ELA and Math Percentage of students considered proficient on school assessment in specified subject areas 	<ul style="list-style-type: none"> Percentage of students at proficiency level will increase every year at level negotiated in contract for negotiated subject or content areas Proposed target: In grades 10, 11, and 12, results from the PSAT or SAT, student scale scores will be converted to proficiency categories (see https://www1.maine.gov/education/mhsa/documents/changing_score_scale.pdf) <p>Using cohorts of continuously enrolled students, BA will show at least 2% growth in students reaching "proficiency" on all measures of student academic performance. Should BA reach 99% or above student population in proficient category, growth will be tracked similarly in the percent of students reaching the Proficient with Distinction category.</p> <ul style="list-style-type: none"> School-specified assessment data, both formative and summative <p>Proposed target: In grades 9 and 10, BA students will demonstrate proficiency of Common Core standards/ Maine Learning Results from NWEA's MAP (see NWEA Scale Alignment Studies linking student RIT scores to Maine proficiency levels).</p> <p>MAP results will analyzed using cohorts of continuously enrolled students to show at least 2% growth in students reaching "proficiency" on all measures of student academic performance. Should BA reach 99% or above student population in proficient category, growth will be tracked similarly in the percent of students reaching the Proficient with Distinction category.</p> <p>BA will also show that 80% of all students have met at least 80% of their Individualized Learning Plan goals by the end of the academic year for which they were originally developed. This will be documented via student portfolios and assessment records and will be reviewed, at a minimum, during annual student portfolio conferences.</p>	<ul style="list-style-type: none"> Annual State assessment School-developed formative and summative assessment data, available on monthly, quarterly and annual basis.

**Performance Indicators, Measures, Metrics and Contract Evaluation Criteria
Baxter Academy for Technology and Science (Updated 5/3/2013)**

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and frequency for collection of evidence
<p>Student Academic Growth</p> <p>Achievement Gaps in proficiency and growth between major student subgroups</p>	<ul style="list-style-type: none"> Value-added nationally normed individual and group assessment or equivalent for English and Math Established benchmarks for each student Placed-based rubric specific to charter school 	<ul style="list-style-type: none"> Percentage of students who make one year's growth Percentage of students moving to a higher performance level for academics and goals of the charter school 	<ul style="list-style-type: none"> Determined in contract based on the applicant's goals Rubric established and other evidence identified (portfolio, exhibition, etc.) <p>Proposed target: A minimum of 80% of BA students will perform at least 2% points above N W E A M A P ' s R I T growth norms (see http://www.nwea.org/node/4347) on all areas of student achievement assessed.</p> <ul style="list-style-type: none"> Goals for gap closure to be specified in the contract Agreement to review goals annually with authorizer State data will be used a comparison. <p>Proposed target: Using various data sources, including SAT, PSAT, NWEA MAP, and student portfolios, BA will, during the 2013 -2014 academic year, analyze data to understand:</p> <ol style="list-style-type: none"> If significant performance gaps exist between student demographic groups, If so, what (and to what degree) learning areas are affected by varying performance. <p>Once these baseline indicators are identified, BA will strategize to identify</p> <ol style="list-style-type: none"> Measurable targets for narrowing performance by maintaining and/or accelerating rates of progress for all students and Action steps that will be deployed to address these challenges. 	<ul style="list-style-type: none"> Within the first three months, school has established individual student records for target information, offered quarterly and annually Goals for gap closure to be specified in the contract Agreement to review goals annually with authorizer State data will be used as comparison

**Performance Indicators, Measures, Metrics and Contract Evaluation Criteria
Baxter Academy for Technology and Science (Updated 5/3/2013)**

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and frequency for collection of evidence
Student Attendance	<ul style="list-style-type: none"> Average Daily Attendance Rate Individual student attendance rate Unexcused absences 	<ul style="list-style-type: none"> Percentage of students attending a target percentage of days Percentage of students exceeding a particular number of truancies in a given period of time. 	<p>Moving into the 2014 – 2015 academic year, BA will assess the degree to which it has successfully narrowed performance gaps as described above and will continue to do so over time.</p> <ul style="list-style-type: none"> Percentage of students attending a target percentage of days Percentage of students exceeding a particular number of truancies in a given period of time <p>Proposed target: BA will have attendance rates at least 1% above the state average for attendance, with a simultaneous goal of having attendance rates at or above 94%.</p>	<ul style="list-style-type: none"> MEDMS system for reporting data Targets to be set with each contract School data to be compared with state average and for “comparison band” schools
Recurrent Enrollment from Year to Year	<ul style="list-style-type: none"> Student re-enrollment from one year to the next Continuous enrollment of students for multiple years 	<ul style="list-style-type: none"> Percentage of students re-enrolled from one year to the next Percentage of students continuously enrolled for multiple years 	<ul style="list-style-type: none"> Percentage of students re-enrolled from one year to the next Percentage of students continuously enrolled for multiple years <p>Proposed target: BA aims to have, at a minimum, a re-enrollment rate of 90% with 90% of students maintaining continuous enrollment for multiple years.</p>	<ul style="list-style-type: none"> Reviewed semi-annually

**Performance Indicators, Measures, Metrics and Contract Evaluation Criteria
Baxter Academy for Technology and Science (Updated 5/3/2013)**

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and frequency for collection of evidence
Postsecondary readiness (for HS)	<ul style="list-style-type: none"> Graduation rate Success in dual enrollment courses SAT or ACT scores Enrollment in post-secondary institutions (college, trade and apprenticeship) For students not enrolled in post-secondary institutions, full-time employment or military enlistment 	<ul style="list-style-type: none"> Federal 2-year ACCR Maine-determined graduation rates, as determined under Title 20-A MRSA, section 5031, subsection 1 Percentage of students completing dual enrollment courses Percentage of students scoring at or above the state average on SAT or ACT tests Percentage of graduates enrolled in a post-secondary institution (college, trade and apprenticeship) by Feb of year 1 after graduation Percentage of graduates not enrolled in post-secondary institutions but employed full-time or enlisted in the military by February of Year 1 after graduation. 	<p>Proposed targets (embedded):</p> <ul style="list-style-type: none"> Federal 4-year ACCR (97%) Maine-determined graduation rates, as determined under Title 20-A MRSA, section 5031, subsection 1 (97%) Percentage of students completing dual enrollment courses TBD based on Year 1 baseline Percentage of students scoring at or above the state average on SAT or ACT tests ($\geq 51\%$) Percentage of graduates enrolled in a post-secondary institution (college, trade and apprenticeship) by Feb of Year 1 after graduation ($\geq 90\%$) Percentage of graduates not enrolled in post-secondary institutions but employed full-time or enlisted in the military by February of Year 1 after graduation ($\leq 10\%$) 	<ul style="list-style-type: none"> Annual review
Financial Performance and Sustainability	<ul style="list-style-type: none"> Budget versus Actual revenue and expenditures External audit reports 	<ul style="list-style-type: none"> Percentage variation between budget and actual revenue and expenditures Balance Sheet Presence of management findings or deficiencies on an audit report, and success in correct findings 	<p>Proposed targets (embedded):</p> <ul style="list-style-type: none"> Percentage variation between budget and actual revenue and expenditures (+/- 10%) Balance Sheet (Quarterly review) Presence of management findings of deficiencies on an audit report, and success in correct findings (Annual external audit report for each fiscal year) 	<ul style="list-style-type: none"> Quarterly financial reports available to the authorizer

**Performance Indicators, Measures, Metrics and Contract Evaluation Criteria
Baxter Academy for Technology and Science (Updated 5/3/2013)**

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and frequency for collection of evidence
<p>Governance Board Performance and Stewardship</p>	<ul style="list-style-type: none"> Public Accountability: Transparent, responsive and legal compliant Board operation Oversight of school leadership team 	<ul style="list-style-type: none"> Board operations consistent with By-laws, Charter Contract and state laws, including Freedom of Access Law and law prohibiting conflicts of interest 	<p>Proposed targets (embedded):</p> <ul style="list-style-type: none"> Frequency of governance board meetings to be negotiated in contract (weekly, via telephone conference line or in-person; Duty-noticed meetings as needed). Evidence of bylaws and policies in place and are regularly reviewed. (In application) Meeting minutes made publicly available (e.g., internet) within timely fashion (Posted within 30 days of approval on www.baxter-academy.org) 	<ul style="list-style-type: none"> State and Federal IRS forms are regularly filed and available to the public Authorize to conduct semi-annual interviews with Governance Board Chair and Chief Executive Officer.
<p>Adequacy of Facilities in Maintenance in Support of Program</p>	<ul style="list-style-type: none"> Actual facility cost Room utilization Cleanliness of facility Maintenance request log Capital improvement plan 	<ul style="list-style-type: none"> Percentage of over or under cost projection Rate of room utilization Daily cleaning logs Maintenance requests and time completed 1-3-5 year plan for capital improvements 	<ul style="list-style-type: none"> Targets negotiated in the contract Proposed targets (embedded): Executive Director will provide an annual report to the Board of Directors related to: <ul style="list-style-type: none"> Percentage of over or under cost projection on facilities (+/- 5%) Rate of room utilization Daily cleaning logs Maintenance requests and time completed Updated 1-3-5 year plan for capital improvements 	<ul style="list-style-type: none"> Records available on request Annual review of maintenance and capital improvements

