

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

**APPLICATION FOR GRANTS**  
**UNDER THE**

**FY20 CSP Grants to Developers for the Opening of New Charter Schools**

**CFDA # 84.282B**

**PR/Award # S282B200011**

**Grants.gov Tracking#: GRANT13148723**

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: Jun 19, 2020

PR/Award # S282B200011

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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="06/19/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

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"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

**d. Address:**

* Street1:	<input type="text" value="12 Westminister Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Lewiston"/>
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="04240-3532"/>

**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" value="Mrs."/>	* First Name: <input type="text" value="Brittany-Rae"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Perron"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text" value="REDACTED"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-052220-001

\* Title:

Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to Charter School Developers for the Opening of New Charter Schools CFDA Number 84.282B

**13. Competition Identification Number:**

84-282B2020-1

Title:

84.282B - CSP Grants to Developers for the Opening of New Charter Schools FY20

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

1247-Acadia Academy - Areas Affected By Pro

Add Attachment

Delete Attachment

View Attachment

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

Acadia Academy ~ Improving Rural Education

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 (\$):**

**\* 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

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**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:

Areas Affected By Project:

Acadia Academy  
12 Westminster Street  
Lewiston, Maine 04240-3532

Androscoggin County

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

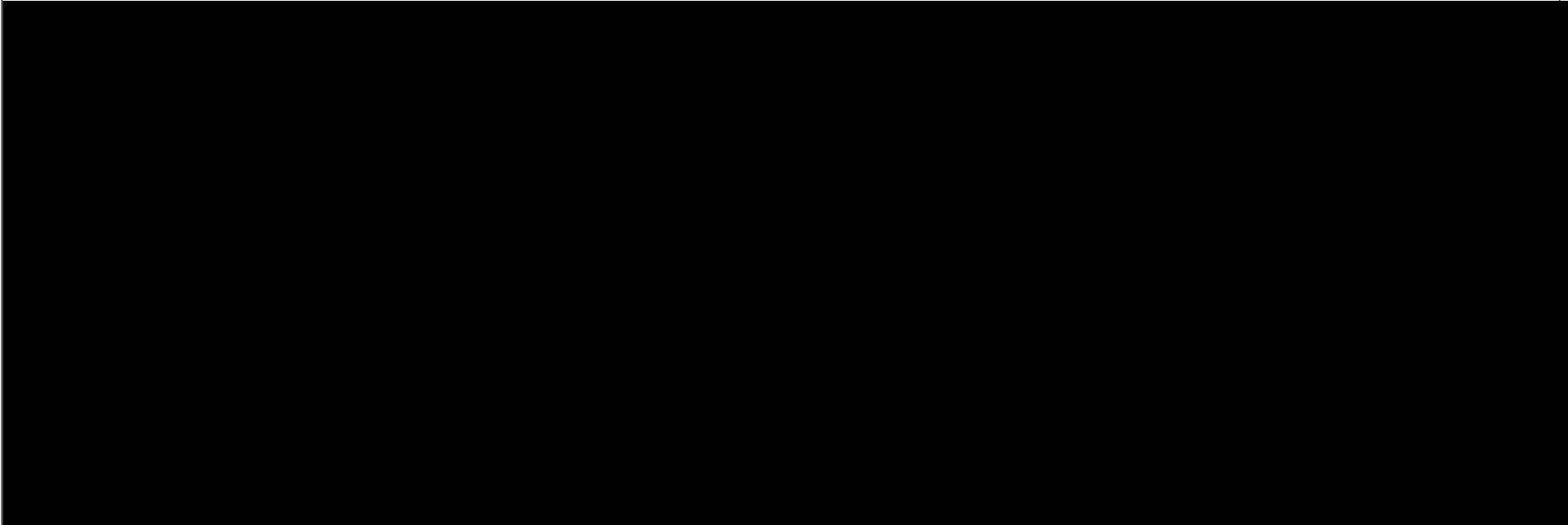
OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Acadia Academy