**Performance Indicators, Measures, Metrics and Contract Evaluation Criteria
Baxter Academy for Technology and Science (Updated 5/3/2013)**

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and frequency for collection of evidence
School Social and Academic Climate	<ul style="list-style-type: none"> • Instances of bullying, harassment, or other abusive practice • Confidential surveys of parents, staff and students regarding social and academic climate • Emotional/social growth of students 	<ul style="list-style-type: none"> • Reports of actual or suspected bullying, harassment or other abusive practices • Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate • Survey of students and staff 	<p>Proposed targets (embedded):</p> <ul style="list-style-type: none"> • The school will maintain the same state and federal reporting requirements as for public schools. (Year 1 will serve as a baseline year for identifying the degree of behavioral challenges within the BA student population. As such, data will be collected and analyzed, at a minimum, twice each school year, to determine potential schoolwide needs for intervention and/or targeted interventions for individual or smaller groups of students. Targets will be set to continuously minimize behavioral incidents, with the ultimate goal of having virtually none.) • School will participate in the state student climate surveys; data compared with comparison schools (BA will conduct annual anonymous online surveys of school stakeholders, including faculty and staff, parents, and students, with a goal of 90% participation. BA will, in Year 1, develop a baseline of stakeholder satisfaction and will identify if any gaps exist between perceptions of various stakeholder groups. BA will share data with stakeholders and solicit their feedback to continuously improve in this area. Further probes (such as focus groups) will be completed as appropriate to better understand the nuances of stakeholder perceptions and to inform improvement strategies. The ultimate goal is to have 100% satisfaction with BA's academic, social, and organizational climate, with insignificant variation between stakeholder groups). 	<ul style="list-style-type: none"> • Reviewed annually

**Performance Indicators, Measures, Metrics and Contract Evaluation Criteria
Baxter Academy for Technology and Science (Updated 5/3/2013)**

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and frequency for collection of evidence
Parent and Community Engagement	<ul style="list-style-type: none"> Partnerships Communications systems Parent participation in their children's education and in operation of the school 	<ul style="list-style-type: none"> Partnerships with community organizations and non-charter public schools Regular and clear communications to and from parents and caregivers regarding operations of the school and about their children specifically Participation in parent-teacher meetings Parent and family participation in school-sponsored activities including volunteer and fundraising activities. 	<p>Proposed targets:</p> <ul style="list-style-type: none"> Targets to be established in the contract and noted in school handbooks for parents and students Plan for parent conferences established, and records maintained (BA will host parent/student conferences twice/year and will document the related activities, conversations, and decisions accordingly.) BA will send, at a minimum, monthly communications to parents via e-mail and/or web-posting to advise them of school happenings and important upcoming dates and decisions. BA will document parent/guardian participation in volunteer groups and activities to gather baseline information for year 1 and set goals for improvement moving forward. BA recognizes that parents bring a variety of capacities to the table. Our goal is to have 100% parental involvement in one fashion or another. We will document the ways in which parents participate as well as the amount of time they contribute. BA will also document our growing portfolio of corporate and community partners, aiming for added breadth (growing pool of partners) and depth (deeper engagement with partners). 	<ul style="list-style-type: none"> The Authorizer will meet annually with a representative group of parents to review their sense of school compliance with target practices School will present evidence of parental feedback and their subsequent actions.

Required Elements Pre-Opening Plan Exhibit C

Baxter Academy for Technology and Sciences

Final from Jana 5-3-13

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete	
Governance	Board Recruitment	Founders	In application	4/1/13	
	Articles of Incorporation and Nonprofit filings	Founders and Governing Board	In application		
	By-laws	Founders and Governing Board	Revised	5/3/13	
	Organizational Chart	Founders and Governing Board	In application	5/3/13	
	Organizational Policies and Procedures	Founders and Governing Board	In application	4-12/13	
	Staff Handbook	Governing Board Executive Director	In application	9/28/12	
Enrollment	Enrollment Policy and Enrollment Plan	Governing Board	In application	4/12/13	
	Required min/max enrollments	Governing Board	On contract date	5/3/13	
	Application process for admission	Governing Board/ Executive Director	In application	9/28/12	

Enrollment (Continued)	Assessment of student interest	Executive Director /Director of Admissions	Ongoing	
	Admissions and Lottery procedures	Executive Director /Director of Admissions	In application	9/13/12
	Admissions Notification and/or Lottery Deadline	Executive Director / Director of Admissions	Prior to April 1 st of school year	4/30/13
	Admissions Acceptance Decisions	Executive Director / Director of Admissions	Prior to April 1 st of the school year	4/30/13
	File Pre-enrollment Report to SAU's	Executive Director	April 1 of the school year	4/30/13
Staff Recruitment and Hiring	Recruitment Procedures for Principal and Key Admin. (Chief Finance Officer, Special Services Director, others)	Governing Board / Executive Director	In application p.234-244	9/23/12
	Hiring of Principal and Key Admin. (CFO, S.S. Director,	Governing Board/ Executive Director	90 days prior to school opening contract date	

	others)				
Staff Recruitment and Hiring (Continued)	Professional Instructional Staff (FT and PT Regular Teachers, Special Ed., ELL Teachers); background checks completed	Executive Director / Head of School	30 days prior to start of school year		
	Paraprofessionals	Executive Director / Head of School	20 days prior to start of school year		
	Clerical Staff	Executive Director / Head of School	20 days prior to start of school year		
	Substitute Teachers	Executive Director / Head of School	At start of school year		
	Initial Professional Development and Staff Orientation	Executive Director / Head of School	5 days prior to start of school year		
		Governing Board / Executive Director	In application		3/9/13
	Facilities and Safety	Signed lease for all space as listed in application	Governing Board / Executive Director		
		All required renovations to meet approved school inspections	Governing Board / Executive Director	30 days prior to start of school year	

	Certificate of Occupancy	Executive Director / Head of School	30 days prior to start of school year	
Facilities and Safety (Continued)	Fire and Asbestos Inspections, Lead-paint Assessment	Executive Director / Head of School	30 days prior to start of school year	
	Insurance Policies in place	Executive Director / Head of School	10 days after contract date	
	Utilities (water and air quality, plumbing, electricity)	Executive Director / Head of School	30 days prior to start of school year	
	Capital Equipment and Installation	Executive Director / Head of School	30 days prior to start of school year	
	Office and Classroom Equipment and Installations	Executive Director / Head of School	20 days prior to start of school year	
	Emergency Contact Sheet and Safety Plan	Executive Director / Head of School	15 days prior to start of school year	
Student Learning	School Calendar and Student Schedule	Executive Director / Head of School	In application p.211-212	9/23/12
	Code of Conduct	Executive Director / Head of School	In application p. 259-261/38-42	9/23/12
	Special Services and Special Education Policy	Executive Director / Head of School /Special Services Coordinator	90 days prior to start of school year	

Student Learning (Continued)	Approved Special Education Plan	Executive Director / Head of School / Special Services Coordinator	30 days prior to start of school year		
	Curriculum Accommodation Plan	Executive Director / Head of School	30 days prior to start of school year		
	Title I, Special Education and ELL approved plans	Executive Director / Head of School / Special Services Coordinator	30 days prior to start of school year		
Finance and Financial Services	Operating Budget - final pre-opening revisions	Governing Board / Executive Director	45 days prior to school opening		
	Cash-flow Projections	Executive Director /CFO	On contract		
	Fiscal Policies and Procedures Manual	Executive Director /CFO	In application	9/23/12	
	Financial accounting system compatible with MEDMS	Governing Board / Executive Director	90 days prior to school opening		
	Grants / Entitlements (State	Executive Director /CFO	Ongoing		

	and Federal)	/Director of Dev.		
Finance and Financial Services (Continued)	Other Grants	Executive Director /CFO /Director of Dev.	Ongoing	
	Misc. Funds / Fund-raising Plan	Executive Director /CFO /Director of Dev.	Ongoing	
	Audit Timeline	Governing Board / Executive Director	On signing of contract/Exhibit E	
Technology	Hardware installed and set-up	Director of IT	30 days before opening of school	
	Software installed and set-up	Director of IT	20 days before opening of school	
	Student/Staff IT Policy and Procedures in place	Executive Director /Director of IT	On signing contract	
Curriculum and Instruction	Curriculum Plan	Executive Director /Head of School	In application	9/28/12
	Instructional Materials purchasing plan	Executive Director /Head of School	In application	9/28/12
	Classroom assignments and set-up	Executive Director /Head of School	15 days before opening of school	
Student Services, Records and	Attendance, Student Retention Records	Executive Director /Head of School	90 days before opening of school	6/1/13

Reporting System	System				
Student Services, Records and Reporting System (Continued)	Academic Performance Information	Executive Director / Head of School	30 days prior to school opening		
	Student information system compatible with MEDMS	Executive Director / Head of School	30 days prior to school opening		
	Student academic assessment and reporting plan compatible with MEDMS	Executive Director / Head of School	30 days prior to school opening		
	Transportation Plan and Contract	Executive Director / Head of School	30 days prior to school opening		
	Nutrition/Food Service Plan and Contract	Executive Director / Head of School	30 days prior to school opening		
	Health and Wellness Plan	Executive Director / Head of School	In application p.193	9/23/12	

Staff Information and Records System	Employment Policies, including performance evaluation criteria and procedures for professional and support staff, compatible with MEDMS	Governing Board / Executive Director	In application	6/1/13
Professional Development Plan	Head of School	In application	9/28/12	

P/Charter Schools/Preopening Plan/Required Elements Pre-Opening Plan Exhibit C Approved 1-8-13
 RB

CLOSURE PLAN Exhibit D

1. Documentation of Closure Action:

Should Baxter Academy for Technology and Science (the "School") be closed for any reason by the School's governing board (the "Board"), the School shall send notice of such action 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 initiate the closure action, timely notice will be sent to the Board and the DOE. Within 5 calendar days of the official closure action taken by the Board or within 5 calendar days of receipt of notice from the MCSC, the School must send a notice of closure to:

- Parents or guardians of students;
- The school administrative units of residence of the students in attendance at the School;
- Collaborative partners in the local community; and
- The DOE.

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

- The effective date of the closure;
- The name of and contact information for the individual responsible for handling inquiries regarding the closure (the "transition coordinator");
- The process for transferring student records to the students' 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 parents and guardians of students will include:

- Information on how to transfer the student to his or her school administrative unit of residence or to another traditional public school, charter school or private school; and
- Information on how to obtain certified student information that may include grade reports, discipline records, immunization records, and any other appropriate information.

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.

2. School and Student Records Transfer:

The transition coordinator is responsible for ensuring that the students' educational records are transferred to each student's district of residence no later than 10 days following the closure, to the extent required or permitted by law.

If a parent or legal guardian notifies the transition coordinator in writing that the student will be attending school at a public or private school other than in the student's district of residence, the transition coordinator is responsible for ensuring that the student's education records are transferred to that public or private school no later than 10 days following the closure.

The transition coordinator is responsible for providing of a list of students in each grade level and the courses and/or the standards they have successfully completed to the DOE no later than 30 days after the closure.

3. Financial Close-out:

Within 60 days after receiving notification of closure, the DOE will notify the School of any liabilities the school owes the State. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities.

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.

This final audit report must be submitted to the MCSC in the form required.

A closeout audit must be completed within twelve months after the closure of the school that will determine the disposition of all liabilities of the School as well as ensure disposal of any net assets remaining after all liabilities have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

Any public funds (i.e. funds paid to the school by school administrative units pursuant to Section 4.2.1 or any funds paid by the State of Maine) remaining after satisfaction of outstanding obligations to employees and creditors must be paid to the Treasurer of the State of Maine for a public purpose to the extent required by 20-A M.R.S. § 2411(8) or its successor.

Any remaining private funds and other assets of the Charter School shall be disposed of consistent with Maine nonprofit organization law provided that the School must maintain records demonstrating that any private funds are not public funds.

**Maine Charter School Commission
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.

Target date: January 15.

- b. At the end of Year One, the School will provide a statistical summary of student scores in accordance with the appropriate MEDMS template.

Target date: June 30.

- 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.

Target date: September 1.

- 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)

Target dates: January 15 and June 30.

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 requirements as promulgated by MDOE.

Target date: June 30.

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

- c. The Commission will review annually the agreement between the School and MDOE and/or an SAU or other approved provider for special education services to the school.
Target date: June 30.

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 calendar 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.
Target dates: October 1, February 15 and June 30.

- 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.
Target date: June 30.

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 on the required filing dates.
- b. Copies of any expulsion records will be provided to the Commission **within ten business days** 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.
Target date: December 1.
- b. Annually, the School will provide a copy of its current parent-student handbook and related policies, highlighting any changes from that approved in the charter contract.
Target date: September 1.
- c. Commission members will meet annually with a representative group of parents, community members and/or volunteers for the purposes of receiving feedback on the school's community engagement plan.
Target date: At the annual on-site review. (See section 9 below.)

7. Transportation Contract, Food Service, Facilities Maintenance and Performance Record.

- a. Provide an annual report on performance based on the respective plans as approved in contract.
Target date: June 30.

- b. If necessary, the School and the Commission may re-open any relevant contract provision related to transportation, food service or facility maintenance based on the first annual review.

Target date: June 30.

8. Financial Reports

- a. The School will insure that monthly and quarterly financial reports are created and distributed to the governing board. The School will provide **quarterly reports** to the Commission with the evidence that the Governing Board has reviewed them in compliance with standard auditing practices.

Target dates: October 15, January 15, April 15 and July 15.

- b. Quarterly financial statements will include revenues and expenses in accordance with state accounting reporting system.

- c. The 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.

Target date: October 31.

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

Target date: September 1.

9. Governance Reports

- a. Once a year the chair of the governing board and the chief school executive will have an on-site visit and meeting with the Commission to discuss the role of the board in exercise of its oversight responsibilities to the school and its students and families.

Target date: During the last quarter of the school year, while school is in session.

10. Standards and Processes for Revocation of a Contract

- a. If at any time the Commission determines, as the result of receiving a complaint or on its own review of the information obtained through the monitoring process, that it has significant concerns regarding the School's failure to comply with the terms of the Charter 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. Such notice shall identify the specific concerns, stating that the concerns represent potential violations of law or the Charter that could lead to sanctions by the Commission up to and including revocation of the Charter. The Commission shall require a written response, including a plan for timely remediation within **thirty calendar days** of receipt of the notice by the School.

- b. No later than **ten 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 **thirty business days** to issue a letter of findings including either 1) conditions for the continued operation of the School including timelines for required remediation, or 2) the time and date under which the school is ordered to begin implementation of the Closure Plan. Subsequent failure on the part of the School to comply with the conditions and timelines for continued operation without seeking additional assistance or relief from the Commission will result in notice of the time and date under which the School is ordered to begin implementation of the Closure Plan.

11. Emergency Closure

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

11-28-12 Approved 12-4-12
Commission approved 12-4-12 as Generic Template for use by all schools. S. Forster 5-3-13
RD/SR/BK
P/Charter Schools/Monitoring Plan Exhibit E 12-4-12 APPROVED

Appendix B: Resumes of Key Personnel

1. Carl Stasio, Executive Director
2. Michele LaForge, Head of School
3. Angie Taylor, Grant Project Manager
4. Pam Rawson, PD Coordinator
5. Moises Nunez, Special Education Director
6. Kate Driver, Guidance Director
7. Nathaniel Edmunds, Flex Friday Coordinator
8. Antonia Winter, ELL Investigator/Ambassador

CARL J. STASIO, JR.



CAREER EXPERIENCE

Executive Director	Baxter Academy for Technology and Science Public Charter School Portland, ME 04101	2013-Present 135 students
Headmaster	Thornton Academy Saco, ME 04072	1986-2012 1,522 students
Principal	Wells High School CSD, Wells-Ogunquit, ME	1979-1986 575 students
Assistant Principal (1975-1979) Curriculum Supervisor (1970-1975)	Methuen High School Methuen, MA	1970-1979 2,600 students
Supervisor K-12	Massachusetts Department of Education State Curriculum Office, Boston, MA	1969-1970
Teacher, History	Burlington High School Burlington, MA	1965-1969

EDUCATION

Boston University	Completed coursework for Ed.D
Northeastern University	Completed certification requirements: Senior high school principal, Superintendent of Schools Kappa Delta Pi Honor Society for Academic Excellence
University of Massachusetts	M.A.T Teaching/History
Boston College	A.B. Political Science

KEY PROFESSIONAL ACTIVIT

Peer Leadership

New England Association of Schools and Colleges (NEASC)

Member, Board of Trustees	2004-2013 2006-President
Commission on Independent Schools (CIS)	
Chair	1999-2003
Member	1994-2001
Commission on American International Schools Abroad (CAISA)	
Chair	2008-2014
Member	Since 2000
MaineLead: Board of Directors	1990-1994
Harvard Principals' Center: Advisory Board Member	1986-1988
Maine Principals Academy:	1984-1988
Director	1986-1988
Association for Supervision and Curriculum Development	1983-1990
High School Futures Network Participant: Thornton Academy	1988-1990
High School Futures Network Participant: Wells High 1983-1985	1983-1985
National Association of Social Studies Supervisors	
Member	1968-1980
President	1977
Massachusetts Council for the Social Studies: President	
Member	1968-Present
President	1974

School Accreditation

New England Association of Schools and Colleges (NEASC)

Chair or member of 30+ international and domestic school evaluation teams since 1975