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**



**\*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) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

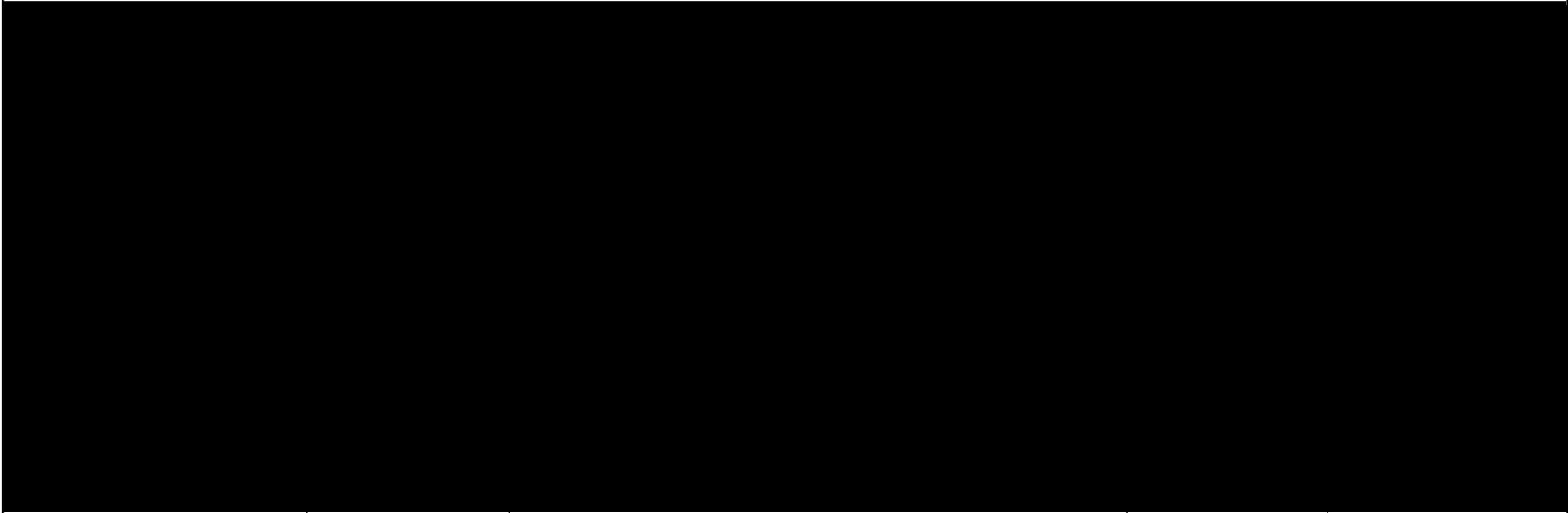
(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

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

PR/Award # S282B200011

Name of Institution/Organization Acadia Academy	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**



**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1235-GEPA Statement ACADIA ACADEMY.pdf

Add Attachment

Delete Attachment

View Attachment

# GEPA Statement

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## Statement of Compliance General Education Provisions Act (GEPA), Section 427

In compliance with the Department of Education's General Education Provision (GEPA), **Acadia Academy, located in Lewiston, Maine** ensures equitable access and participation in school activities.

In carrying out its educational mission, Acadia Academy will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs and services will be accessible to all teachers, students, and other program beneficiaries with special needs allowing them to participate fully in the federally funded projects.

Acadia Academy does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation in its education, or its services and activities. It provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, staff, community members and other participants.

Acadia Academy has comprehensive *Non Discrimination/Equal Opportunity and Affirmative Action* policies and procedures, adopted by the Board of Directors on February 27, 2017 and are available for public viewing on the school's website ([www.acadiaacademy.org](http://www.acadiaacademy.org)).

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The following examples display efforts the school will take specific to this project to ensure equitable access. The following characterize examples only, and are not intended to represent the full range of activities to be conducted to ensure maximum inclusion of participants.

- Increase outreach activities to disadvantaged populations--the school will improve outreach activities to increase diversity by increasing applications of prospective students with a focus on populations of minorities, girls, EL, rural, special needs, etc.
- Inform stakeholders, including, but not limited to students, families, faculty, staff and community members, via formal and informal avenues, of the school's Non Discrimination/Equal Opportunity and Affirmative Action policies and procedures and the school's sincere interest in continuously seeking and implementing methods to expand inclusion in its activities. Formal mechanisms may include, but not be limited to Parent Advisory group, Student Advisory group, Faculty/Staff meetings, and annual satisfaction surveys.
- Continuously seek advice from our communities as to how all aspects of our school may broaden inclusiveness.

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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.

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 90%;" type="text" value="Acadia Academy"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 250px;" type="text" value="Brittany-Rae"/> Middle Name: <input style="width: 180px;" type="text"/>
* Last Name: <input style="width: 420px;" type="text" value="Perron"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 320px;" type="text" value="Director"/>	
* SIGNATURE: <input style="width: 350px;" type="text" value="Wendy Betts"/>	* DATE: <input style="width: 180px;" type="text" value="06/19/2020"/>

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

**1. Project Director:**

Prefix: Mrs.	First Name: Brittany-Rae	Middle Name:	Last Name: Perron	Suffix:
-----------------	-----------------------------	--------------	----------------------	---------

Address:

Street1:	12 Westminster Street
Street2:	
City:	Lewiston
County:	Androscoggin
State:	ME: Maine
Zip Code:	04240-3532
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


--

**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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## 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:

1234-Acadia Academy Project Abstract.pdf

Add Attachment

Delete Attachment

View Attachment

## **Acadia Academy Charter School - ABSTRACT**

Acadia Academy is a new charter school serving 228 students in PreK through grade 5 and will add a 6th grade in Fall 2020. Student enrollment will grow to 272 students by 2022. Located in Lewiston, Maine, Acadia serves a population of students from the most rural state in the nation. The school is dedicated to providing high-quality academics and access to a wide variety of opportunities in a nurturing and inclusive learning environment for all students. The educational model uses direct instruction integrated with experiential applications and cross-grade groupings to support individual student learning. Out-of-school learning opportunities provide students with significant exposure to real-world applications of concepts and foster meaningful connections to people and places, raising awareness and appreciation for different people, places and things.

The school's goal is to provide for the needs of a diverse student body, including educationally disadvantaged students, to improve academic achievement and 21st century skills needed to succeed in school and in life, especially for children living in rural areas. The project will focus on activities related to ensuring school safety, boosting academic achievement, supporting student health and wellness, providing educators with classroom resources and targeted professional development.

The project is designed to produce several outcomes: 1) improve student academic achievement, attendance, physical health, and social emotional skills; 2) improve teacher knowledge and skills to positively affect student outcomes while increasing teacher satisfaction and retention; and 3) improve school wide safety.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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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](#)

**Acadia Academy Charter School**

**Lewiston, Maine**

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## **COMPETITIVE PREFERENCE PRIORITIES**

**Priority 5: New Potential Grantee.** Acadia Academy meets the description of **New Potential Grantee** published in the Notice Inviting Applications (NIA), Federal Register Vol 85, No 100/Fri., May 22, 2020, page 31856. The school has never received a grant or subgrant, nor has it been party to a group application submitted in accordance with 34 CFR 75.127-75.129. Attached is a letter certifying this fact.

## **SELECTION CRITERIA**

### **1. Contribution in Assisting Educationally Disadvantaged Students**

Acadia Academy is a new public charter elementary school serving 228 pre-k through fifth grade students and is finishing its fourth year. The school will add the sixth grade in Fall 2020. Enrollment will grow to 272 students by 2022. Enrollment is determined by random lottery as demand currently exceeds available seats; there are presently 100 students waitlisted.

The school is dedicated to providing high quality academics and access to a wide variety of opportunities in a nurturing and inclusive learning environment for all students, and is especially relevant for children who are typically underserved and underexposed to activities outside of the school day. The educational model is designed to support academic achievement by building on knowledge and skills that are needed to support high school graduation and post-secondary education specifically within the context of the challenges students, families and public schools face in rural areas, such as Maine.

*Acadia's Mission is to promote high educational achievement through directed teaching opportunities that are entwined with extensive experiential learning opportunities.* Faculty and staff support the development of the whole child as each student progresses academically, socially

and emotionally in a safe community that cultivates personal accountability and meaningful participation. Acadia works to support individual students in developing their full potential, while teaching the value of belonging, connectedness, and contribution to the larger community.

### **Supporting Educationally Disadvantaged Students**

Acadia's educational approach is especially relevant for educationally disadvantaged students in a largely rural state where the majority of families have limited economic means, are geographically isolated, and may have little to no access to or experience with opportunities for their children that occur outside of school. These factors, and others described below, underscore the need for innovation in public education to better support child development and boost student achievement in the early years and to ensure student growth throughout middle and high school. Acadia Academy has an educational model specifically designed to address these factors.

As a rural community, central Maine, where the school is located, is reflective of the characteristics of the majority of Maine, and is unlike more urban/suburban areas across the country that generally have more resources and opportunities to support student growth. Acadia Academy is located in the small city of Lewiston, Maine. A majority of Acadia's students (58%) reside in Lewiston, 26% reside in rural towns, and 16% reside in other small towns.

The following section expands upon the present challenges for Maine students including data about achievement gaps, special education needs, poverty, diversity and other factors. All of these challenges must be considered in assessing the strength of Acadia's educational approach in helping children succeed.

**Achievement Gap.** The achievement gap between economically disadvantaged students and those from families with higher household incomes is significant nationally, and in Maine.

The most recent standardized test scores for all of Maine's 4th grade students show below-average academic proficiency in critical subjects, and it is particularly pronounced for disadvantaged children. Only 39% of low-to-moderate income students are proficient in reading and 27% are proficient in math, whereas the scores for higher-income students are nearly double that of their lower-income peers--63% in reading and 52% in math (Educate Maine, 2019). This trend continues as students' progress through middle and high school. Despite Maine's relatively high graduation rate of 87%, the achievement gap between economically disadvantaged students remains high, with 40% proficient in reading and 19% proficient in math, compared to higher income peers at 67% and 43% respectively (Educate Maine, 2019). Children are graduating, but they are not equipped with the knowledge and skills they need to pursue advanced education (i.e., college degrees, skilled trade credentials, and professional certificates) or careers that will be in-demand and pay better wages (Androscoggin Valley Council of Govt., CEDS 2018-2023).

Of the students who pursue post-secondary education and training, achievement outcomes are bleak—only 45% of economically disadvantaged students complete a post-secondary degree, compared to 70% of their non-economically disadvantaged peers (Educate Maine, 2019). Adult educational attainment in the Lewiston area is consistent with this number, where only 1 out of 5 adults over the age of 25 have any type of advanced degree (U.S. Census Quickfacts, 2013-2017). The achievement gap carries into and negatively affects adult life, which is why Acadia works to close the gap now, in the early years.

**Special Education Needs.** Acadia's special education rate is 24%. The school is aware of the enrollment rates and achievement disparities for students with disabilities who are served by charter schools in Maine and nationwide. Many Maine charter schools continue to serve higher

than average rates of students with disabilities (12.5% to 34.6%) (ME Charter School Commission, 2018); compared to a statewide average of 16.5% (ME Dept of Ed, 2018), and national average of 14% (US Dept of Ed. 2018) for all public schools. Based on the experience of other Maine charter schools, Acadia expects to see an increase in the number of students who have special education service needs. The school is fully prepared to meet all needs, as enrollment grows and awareness of this educational option expands (see **Educational Approach**, p. 9).

**Poverty.** Poverty and economic hardship directly affect a child’s well-being. “Children who live in poverty are more likely to have physical, behavioral, and emotional health problems; to have difficulty in school; to take risks as teens; and as adults, earn less, and have more mental and physical health issues” (ME Kids Count, 2019). More than 50% of Maine’s population is low-to-moderate income (ME Dept of Labor, 2001-2016), a risk factor directly linked to decreased student academic performance. Statewide, one in four children live in poverty (Maine Kids Count, 2019). Acadia Academy is located in a high poverty area. Data retrieved from the Maine Department of Education (2019) on feeder schools show a combined **average** FRL rate of 83.6% (see Table 2, below). Surrounding *non-charter* elementary public schools in Lewiston (where Acadia is located) have the highest FRL rates in the state at 99.2%. Quality and affordable education are key to supporting families so they may have the skills necessary to live poverty-free lives. The school’s child care and summer program also ensures that parents have low-cost, convenient, accessible child care that is safe, nurturing, and intellectually stimulating.

**Addressing Diversity.** Maine is one of the least racially and ethnically diverse states in the nation, with 94.7% of residents indicating they are white (U.S. Census, 2018). Despite pockets of diversity found in Maine’s two largest cities, Portland and Lewiston, the state is largely

homogeneous. Acadia serves a student population that is more diverse than the state's average population, with 8.3% of the student body identifying as members of a diverse group.

The city of Lewiston has a small immigrant population that provides a vibrant level of diversity in the community. Acadia's students who reside outside of Lewiston, who live in rural areas, are now exposed to a level of diversity that they may not have otherwise encountered. Acadia actively cultivates partnerships to expand awareness throughout the community about the school's educational opportunities. An example is a partnership between Acadia and the Tree Street Youth Center. Tree Street is a youth development organization that works with students of all backgrounds and circumstances in the Lewiston area. Tree Street is helping Acadia develop its efforts on informing and recruiting the diverse populations of the local area about Acadia's educational opportunities. Acadia is also working with Lewiston's Ward 1 Representative, Safiya Khalid, to bolster its connection to local families and diverse community leaders.

Diversity with respect to recruiting staff is also focused on reaching prospective educators who are underrepresented locally and in Maine. The nature of Maine's largely homogeneous population emphasizes the need to actively cultivate involvement of diverse groups. Additional information on recruitment efforts are located in section **3. Project Personnel** (under *Hiring Practices p. 32*) and section **5. Continuation Plan** (under *Personnel p. 38*).

### **Other Regional Concerns**

**Rural Isolation.** U.S. Census data indicate *Maine is the most rural state in the nation*. As a primarily small-town and rural environment, 61.6% of the population lives in rural areas of less than 2,500 people, compared to national rates of 19.3% (U.S. Census, 2011-2015 ACS, 5-year estimates). Maine's largest cities are considered small by comparison to most urban areas.

Lewiston, where Acadia Academy is located, is considered a small city (NCES locale code 13) with a modest population of 36,000. Acadia's student body consists of 58% of students from Lewiston, 26% of students are from rural communities, and 16% from other small towns.