Schools include:

- Antwerp International School (Antwerp, Belgium) 2011
- Chinese International School (Hong Kong, China) 2009
- YewChung International School (Shanghai, China) 2005
- Collegio Bilingue New Horizons (Santo Domingo, DR) 2004
- Zurich International School (Zurich, Switzerland) 2002
- Modern American School (Amman, Jordan) 2000
- The American School in Switzerland (Surrey, England) 1996
- St. Stephen's School (Rome, Italy) 1994

PROFESSIONAL ORGANIZATIONS

National Association of Independent Schools
 Independent Schools Association of Northern New England
 Harvard Principals' Center

Maine Association of Independent Schools
Association for Supervision and Curriculum Development
National Council for the Social Studies
Massachusetts Council for the Social Studies

MICHELE LAFORGE

EDUCATION

Northwestern University, Evanston, IL

M.A. in Slavic Languages and Literatures (ABD) Sept 1991 – June 1994 Thesis: “Blok and Pushkin: The Influence of Lyric”

University of New Hampshire, Durham, NH

B.A. Dual Degree in Russian and Mathematics Sept 1987 – June 1991

Areas of Concentration: Statistics, Logic, and Philosophy

Phi Beta Kappa, Pi Mu Epsilon (Mathematics Honors Society), Dobro Slovo (Russian Honors Society)

SCHOOL ADMINISTRATION EXPERIENCE: BAXTER ACADEMY FOR TECHNOLOGY AND SCIENCE

Head of School

May 2013 – present

Has primary or shared responsibility for Instructional Leadership, Curriculum Development and implementation; Teacher Development; School Culture including discipline and events; Personnel Decisions, Budgeting and Financial Management, and Legal Compliance;

ADMIN AND TEACHING EXPERIENCE: FREEPORT HIGH SCHOOL MATHEMATICS DEPARTMENT

Math Strategist

Sept 2012 – June 2013

At a district and school level, planned for math instruction and designed curriculum; implemented schedule designed to support better math learning; developed and instituted a Math Center which welcomed and incentivized students at all level of math learning, with varied needs, to come for math help, review, preteaching, SAT preparation, and math conversation; mentored new teachers, student teachers, and community volunteers.

Department Chair, Mathematics Department

Sept 2007 – June 2013

Developed budget and course assignments; managed parent, student, and teacher expectations and aspirations; directed curriculum mapping and development through the Understanding by Design model, among others.

Mathematics Teacher

Sept 2003 – June 2013

Designed and taught courses in Algebra, Geometry, Precalculus, Personal Finance, Geometry in the Real World, at all student skill and experience levels

Leadership Team and Teacher Leader Positions

Sept 2005 – June 2013

Served on Leadership Team of Freeport High School, facilitated meetings of staff toward a shared vision and short and long term goals for school health and improvement.

- Participated in training and leadership as an Understanding by Design teacher leader;
- Participated on School Action Planning and Consolidation committees;
- Served on National Honor Society and Senior Project Review Committees 2010-2013;

RELATED EXPERIENCE

Princeton University Press, Princeton, NJ

Assistant Director

1998 – 2003

Responsible for all Sales and Publicity for Princeton University Press, a \$17-million academic, text, and trade book publisher. Managed a staff of thirteen full time Sales and Publicity staff; developed and maintained customer service function and standards; Negotiated with major booksellers and wholesalers on orders, discounts, promotions, and returns policies; developed and achieved sales revenue and expense targets.

Princeton University Press

Strategic Planning Consultant

1996-2004

Initiated and facilitated annual strategic planning; conducted preliminary interviews and outlined strategic issues; established discussion guidelines and goals; moderated, arbitrated, and participated in planning retreat; wrote final action and narrative strategic plans.

Oxford University Press, New York, NY

Acquisitions Editor, Physical Sciences

1997 – 1998

Acquired manuscripts for worldwide publication in Physics and Chemistry for Academic, Trade, Text, and Reference book lines; built a publishing program that met rigorous academic standards and contributed to discourse; developed contacts with experts in relevant fields; promoted and advanced list through travel, correspondence, and website.

LANGUAGES

English – native language

Russian – speak, read, and write with basic competence

French/Latin – background knowledge

MEMBERSHIPS

MPA – Maine Principal's Association, since 2013

NCTM – National Council of Teachers of Mathematics, since 2004

ATOMIM – Association of Teachers of Mathematics, since 2010

Secondary Education Teaching

Baxter Academy of Math and Science
Portland, maine

2014-Present

Humanities Teacher 9-11

- Co-teach Humanities 10
- Teach preventing Genocide, Film Studies, and Collapse of Civilizations
- Designed proficiency based report card and transcript
- Designed intersession
- Co-designed Behavior policy and disciplinary ladder
- Co-designed proficiency based grading system

Poland Regional High School
Poland, Maine

2000-2011

Humanities Teacher 9-11

- Co-taught Humanities 9, 10, and 11
- Developed a standards based humanities curriculum
- Created common standards based assessments
- Maintained Power Law gradebook

Secondary Education Administration

Poland Regional High School
Poland, Maine

2007-2001

D-PaTH Designer and Coordinator

- Designed a new alternative school (D-PaTH) at Poland Regional High School that was student centered, allowing students to work at their own pace while meeting the same standards as mainstream students
- Facilitate the development of 9-12th grade curriculum in English, history, science, and math
- Conducted weekly team meetings focusing on student progress and curriculum
- Managed course schedules, curriculum that met all school/state standards

Student Judiciary Board Designer and Chairperson

- Designed and implemented a student judiciary board
- Set up legal training for judiciary members
- Created a discipline ladder that included the opportunity to move back down the ladder based on good behavior
- Heard cases, discussed, and collaboratively decided on natural consequences for issues, such as fighting, stealing, bullying
- Communicated consequences to parents, roundtable advisors, and principal
- Maintained records of decisions made by the board and monitored follow through of consequences

Standards Recovery Coordinator

- Designed a standards recovery program for students who did not meet course standards
- Liaison between teacher, student, and parents
- Monitored student progress and reported out to teachers about progress

- Worked with registrar to update student transcripts

Elementary Education Administration

Elm Street School **2011-2014**

Mechanic Falls, Maine

Principal 2011-2014

- Supervised elementary faculty development
- Designed and implemented a digital RTI academic and behavioral process
- Developed and implemented an improvement plan that included professional development focus in Fountas and Pinnell training, *The Daily 5* & *The Cafe* framework, Data Driven Dialogue (Bruce Wellman), and CFG training
- Facilitated the integration of special education students fully into mainstream classrooms
- Facilitated the development of RSU 16 elementary grade level standards (Common Core) and common assessments and rubrics
- Participated in Maine DOE case study focusing on learner centered literacy
<http://maine.gov/doe/cbp/videos/rsu16a.html>.
- Participated in the Supervision and Evaluation Committee to develop a comprehensive evaluation.

Curriculum and Assessment

University of New England **2008-present**

Biddeford, Maine

Adjunct Instructor MS Ed Program

- Designed EDU 701: Instructional Leadership course
- Taught EDU 695: Portfolio; EDU 740: EDU 690: Action Research

Pearson Education **2005-Present**

Des Moines, Iowa

SAT Essay Reader

- Norm and Grade SAT essays

New England Association of Schools and Colleges **March 2011**

Burlington, MA

Member, Visiting Team

- Collected evidence of curriculum and assessment
- Co-drafted report for review

Education & Certification

University of Southern Maine, Portland, Maine

Extended Teacher Education Program (ETEP)

Masters of Science in Education, May 2001

Maine State Teacher Certification 7-12

University of Southern Maine, Department of History

Bachelor of Arts Degree in History, May 1998

Certification

Building Administrator K-12 (040) December 2012 - July 2017

POSITIONS HELD

Baxter Academy for Technology and Science	<i>2013-present</i>
Mathematics Classroom Teacher: Founding faculty member. Design and teach all levels of integrated, standards-based mathematics curriculum in this start-up public charter school. Hold a variety of leadership positions including coordinating and scheduling students, department budgeting and professional development, and observing and mentoring colleagues.	
Poland Regional High School	<i>2001-2013</i>
Mathematics Classroom Teacher: Taught all levels of mathematics courses on several interdisciplinary teams. Helped individual students meet math standards in an in-house alternative program. Held a variety of leadership positions including coordinating and scheduling students, department budgeting and professional development, and observing and evaluating colleagues.	
Wells High School	<i>1997-2001</i>
Mathematics Classroom Teacher: Taught various mathematics courses in grades 9 through 12. Introduced <i>Core-Plus Mathematics</i> as an alternate pathway for all students.	
Maine Mathematics & Science Alliance/MSAD 75	<i>1995-1997</i>
Mathematics Facilitator: Assisted classroom teachers and administrators to align their mathematics curricula with state and national standards, including Maine's <i>Learning Results</i> . Co-authored a successful professional development grant to work with middle school teachers from around the state implementing <i>Connected Mathematics Project</i> .	
Cape Elizabeth High School	<i>1990-1995</i>
Mathematics Classroom Teacher: Taught various mathematics courses in grades 9 through 12.	
Portland High School	<i>1988-1990</i>
Mathematics Classroom Teacher: Taught various mathematics courses in grades 9 through 12.	