**Poor Childhood Health & Wellbeing.** Numerous indicators point to additional challenges for Maine children. Maine ranks last in the nation in the number of infants under age one provided with early intervention services. This is an important measure to consider, especially for schools serving younger students. "Early intervention can help affected children make progress toward achievement of age-appropriate developmental milestones, be more prepared for school, have more positive interactions with peers, and reduce the need for services during their school years" (Maine Kids Count, 2019). In the last year, the number of substantiated cases of child abuse/neglect has risen by 25% in Maine. There are more homeless children in the city of Lewiston than in any other place in the state. Acadia has and will continue to ensure needed services to families and children in vulnerable situations are provided.

**Lack of Affordable Child Care.** A recent report compiled by the Maine Department of Health and Human Services (2018 Maine Child Care Market Rate Survey, DHHS) describes Maine's child care availability as a decade-long "daycare desert." Lack of quality facilities is attributed to a host of challenges, including low wages paid to child care workers and the inability to attract and retain quality employees. The cost of child care is also a barrier for low income families. While a few area schools offer after-care, generally, some are just beginning to offer before-care. Ensuring access to low-cost onsite child care **throughout the year**, including before- and after-care is such an important part of Acadia's programming that meets the needs of our

families. Acadia served 75 students in its child care program this year and 75 students are enrolled for the upcoming school year. Child care at Acadia costs \$65/week.

**Lack of Educational Choice.** Maine has few educational choices. It is the 41st state to adopt charter schools; the first charter school opened in 2012. Only ten charter schools currently operate in the entire state (which is the maximum allowed by law). Only *three* charter schools serve an elementary school population (Acadia in Lewiston, Fiddlehead School in Gray, and Cornville Regional Charter School located in Cornville). In Maine, educational choice is restricted to attending private school, if available and affordable, or home-schooling. For most families neither are viable options due to geographic isolation and limited financial resources.

The distances students travel to attend Acadia is remarkable. One in four students travel daily from 17 rural towns outside of Lewiston, at an average of 18 miles each way and as far as 32 miles each way. This is a testament to the determination of these families as they sacrifice time and limited resources for this educational opportunity, and underscores the lack of educational choice within their communities. Acadia offers students and families a future of possibilities.

The central Maine region's *Community Economic Development Strategy for 2018-2023* and Educate Maine (a nonprofit organization that advances education policies and practices that prepare Maine students to be the next generation of productive, engaged citizens) emphasize the importance of creating educational opportunities for people of all ages, including children and youth, as one strategy for addressing the workforce shortage, and seeks to encourage innovation in education. Quality education will make a substantial contribution to the health of Mainer's, to the economy, and to the overall quality of life in rural communities.

**Why are all of these challenges so important to understand?** The facts discussed above emphasize the importance of Acadia’s proactive approach to ensuring access to education and other services for Maine’s vulnerable populations, as the school setting plays a critical role in supporting children AND families so they may achieve better outcomes. The school’s educational model is *specifically* designed to meet the needs of educationally disadvantaged children who reside in this largely rural community.

### **Acadia’s Educational Approach**

**Direct Instruction Model.** Acadia’s educational approach is informed by decades of research on methods that provide effective results. Teachers use a direct instruction model that incorporates carefully selected curricula. Direct instruction reaches back to the mid-20th century and is based on the work of Siegfried Engelmann. As explained by Stockard (2015), direct instruction views “learning as a cumulative process, mastery of the first element in a learning series helps students more easily master subsequent steps. The result is more efficient and more effective learning.” Direct instruction facilitates faster learning and improves retention.

**Experiential Applications.** Student learning is augmented with relevant experiential applications. “Hands-on” activities allow for the multi-modal learning necessary to meet students’ varied needs and learning preferences and support real-world application of concepts and skills. It has been shown to be particularly effective for students with learning difficulties (Filippato and Kaldi, 2010). Each year, Acadia students experience first-hand 40+ field trips where children engage in direct application of knowledge and skills while becoming familiar with people and places in the community. Special guests visit classrooms to further reinforce how and why academic concepts apply to the world around them. Throughout the year, each classroom

completes multiple *What I Need to Know* (WINK) projects--student-selected and driven projects that provide opportunities to explore topics of personal interest. Building learning around individual interest fosters engagement. Group projects cultivate cooperation and communication.

**Cross-grade Grouping System.** A cross-grade grouping system allows students to access academic instruction at the level that is just right for them. For example, a third grader who is ready for a fourth grade curriculum can go to math class in the fourth grade. Likewise, a first grader who needs to work on some kindergarten skills can join a kindergarten reading group. Additional math and reading teachers provide assistance during cross-group instructional time, which allows for smaller group sizes, meaningful small group interactions, and more individual attention. Because every student can access any class, peers view this “movement” as the norm and it is stigma-free. Decades of research on the effects of ability grouping and acceleration “suggests that academic acceleration and most forms of ability grouping like cross-grade subject grouping and special grouping for gifted students can greatly improve K-12 students’ academic achievement.” (Steenbergen-Hu, Makel, and Olszewski-Kubilius, 2016).

**Alignment with State Standards.** Acadia Academy uses the **Maine Learning Results** as the standards for expectations as to what students should know, understand and be able to explain as they progress through each grade level. Since 1997, Maine has had the Maine Learning Results as its State standards for eight content areas and periodically updates them to ensure they are aligned with the evolving expectations of colleges and careers in the 21st century. Content areas include: Career & Education Development; English Language Arts; Health Education & Physical Education; Mathematics; Science & Technology; Social Studies; Visual & Performing Arts; and, World Languages. The most recent round of updates was completed in early 2020.



settings, and allows additional time to practice social skills. Morning sessions focus on academics. Afternoons focus on enrichment, where students self-select a study unit that includes hands-on activities and field trips to explore topics through a cross-curricular lens. Teachers report student behavior challenges decrease during the summer when participants have many opportunities for experiential learning and personal choice. The program has a “summer camp” feel, with ample out-door time, so students look forward to a shift in focus. Before- and after-care are offered each day, and full-day child care is available; 96% of the students participate.

The Summer Program provides a unique opportunity to continue learning and retain knowledge so the “summer slide” is not a factor. Instead, children seamlessly transition to the start of school in September each year. Educators report that re-teaching in the new school year is not necessary, which means that teachers no longer need to spend roughly two months reviewing prior year concepts. By the time pre-k students graduate from sixth grade, **they will have received nearly two additional years of instruction**, placing them at a significant advantage. Teachers and families have noticed increased retention from the end of the school-year through the summer, showing promising academic and social/emotional outcomes for this population.

While it is a given that each student needs core knowledge, effective education in rural areas requires a much broader focus, as most students have very limited exposure to opportunities outside of the school day. Acadia’s programming provides these opportunities by bringing in guest visitors to engage students with topics inside the classroom and also by taking students on field trips to view and engage in varied settings outside the classroom. This past year, more than 20 guests visited classrooms and children took 40 trips. Other experiential opportunities occur throughout the year and are age-dependent. For example, a transportation segment focused on

planes, trains, and automobiles as well as the science and history of flying. During this session, students built their own airplanes, visited the local airport, and learned about the modern challenges of airport security. A visiting scientist taught plant growth through a series of hands-on experiences. Another class attended a performance by an African storyteller as part of black history month and literature studies. These experiences allow students to explore their studies in engaging and meaningful ways that boost enthusiasm while increasing knowledge, retention, and understanding. These activities also reinforce the underlying belief that all children are important contributing members of a vibrant learning community that extends beyond the classroom.

**Individualized Learning Plans.** Students and teachers work together to create student goals and monitor progress. Teachers adjust learning opportunities, instructional time, and interventions to match skill acquisition and performance. Goal setting fosters teacher / student collaboration, provides consistent and direct feedback, and cultivates ownership of learning.

**Inclusion of Special Needs Students.** Acadia 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.

All classrooms are **full-inclusion** classrooms. Students who receive special education services are NOT separated into resource rooms, as is the case in some schools. Instead, students receive most of their instruction in the regular education setting and special education instruction in special education rooms. Regular classrooms include certified instructional personnel (all of whom have degrees and certifications), four educators with special education certification (3 fulltime Special Education teachers, 1 fulltime services coordinator), and additional contracted educators through John F. Murphy Homes/Margaret Murphy Centers, including 17 Behavioral

Health Professionals. These educators help classroom teachers implement appropriate instruction and accommodations; write Individualized Education Programs (IEPs), and provide individualized support. Though Acadia does not currently have English Language (EL) learners, the special services coordinator is prepared to assist classroom instructional personnel in planning and implementing instruction for these students (as guided by the school's LAU plan).

**RTI and 504.** Acadia's programming provides a tiered system that addresses all students to ensure they are able to appropriately access their education. At the lowest level, Tier 1, teachers use varied instructional supports and strategies to support all students, and to provide additional support to students who are not meeting standards. If students continue to demonstrate low achievement levels, parent meetings are held and academic / behavior plans are used to track data and support students. If a student is placed on a behavior or academic plan, they are moved to Tier 2, which may include more individualized interventions, such as a reading intervention group or classroom support with executive functioning skills.

Four percent of students had a behavior plan at Acadia this year, including supports such as token boards or additional adult support for assignments. More than 15% of students participated in intervention groups for academics, including small group support. These numbers do not include students receiving special education services.

If progress is still not being made through the RTI process, then a teacher, administrator, or parent can refer a student to be evaluated by special education. If there is a medical concern, a student may be referred to the 504 team. Students with a 504 are referred by self, parents, or teachers, and evaluated according to IDEA by the 504 administrator and team. Seven percent of the Acadia Academy student population has a 504 plan.