OTHER RELEVANT EXPERIENCE

T³ Regional Instructor, Texas Instruments	<i>2013-present</i>
Design and facilitate custom professional development to implement standards-based mathematics instruction using TI technology. Work with teachers in New England.	
Independent Consulting	<i>2000-present</i>
Design and facilitate custom professional development to implement <i>Core-Plus Mathematics</i> . Work with schools in New England and across the country.	
University of New England	<i>2009-2010</i>
Instructor: Taught a secondary mathematics methods class for the Department of Education.	
University of Southern Maine	<i>1995-1998</i>
Instructor: Taught a secondary mathematics methods class for the College of Education and Human Development.	
Maine Mathematics & Science Alliance	<i>1997-1998</i>
Director: High School Mathematics Academy. Year-long academy focused on experiencing and implementing exemplary middle level and high school curricula, including <i>Connected Mathematics</i> and <i>Core-Plus</i> materials.	
University of Southern Maine	<i>1993-1995</i>
Director: Southern Maine Science and Mathematics Academy. Year-long academies, co-sponsored by the University of Southern Maine, Wells National Estuarine Research Reserve, and the Maine Mathematics & Science Alliance. Focus of the academies was on the implementation of standards-based curriculum, instruction, and assessment.	

AWARDS & HONORS

The Jacqueline Mitchell Mathematics Educator Award	<i>2011</i>
Given annually to an individual for contributions to mathematics education in Maine.	
Professional Development Grant	<i>2006</i>
Awarded by the National Council of Teachers of Mathematics' Mathematics Education Trust for the continued pursuit of knowledge by practicing mathematics teachers	

EDUCATION

University of Maine, Orono, Maine	<i>1986-1988</i>
Master of Arts, Mathematics Candidate	
University of Lowell, Lowell, Massachusetts	<i>1982-1986</i>
Bachelor of Science, Mathematics. Concentrations in Statistics and Computer Science	

SELECTED PROFESSIONAL DEVELOPMENT ACTIVITIES

Texas Instruments	2006-present
Participant in national field test of TI-Nspire technology. Test, use, and provide feedback for new releases as requested. Participant in New England Teacher Leadership Cadre summer 2011 through summer 2012. Participant in ongoing professional development for T ³ Instructors.	
Core-Plus Mathematics Project	1999-2011
Participant in summer institutes implementing <i>Core-Plus Mathematics</i> .	
US Department of Education	1998
Reviewed curriculum for the <i>Promising and Exemplary Materials</i> project. Trained in curriculum analysis methods and analyzed three programs.	
Connected Mathematics Project	1996
Participated in a two-week summer institute at Michigan State University to implement the <i>Connected Mathematics Project</i> , a middle level mathematics program. Subsequently, worked with teachers across southern Maine to implement the materials.	
Project WIM, University of Southern Maine	1990
Participated in a three-week summer institute about standards-based curriculum, instruction, and assessment in grades K through 12.	

SELECTED PRESENTATIONS & PUBLICATIONS

T³ International Conference	2014
Presented about use of computer algebra systems in the teaching of high school mathematics using TI-Nspire technology.	
T³ International Conference	2013
Presented about methods of investigating recursive functions using TI-Nspire technology.	
T³ International Conference	2012
Presented about integrating statistics throughout high school mathematics and Common Core Standards.	
T³ International Conference	2009
Presented about use of computer algebra systems in the teaching of high school mathematics.	
Southern Maine Partnership	2001-2002
Co-wrote the Mathematics section of the <i>Content Area Frameworks</i> to help teachers interpret and implement <i>Maine's Learning Results</i> .	
Wells National Estuarine Research Reserve	1995
Edited <i>Estuary-Net</i> , the Reserve's ecology curriculum for grades 5 through 8.	
Maine Mathematics & Science Alliance	1994-1995
Co-wrote <i>Maine's Curriculum Framework for Mathematics and Science</i> , a precursor to <i>Maine's Learning Results</i> , and <i>Implementing the Frameworks – A User's Guide</i> .	
Coalition of Essential Schools	several
Presented at Fall Forum Conferences around the country on topics ranging from mathematics instruction to using literacy strategies for SAT math prep to using integrated teams for at-risk high school students.	

PROFESSIONAL MEMBERSHIPS

Association of Teachers of Mathematics in Maine; President 2013-2015, Membership Chair (present)
Association of Teachers of Mathematics in New England
National Council of Teachers of Mathematics
National Council of Supervisors of Mathematics

"Pam establishes a positive and safe environment for all of her students ... she does a great job of celebrating student success and gently correcting thinking that has gone awry."
-Cari Medd,
Principal

"I've found that she engages the kids with a mix of kindness and humor even as she holds them accountable for the high expectations she sets. The sense of her rooting for their success is almost palpable."
-Michael Hayashida,
Math Teacher

Moises Nuñez

Education

Hampshire College, Amherst, MA
Double Major: Creative Writing/Sociology

BA - 2001

University Of Southern Maine, Portland, ME
Graduate School of Education

MsEd - 2005

Work Experience

Director of Special Education and Student Services

Baxter Academy, Portland, ME

8/13 - on going

Education. Design, coordinate, and implement Special Education practices and policies. Oversee a team of 7 teachers, providers, and staff. Write, approve, and case manage 60 clients/ IEPs. Coordinate services for general student population. work closely with Head of School on issues and efforts related to student body. Train teachers in best practices, offer guidance to help school and classrooms implement specific IEP services. Oversee SPED budget. Work on strategic planning, testing and compliance goals, opening and closing classes, program development, enrollment forecasting and compliance issues.

Special Education Teacher / Program Manager

Spurwink Day Treatment School, Lewiston ME

8/11- 6/13

High School teacher and coordinator for Spurwink HS program. Teach English, Reading, Writing, History, Chemistry, Life Skills, and Job Training, daily to HS students grades 9-12. Co-ordinate services, oversee student IEP and ISP. Work in conjunction with several school districts and sending schools to design and implement transition programs for students. Coordinate meetings, medical reviews, and counseling. Supervise classroom Ed Techs.

Provisional Special Education Teacher

Saco Transition Program, Saco, ME

2/11 – 7/11

Manage classroom in a district Day Treatment Program for students with emotional, behavioral and learning disabilities. Teach English, Health and Wellness, Cooking, and History courses for grades 9- 12. Help design and implement therapeutic curriculum for the students in the program. Responsible for one-on-one supervision of two students in the program as well counseling, mentoring, IEP's, and conflict resolution for all students in the 9-10 classroom.

Program Manager

Center For Youth, Rochester, NY

12/09 - ongoing

Program Manager and designer of Project New Beginning, a program for recently incarcerated youth. Supervise five case managers. Preparing reports and other documentation to agency supervisors and funders. 50 clients in the program. Case manage 25 clients. Create, implement, and supervise workshops, Designed and implement an intensive 8-week curriculum which focused on life skills, mediation, self-empowerment, and job/employment skills. Consultant to and liaison for the RCSD, in-school suspension programs, and parents. Currently working directly with the Executive Director of CFY, and Superintendent of RCSD, creating charter school that will adapt and expand the 8-week summer curriculum in order to better serve under-credited, and out-of-school youth in the city.

English Teacher

Cambridge School Of Weston, Weston, MA

7/05-7/09

Taught English - primarily Writing (essay, opinion, technical, analysis), philosophical and political literature studies. Taught 9th- 12th grade. Taught 14 courses a year which rotate on a five week schedule. Created five courses over two years in English Department. Redesigned Expository Writing I and II. Sample courses: Voices of Protest; Ralph Ellison's *Invisible Man*; Magic Realism and Latino culture; The Harlem Renaissance: Ongoing Political Movement. Wrote evaluations for all students in courses (typically eight -14). Advised eight students. Kept in close contact with parents. Faculty advisor to United Students Of Color. Junior Varsity Basketball Coach. Dorm Parent. Director of Law Day at CSW for two years.

Lead Instructor

Urban Scholars, University of Massachusetts, MA

6/06- 12/07

Taught writing and editing to high school graduates/ UMass freshman who were matriculating into UMass system. Designed and taught two sections of a course titled "*The American Teenager*". Created and implemented curriculum that emphasized the drafting and editing process involved in academic writing. Supervised one teaching assistant. Met weekly with entire teaching staff to plan and review the progress of our students. Consulted with students on the creation of their college schedules.

Lead Teacher/ Assistant Director Dropout Outreach Program

The Learning Center, Boston, Ma

6/05- 8/08

Taught remedial

courses in English, Math, Science, and History to underachieving students in the Boston Public School System. Student ages ranged from seven to 19. Designed and supervised writing programs for The Learning Center. As co-director of Dropout Outreach Program, traveled around the city of Boston, meeting with high school dropouts, helped clients create plans to further their education, created curriculum focusing on life skills, and mediation. Provided private GED tutoring, located sources for funding and financial aide. Provided management and mentoring to outreach team.

Instructor/ Director of Interpreter Services/ Consultant

College of Nursing and Health Professions, Portland, ME

12/04 - 1/08

Co-taught a course at USM: *Culture Shock and the Dominican Republic Partnership*. For three semesters. Director of Interpreter Services, responsible for logistics and coordination of *College of Nursing and Health Profession's* bi-annual medical missions to the Dominican Republic until 2007. Matched interpreters and translators with medical staff out in the field. Supervised interpreters and translators. Traveled with group to the Dominican Republic once a year. Currently a board member and a consultant to the teams.

Program Manager/Program Supervisor

Long Creek Youth Development Center, South Portland, ME

1/03-12/03

Hired directly from *Youth Alternatives*. State of Maine Certified ED-Tech III. Supervised and taught in the *Arthur R. Gould School*. Daily one-on-one counseling, lectured on a variety of subjects, including drugs, alcohol, and safe sex. Promoted to Juvenile Program Supervisor; supervised up to forty residents and six staff in Pine Unit, where the most violent of the juvenile population was housed. Attended after-care meetings, coordinated weekly schedules, organized activities. Facilitated therapeutic groups dealing with responsibility and accountability.

Youth Worker Supervisor

Youth Alternatives, South Portland, ME

1/02-

12/02

Responsible for supervising, mentoring, and counseling a rotating group of 10 residents, at *Reardon's Place* a low level treatment center. Administered medication. Peer mediation. Licensed in DBT, TCI, and Crisis Protocol procedure, as well as grief counseling and training the trainer. Promoted to Supervisor. Designed curriculum for "*Sunday Community Dinners*" a cooking/history/ cultural studies program, centered around a five-course meal, prepared by residents under my supervision every Sunday. Trained floor staff on mediation techniques and deescalation practices.

Long Term Substitute

Waynflete School, Portland, ME

1/02 – 1/04

Substitute for middle school and high school. Worked primarily within Humanities departments. Filled in for lead teachers who were out for extended periods of time.

Researcher/Reporter

Community Research Group, Columbia University, NY

6/01- 12/01

Pre-doctorate candidate at Mailman School Of Public Health. Reseacher and reporter, Co-writer, co-editor: "*What Did Ian Tell God*" a report on school violence. Presented to Congress. As part of another project, evaluated/consulted for *AIDS Alliance*, a national HIV+ / AIDS organization. Co-taught summer course at Columbia University School Of Mental Health titled: *Qualitative Research Analysis Protocols and Methods*.

Honors/Awards:

Mott Hall School for Gifted and Talented Valedictorian, NYC, Alum, 1991. A Better Chance Scholar: 1992-1995. James Baldwin Scholar: 1998-2001. Hampshire College Speaker: Class of 2001. National Academy Of Sciences Research Recognition Award: 2001. Published in: Deadly Lessons. Summer Literature Seminars Distinguished Scholar: 2002. Board member: Dominican Republic Partnership, 2004 – ongoing. Author of *To The Campo In The Back Of A Flatbed Truck: A Report And Study of Volunteer Health Initiatives in the Dominican Republic* (2004) Published in Thinking Matters: Students Research, Scholarship, And Creativity. Lecturer at MaineThinking Matters Conference 2005. Class of 2007 and Class of 2009 Graduation Speaker, Cambridge School Of Weston. Author and designer of "The Prep School Negro School Curriculum" published by Point.Made.Films and Media, NYC. Fetzer Institute Distinguished Guest and Presenter: *Love and Forgiveness Sessions*. Member Rochester Regional Advisory Committee for Senator Kirsten Gillibrand. Consultant, Rochester Downtown Development Corporation. Board Member, The Monroe County/Rochester Youth Council. Lecturer at Werner School of Education.

**Fluent in Spanish*

KATHERINE DRIVER

SUMMARY

A graduate of Skidmore College and the University of Southern Maine, Katherine holds a Master of Science in Counseling and currently works as Director of Guidance at Gray-New Gloucester High School. She is passionate about working with students to help them be successful. In addition to her work in education, Katherine sings and plays the upright bass.

SKILLS

Student Counseling	College Advising	Academic Advising
Financial Aid	Small Group Counseling	Curriculum Development
Curriculum Design	Classroom	Lesson Planning
Standardized Testing	Educational Technology	Staff Development
Budget	Master Scheduling	Crisis Intervention

EXPERIENCE

Baxter Academy for Technology and Science

08 / 2014 - Present

Director of Guidance and Counseling

- Development and oversight of guidance program at a new, STEM focused charter high school.
- Building administrator in charge of master scheduling, academic planning and programming.
- Member of Baxter Academy Steering Committee.
- Academic and post secondary advising for students in grades 9-12.
- Management of department staff, budget, and calendar.

Gray-New Gloucester High School

09 / 2012 - 08 / 2014

Director of Guidance

- Oversight of comprehensive, developmental guidance program for Gray-New Gloucester High School.
- Academic and post secondary advising for caseload of students in grades 9-12.
- Individual and small group academic and personal counseling.
- Member of Teacher Leader committee, Graduation Committee, NEASC Accreditation section chair, and part of group developing a new high school advisory system.
- Development of large group presentations for students, parents, and community members.
- Management of department budget and calendar.
- Creation of master schedule.
- Advanced Placement Program Coordinator, International Baccalaureate counselor.
- Gatekeeper & Trainer, Maine Suicide Prevention Program.

Gray-New Gloucester High School

08 / 2011 - 06 / 2012

School Counselor

- Individual and small group counseling.
- Large group presentations for students, parents, and community members.
- Academic and post secondary advising for caseload of students in grades 9-12.
- Development of new freshman orientation program.
- Scheduling of a caseload of 200 students.
- Coordination of fall and spring College Night events.

American International School of Rotterdam

08 / 2009 - 06 / 2011

School Counselor

- Management and evaluation of a comprehensive school counseling program for students in grades kindergarten through twelve.
- Individual and small group counseling on a variety of academic and social issues.
- Academic and college advising for United States and international students.
- Design and delivery of classroom guidance lessons.
- Collaboration with teachers, administrators, and parents to meet the specific needs of an international population.
- Coordination of standardized testing, test preparation.
- Creation of middle school and high school master course schedule.

Poland Regional High School

08 / 2008 - 06 / 2009

School Counselor

- Academic and post secondary advising for high school students.
- Coordination of advisory program for students in grades 9-10.
- Individual and small group counseling, academic intervention.
- Large group presentations for students, parents, and community members.

Mast Landing School

03 / 2008 - 06 / 2008

School Counselor- Substitute

EDUCATION

University of Southern Maine

2005 - 2008

Master of Science, Counseling

Skidmore College

2001 - 2005

Bachelor of Arts, Psychology

INTERESTS

Proficiency-based education, mass customized learning, new technologies, education reform, brain based learning, solution focused brief counseling, music, digital photography.

ASSOCIATIONS

American School Counselor Association, National Certified Counselor

CERTIFICATIONS

State of Maine Certified School Counselor

National Certified Counselor

Gatekeeper and Suicide Prevention Awareness Trainer

01 / 2014

Maine Suicide Prevention Program

Nathaniel Edmunds

Committed Educator
Creative Collaborator
Pragmatic Optimist
Artist & Designer
Humanitarian
Writer

Education

2001 - 2005 BFA in New Media, Art History Minor
Maine College of Art
- Dean's list
- Community Commitment Award

Exhibition Experience

2006 Art of Space
Las Cruces Museum of Art
2005-2006 Interventionists
Mass MOCA
2005 The Black Factory
National Tour, 13 locations
2004 Back from Nature
ICA at MECA

Software Competency
Adobe Photoshop
Adobe Illustrator
Adobe InDesign
Adobe Flash
Adobe After Effects
Adobe Premiere
Final Cut Pro

Microsoft Word
Microsoft Excel
Microsoft Publisher
Microsoft PowerPoint

Foreign Languages
Ukrainian
Russian
Japanese

PORTLAND, ME

Professional Experience

Baxter Academy for Technology and Science
2012-present
Art & Design Instructor
- Grades 9-12
504 Coordinator
Flex Friday Program Coordinator
- Curriculum Development
- Hiring & Management

UKRAINE

Peace Corps
2010-2012
TESOL Instructor
- Grades 8-12
- Creative Writing
MASCOT Camp Director
- Curriculum Development
- Hiring & Management
- Grant Writing
Poltava Summer Camp Program Collaborator
- Grades 9-12
- Project Design and Management Trainer
Peace Corps 50th Anniversary Video "20/50"
- Writer & Director
- Interviewer & Videographer
- Editor & Producer

PALESTINE

St. George's School, Jerusalem
Arab Evangelical Episcopal School, Ramallah
2010
TESOL Instructor
- Grades 7-11

TOKYO

GABA Language School
2008-2009
TESOL Instructor
The Academy for Thinking in English
2007-2008
TESOL Instructor

PORTLAND, ME

Portland Color
2005-2007
Pre-press Operator
- File preparation and output
- Color correction
Customer Service Representative
- Quotes & Estimates
- Project management and tracking

ANTONIA WINTER

Classroom Teaching Experience

Ed Tech III, Baxter Academy (9/2015- Present) Portland, Maine. Providing academic support and instructional strategy to students and teachers in humanities and foreign language.