**Existing Special Needs Students.** Students who enter the school with an existing Individualized Education Plan (IEP) from another school, in compliance with Maine state statutes and rules, will automatically be scheduled for a transition conference to review the student's existing IEP. Appropriate services and procedures will be implemented.

For students with mental health concerns, staff review the student's file to determine if the need for special education services has been considered and make such a referral or re-referral if warranted. Students with a defined disability, either by private evaluation or through evaluations through the school, 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, specially designed instruction, speech, occupational therapy, social work, Board Certified Behavior Analyst consult and/or physical therapy are provided by licensed professionals contracted by the school, as is any assistive technology.

**Special Education Rates.** Based on the experience of other Maine charter schools, Acadia expects to see a continued increase in the number of students who have special education service needs; as enrollment grows and awareness of this educational option becomes more widespread, the school is fully prepared to meet all needs. Currently, 23% of students have IEPs; 33% of these students require 1:1 support. In the Fall, Acadia is anticipating an additional six children incoming with active IEPs, with half requiring full-day support. Several students at Acadia have come from programs where they had no access to non-disabled peers and were in self-contained classrooms. Acadia's emphasis on inclusion ensures that students are able to access both special education and regular education settings, and that all students, at some point in their day, have access to non-disabled peers and are included in the general education classroom.

The school has 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. The school contracts with the Education Services Provider (ESP), John F. Murphy Homes (JFM)/Margaret Murphy Center to provide special education services for Acadia's students. Services provided under this contract include certified special education instructors (teachers and ed. techs.), appropriate assessments, OT, PT, speech / language, and a host of other services. The ESP provides many classrooms with specialty equipment and materials necessary for student instruction as identified within the IEP. Funding is requested to augment the needs of Acadia students who receive special education services with supplies. JFM also provides human resources, financial, nursing and IT services. Acadia has a nurse on site during all school hours.

**English Language Learners.** While Acadia Academy does not currently have enrolled students with English Language learning needs, it is equipped to support these students should they enroll. The Maine Department of Education requires all school administrative units, including charter schools to: create a Language (LAU) Plan; identify English Learners (ELs); develop and provide a program of services to meet the academic and linguistic needs of ELs; administer all required state assessments to measure student progress; and continue to evaluate the program of services and modify when needed.

The Language (LAU) Plan describes the processes and services for serving ELs, including conducting the Language Use Survey upon enrollment that is filed in student records, and has two English Language specialists on staff qualified to provide EL services. The school also has performance measures related to academic achievement of all student subgroups, including ELs.

The Maine Dept. of Education's EL specialist is also the school's regional representative for its ESEA/ESSA Title program activities and supports Acadia meeting the needs of EL students.

### **Assessment of Learning**

**Portfolios and Student Led Conferences.** Learning documentation learning is recorded in each student's cumulative PRIDE (Personal Records & Individual Demonstration of Excellence) portfolio, and includes samples of written/tangible products, photographs, videos and documented teacher observations noting progress toward learning goals. Evidence of social / emotional development and academic achievement include classroom instruction, experiential learning, and learning-application activities. Twice a year students share portfolios with their families at Student Led Conferences during which they discuss personal goals and achievements.

**Other Assessments.** Assessments of learning occur within each classroom and are teacher-designed. Students also participate in the state-mandated Maine Educational Assessment Test (eMPowerME) and NWEA--both methods measure academic achievement and growth. Assessment data is compiled, analyzed and used to modify instruction.

### **Evidence of Student Success**

Preliminary data gathered over the school's first three years are showing positive results in academic and other skills attainment for many types of students. As Acadia prepares to enter its fourth year, it continues to evaluate and adjust curricula to maximize student development. Table 1, below, shows NWEA testing data that indicate kindergarten through fourth grade students are achieving between 46% and 74% at or above grade level norm on reading, and between 27% to 77% on math (note: these figures represent ALL students, including students who have IEPs).

**Table 1 Acadia Academy Fall 2018 to Spring 2019 NWEA: Proficiency & Growth**

Grade	Students At or Above Proficiency		Students Meeting Growth Targets	
	Reading	Math	Reading	Math
K	65%	77%	65%	77%
1	67%	67%	33%	46%
2	72%	62%	45%	62%
3	74%	47%	43%	45%
4	46%	27%	53%	38%
5	not available	-	-	-

*Note: Data for Acadia's 5th grade is not available due Covid-related school closures.*

The lack of achievement at their previous school is the reason many students came to Acadia. Of the students who transferred from a traditional district school in 2018 (the most recent year that data is available), 50% moved to on-level in reading and 66% moved to on-level in math, and most students achieved projected growth. When Acadia's student test scores are compared to those of surrounding elementary schools, most of Acadia's students test scores are now higher (see Table 2). Acadia students are now **approaching statewide averages** and meeting national averages in ELA and math. Additional achievement data is included in the attachments.