Long Term Substitute- ELL Teacher, Riverton School, Portland, Maine. (May and June, 2015) .

Supporting ELLs with small group instruction and in-class support. Collaborating and strategizing with classroom teachers and specialists around student achievement.

Instructor, Language Arts Department, (Spring semester 2015) Portland Adult Education, Portland, Maine. Conducted, Reading and Writing Argument Texts, Level 200, a class for adult English Language Learners who have placed out of ESOL instruction, and native born speakers who are preparing to sit for their GED.

Substitute Teacher, Portland Public Schools, Portland, Maine (Winter-Present 2015)

Head Teacher Kindergarten Classroom, Weybridge School Weybridge Vermont. (2/97-6/2000).

Head Teacher for Math and Science Instruction 3rd and 4th Grade. Weybridge School Weybridge, Vermont. (9/97-6/98).

Head Teacher, Beginners Classroom (Pre-Kindergarten)(9/95-6/96), Shady Hill School, Cambridge, MA.

Associate Teacher 1st and 2nd Grade Classroom, (9/94-9/95) Shady Hill School, Cambridge MA.

Related Experience as an Educator

Instructor for English Language, (2011-2014) Volunteer, LearningWorks, Portland, Maine. Conducted whole class instruction for adults with emergent English language skills and literacy skills.

Private Tutor (2000- 2015) Worked with children ages 5-16 in support of their academic school work, both in a school setting and at home, with a focus on remedial math instruction, critical reading and analytical writing and essay preparation for secondary school.

Yoga Instructor (2010-2013) Reiche School, Portland, Maine. Conducted Yoga Instruction for K-1, 180 students per week, with a focus on body awareness, self control, spatial organization and spatial orientation.

Yoga Instructor (2009-Present) Peaks Island Yoga. Weekly classes and individual instruction for adults based in the Ashtanga system.

Facilitator, (2013-2014) Adoption Support Group, Peaks Island, Maine. Facilitated Adoption support group for parents. Generated discussion around child and adolescent development, parenting children with special needs and attachment theory

Volunteer (2014) Portland Community Health Center, Portland, Maine. Helped clients from refugee populations navigate appointments by way of helping with children, filling out forms and providing translation in French language for primary care appointments when appropriate.

Education

Maine K-8 State Certification

Candidate for ELL Endorsement, USM. (Taken two of the five required classes.)

M.S. Elementary Education, 1994. Wheelock College, Boston, MA.

B.A. American Studies, 1992. Wesleyan University, Middletown CT.

Milton Academy, 1988.

Shady Hill School, 1985

Appendix C: Letters of Support

1. Marc Raibert, Founder of Boston Dynamics
2. Julie Wilson, Institute for the Future of Learning
3. Nik Charov, President, Wells Reserve
4. Daniel Amory, Keystone Donor



September 29, 2015

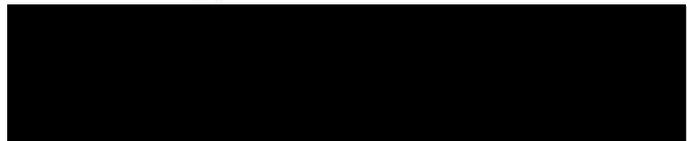
Stefan Huh
United States Department of Education
400 Maryland Ave, SW
Washington, DC 20202-5970

Dear Mr. Huh,

I'm writing to support the Baxter Academy for Technology and Science in Portland, Maine in their applications for funding. I have gotten to know the Baxter students and staff this past year through two visits to their facility. I find the place to be a remarkable inspiration for High School technical education. Just walk in the door on Project Day and you know you have arrived at a special place: every student hard at work with their fellow students, engrossed in their team projects. Up to their eyeballs in planning, technical details, execution and teamwork. Walk up to a student and ask a question and you get a fervent flood of information: some more articulate than others, but all articulate enough, motivated, determined and proud to show you what they are doing. No bored teenagers there. The projects I saw included a dynamically stable bicycle designed for the elderly and disabled, a wind-blade with an innovative pitch mechanism, and a one-person submarine. The students not only understand and apply core engineering concepts, they are learning project management, team-work, communication and creative thinking. These skills are what we look for when hiring employees at Boston Dynamics, the 100-person robotics company I founded 20 years ago as a spinoff from MIT, where I was a professor. I'll wager that a large fraction of the Baxter students would fit right in to our very-hi-tech company. After the tour at Baxter I was surprised to learn just how many students have learning disabilities or require special services: it was surprising because they were all completely functional in their project work.

Based on our experience with both the faculty and students at Baxter, my wife and I are personally providing funds to the school and I am writing to urge you to join me in supporting the important educational opportunity that Baxter's project-based model represents. What Baxter's students are accomplishing together is extraordinary and represents an important model for educating many kinds of learners in the important skills and knowledge required in STEM fields. This school deserves to be supported as a model that can empower many kinds of students to be strong innovators.

Sincerely yours,



Marc Raibert
President, Boston Dynamics

September 28th, 2015

Stefan Huh
United States Department of Education
400 Maryland Ave, SW
Washington, DC 20202-5970

Dear Mr Huh,

I am writing in support of the Baxter Academy for Technology and Science application for a Federal Planning and Implementation Grant. I understand these grants are reserved for Public Charter Schools and are designed to help fund many of the unfunded costs that Charter Schools take on in their first years of operation.

I have been an informal advisor to the Baxter Academy for Technology and Science in Portland, Maine, since its first year of operations in 2013/2014. In February 2013, I had the pleasure of meeting Jonathan Amory and Kelli Pryor, co-founders of the school, to discuss their vision and hopes and dreams for the students. They have successfully put that vision into action having proven the success of its pedagogical model¹ and doubling in size since its inception just two years ago.

Baxter is “a rigorous, college-preparatory high school promoting student ownership of learning through inquiry and project based curriculum focused specifically on science, technology, engineering, and math (STEM)”. In its first year of operations, Baxter distinguished itself as a compelling example of a school built by teachers with deep inquiry leading the learning. I visited the school in 2014 to observe the immersive, interdisciplinary project based curriculum first hand. This is a pedagogical model serving a diverse group of students which is in need of grant funding to sustain and accelerate the work. When Jonathan Amory emailed me the school’s 2014 update, I was struck by how well Baxter is meeting the individual needs of a very diverse student body:

“Baxter has one of the highest percentages of students with IEPs and 504s of any school in the state, as well as many refugee and home-schooled children. Many, if not most, of the students did not feel engaged at their prior schools, describing themselves as “nerds” or “misfits.” Baxter’s educational model is working for this diverse community. The school has built an inclusive sense of community, and it has been amazing to see the love students have for the school.”

As we strive to meet the educational needs of our nation’s children, Baxter’s pedagogical model proves that it is possible to provide a personalized, engaged curriculum which meets the individual needs of a very diverse group of students. The Baxter model meets each student where he or she is on their learning journey and reignites that child’s love for learning.

It is without hesitation I support Baxter’s Academy’s application for a Federal Planning and Implementation grant. Please do not hesitate to contact me directly if you have any questions,


Julie Margretta Wilson
Founder & Executive Director
[Direct line: 

¹ <http://www.the-ifl.org/blog/2014/7/21/baxter-academy-an-incredible-first-year>



October 1, 2015

Mr. Stefan Huh
Director, Charter School Program
United States Department of Education
400 Maryland Ave, SW
Washington, DC 20202-5970

Dear Mr. Huh,

I write this letter in support of the application by Baxter Academy for Technology and Science in Portland, Maine, for a 2016 Federal Planning and Implementation Grant.

I was involved in raising seed capital for Baxter Academy in 2012. I have committed the organization I run – the Wells National Estuarine Research Reserve in Wells, Maine, a coastal science and education center – to serve as an ongoing partner site for student interns from Baxter. I am committed to advancing STEM education and opportunities in Southern Maine and believe that Baxter Academy holds that promise.

Baxter exemplifies the entrepreneurial spirit and gumption we're told is in short supply in this nation. From the back of an envelope to 320 award-winning, energetic students in just a few years, "the little charter school that could" is showing us a way forward. If Portland, Maine's experimental school can do so much in such a short time, on a shoestring budget in a converted waterfront warehouse, I'm excited by the prospect of what Baxter's staff and students could do with significant federal support.

I have two elementary school children in the Greater Portland area, both of whom possess the curiosity and eagerness I have seen fanned into a bright flame at Baxter. For their sake, and for the sake of all the future leaders and innovators in Maine, I hope Baxter Academy will continue to grow and thrive. Business and thought leaders, teachers and parents up here agree: we need more thinkers and doers like the ones being produced at Baxter Academy for Technology and Science.

Thank you for considering the school's request to your grant program.



Nik Charoy
President, Laudholm Trust
Chairman, Wells National Estuarine Research Reserve Management Authority
Wells Reserve at Laudholm

September 29, 2015

Stefan Huh
United States Department of Education
400 Maryland Ave, SW
Washington, DC 20202-5970

Re: Baxter Academy for Technology and Science – Federal Planning and
Implementation Charter School Grant

Dear Mr. Huh:

I am writing in support of the application of Baxter Academy for Technology and Science (“Baxter”) for a Planning and Implementation Grant. I have provided substantial financial support to Baxter in its first two years, and have helped it reach out to community leaders within the Southern Maine community. I have also spent many hours assisting the school in organizational development, utilizing my years of experience in building and leading Maine non-profits. I am familiar with Baxter’s innovative curriculum and, through many hours at the school, with the impact it is having on its students. I intend to continue my support as the school builds on its highly successful first two years.

I have taken a wide range of community leaders thru the school, ranging from the Democratic candidate for governor and state legislative leaders to business people and potential funders. In those tours the students told their stories – why they chose Baxter, how it differs from their former schools across the state, what they are getting out of the school. They also presented their projects – 9th and 10th graders speaking with pride to community and state leaders about CNC routers and 3-D printers, CAD/CAM, wind turbine blade design, submersibles, ethnomusicology, business plans, time-lapse photography.

Here are a few of their stories:

- Four 9th and 10th grade boys were on the team that operated a CNC 3-D router in the school’s first year. One remarked that they had been “a bunch of misfits” in their former schools; another said he had been penalized for reading ahead in a textbook, and valued Baxter because he was encouraged to immerse himself in subjects that interested him. They found textbooks irrelevant and boring, and wanted to do hands-on work on real-world projects. The team’s work was essential to the success of other students’ projects, which needed to be fabricated on the router; this brought the team recognition for the

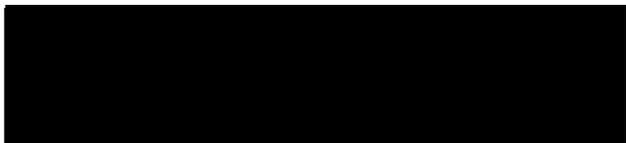
value they added. They felt accepted at Baxter and were deeply engaged in the school thru their project.

- A young woman worked on a submersible ROV team as a freshman. Though clearly highly competent, she stammered and had difficulty presenting the team's work. Her parents moved from Maine to Fort Lauderdale, FL, and she insisted on staying in Portland to live with her grandparents so she could stay at Baxter. She became a leader and spokesperson for the school's rookie First Robotics team, which was highly successful and went to the international final competition in St. Louis. She now presents complex material with confidence and without stammering.
- A young woman spoke of the lack of cliques at Baxter, in stark contrast to her prior school. She said that because students chose to come to Baxter from a wide range of communities and backgrounds, they were able to create their own school culture where each student is valued and doesn't have to "fit in." Having chosen Baxter, they "own" it and its accepting, diverse learning environment.
- Some 9th graders on a wind turbine team talked about 4th order polynomial equations they developed to evaluate the lift/drag characteristics of various airfoils. Others on the team spoke with pride about how they contributed Excel, CAD/CAM, communications and project management skills. They came from a range of small towns across southern Maine, and were all proud that together they won a wind blade competition at the University of Maine.
- Four students decided to document Portland's homeless community. One was Somali; all came from smaller communities outside Portland. They talked to the homeless, care providers, and community leaders. Over the course of a year they moved from observing to personal commitment, serving food in a local food pantry. When they presented at the end of the year, they were beginning to understand the personal journey they were on.
- A team working on a video game talked about the different skill sets it required, including project management, graphics, narrative, communications and marketing, and what they each brought to the project. They recognized that each was essential to the project, and that only an effective team working together could make it happen.
- Some students, particularly young women, said they were inclined to the arts and the humanities, were afraid that Baxter's STEM emphasis wouldn't work for them, and initially struggled in those courses. They talked about the supportive learning environment, the success they had achieved with CAD and other STEM courses, and how much they were learning in projects like building a dynamically stable bicycle.

Baxter's project-based curriculum works. Students with a wide range of learning styles, most from small communities across southern Maine, are deeply engaged in collaborative learning through real-world problem-solving. I know that Baxter will put the federal grant, if awarded, to good use.

I would be happy to answer any questions.

Very truly yours,



Daniel Amory

Appendix D: Proprietary Information

N/A

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 16 2011

BAXTER ACADEMIES OF MAINE
C/O PRETI FLAHERTY
LEONARD M COLE
PO BOX 9546
PORTLAND, ME 04112-9546

Employer Identification Number:
45-3626229
DLN:
17053329311001
Contact Person:
TERRY IZUMI ID# 95048
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
March 7, 2011
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

-2-

BAXTER ACADEMIES OF MAINE

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Lois G. Berner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

-3-

BAXTER ACADEMIES OF MAINE

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Miscellaneous project-related travel \$0
 No other travel related expenses will be paid out of the grant.

3. Total TRAVEL \$2,364

4. EQUIPMENT

Jumprope software (standards based tracking system)

\$2000 one time start up fee, plus \$12 each X 320 students = \$3840 \$5,840

Dragon Dictation for ELL PBL

10 mobile devices equipped with technology and internet access, and software, monthly program expenses \$4,800

Wifi Upgrades

Upgrade hardware and software to create new access points in 2 buildings. \$11,876

Robotics Kits with Software (mindstorm, lego educational pricing)

1 set per 2 students = \$442 x 20 sets of students (two classes) \$8,860

Touchscreen media lab

16 Cintiq HDs, \$2,000 each \$32,000

Electronics Lab equipment \$30,000

CNC equipment/lab \$10,000

4. Total EQUIPMENT \$103,376

5. SUPPLIES

No supplies will be paid out of the grant.

5. Total SUPPLIES \$0

6. CONTRACTUAL

Flex Friday coordinator stipend

To document and coordinate other faculty to



facilitate PBL and design a tracking system for outcomes with the ability to graph across learning subgroups.

██████████

Software Programmer stipend

To transfer data to Jumprope software and customize.

██████████

Proficiency Based Graduation Portfolio

Stipend for designer to process graduation requirements and create portable digital portfolio.

██████████

Project Manager (Angie Taylor)

██████████

Guidance Director (Kate Driver)

██████████

Design Professional

██████████

Anywhere/Anytime Learning Coordinator

Create components of snow-day learning system to carry program into subsequent years.

██████████

Designer Girls-in-STEM (who?)

Design with students a mentorship/outreach program.

██████████

Stipend - Women Speakers for girls-in-STEM

██████████

Consultant (TBD) to design PBL Portfolios

Design infrastructure and resources for portfolios.

**6. Total
CONTRACTUAL**

██████████

██████████

██████████

██████████

██████████

██████████

██████████

██████████

██████████

██████████

7. Construction

No construction costs will be paid out of this grant.

**7. Total
CONSTRUCTION** **\$0**

8. Other

8. Total OTHER **\$0**

9. Direct Costs

No direct costs will be paid out of this grant.

**9.Total DIRECT
COSTS** **\$0**

10. Indirect Costs

No indirect costs will be paid out of this grant.

**10. Total INDIRECT
COSTS** **\$0**

11. Training Stipends

No training stipends will be paid out of this grant.

**11. Total TRAINING
STIPENDS** **\$0**

12. Total Costs

TOTAL COSTS **\$249,940**

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Angela		Taylor	

Address:

Street1:	54 York St.
Street2:	
City:	Portland
County:	
State:	ME: Maine
Zip Code:	04101
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
207-699-5500	

Email Address:

angela.taylor@baxter-academy.org

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) #: 1 2 3 4 5 6

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.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Baxter Academies of Maine

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						
2. Fringe Benefits	0.00					0.00
3. Travel	2,364.00					2,364.00
4. Equipment	103,376.00					103,376.00
5. Supplies	0.00					0.00
6. Contractual	66,600.00					66,600.00
7. Construction	0.00					0.00
8. Other	0.00					0.00
9. Total Direct Costs (lines 1-8)	249,940.00					249,940.00
10. Indirect Costs*	0.00					0.00
11. Training Stipends	0.00					0.00
12. Total Costs (lines 9-11)	249,940.00					249,940.00

***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 Baxter Academies of Maine	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.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL 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	0.00					0.00
2. Fringe Benefits	0.00					0.00
3. Travel	0.00					0.00
4. Equipment	0.00					0.00
5. Supplies	0.00					0.00
6. Contractual	0.00					0.00
7. Construction	0.00					0.00
8. Other	0.00					0.00
9. Total Direct Costs (lines 1-8)	0.00					0.00
10. Indirect Costs	0.00					0.00
11. Training Stipends	0.00					0.00
12. Total Costs (lines 9-11)	0.00					0.00

SECTION C - BUDGET NARRATIVE (see instructions)