**Table 2 State Academic Achievement, Students with Disabilities, FRL & EL Rates:****Comparisons between Acadia, other local schools, Maine and National**

Grade	Reading	Math	Students w/ Disabilities	FRL%	ELs
Acadia Acad <sup>1</sup>	42.9	37.9	23%	83.6%	0

<sup>1</sup> MDOE, Maine Assessment Test Data *school average* (18-19). FRL for feeder schools.

Lewiston Elementary Schools <sup>2</sup>					
Farwell	39.9%	20.3%	23.7%	99.1%	14.4%
Longley	13.3%	5.6%	16.5%	99.2%	65%
Geiger	41.7%	28.8%	20.1%	99.3%	18.8%
Martel	32.9%	7.5%	19.9%	99.2%	16.4%
McMahon	18.6%	8.6%	19.3%	99.1%	25.8%
Montello	22.4%	12.0%	15.1%	99.2%	41.4%
Maine and U.S.					
Maine <sup>3</sup> (4th)	51%	40%	18.9% (2018)	45.8%	18.9%
U.S. <sup>4</sup>	34%	40.0%	14.1% (2015)	74.3% <sup>5</sup>	14.0%

*NOTE: test data is from SY 18-19 due to Covid-related school closures.*

## 2. Project Design

Acadia's **goal** is to provide for the needs of each student by improving student academic achievement and developing the 21st century skills needed to succeed in school, in post-secondary environments, as well as in life. The school accomplishes this by providing high-quality instruction by qualified, knowledgeable, and certified educators; using methods and resources that serve all students, including educationally disadvantaged children; and, by focusing

<sup>2</sup> MDOE, Maine Assessment Test Data (18-19) Lewiston Elementary Schools, *school average*.

<sup>3</sup> Educate Maine, 2019; ave. *4th grade* academic proficiency scores; FRL from MDOE, 2019; Special Education data and EL rates, MDOE 2019.

<sup>4</sup> National Center for Education Statistics, 2020. The Nation's Report Card (4th grade). Special Education Rates (all students) (2017), ELs (all students) (2017).

<sup>5</sup> USDA, Food and Nutrition Services, National School Lunch Participation, 2018 (all grades).

on individualized learning with ample hands-on applications. Learning includes exposure to out-of-school opportunities not typically available to students in rural communities and emphasizes building a school culture that fosters inclusion of students, families, staff, and the community--an element of Acadia's approach that is particularly relevant for rural education.

Funds are requested to support **four project objectives** with associated **activities** described in this section and within the Work Plan and Management Plan, also included below. The approach will result in many more children who have the knowledge, skills, and traits needed to be successful. An overview of the school's objectives, activities and expected **outcomes** are presented in the school's **Logic Model** below. Objectives and performance measure targets are included in the required attachment *Project Objectives and Performance Measure Information*, as well as described below the logic model table within this narrative.

**Project Evaluation.** The project will be guided by an experienced evaluator who will implement processes to collect and analyze performance measure data to determine the effectiveness of the approach in achieving the project goals and objectives, collect required data at regular intervals and provide monthly updates of progress, as well as an annual report addressing the project's achievements. A copy of the evaluator's contract, including the scope of work and timeframes are included as an attachment to this application. The Shadow Group, LLC will conduct the evaluation, guided by Senior Evaluator, Wendy Betts. Ms. Betts has 25+ years of experience in the field of program design, implementation and evaluation. She has a MA in Public Policy and Management and has worked on projects in K-12 education, substance abuse prevention, health and wellness, child abuse and neglect, at-risk populations, and numerous programs serving children and families in Maine and across the country. Her resume is included

in the evaluation contract. Ms. Betts provided input on the design of the project performance measures and targets. (The evaluator contract is a separate activity that will be paid from other school funds, not from the grant funds requested here.)

**Acadia Academy - Project Logic Model**

<p><b>Goal:</b> Provide for the needs of a diverse student body to improve student academic achievement and 21st Century Skills needed to succeed in school, in post-secondary environments and in life, especially for students living in rural communities.</p>		
Objectives	Activities	Outputs & Outcomes
<p><b>Objective 1:</b> Ensure School Safety</p>	<p>1) Purchase school safety supplies &amp; equipment. 2) Purchase &amp; install locksets that meet fire safety codes. 3) Repair the school building roof to prevent leaks. 4) Train staff in access / use of safety equipment &amp; supplies. 5) Deliver Safe Schools Online Training</p>	<p><b>Outcomes:</b> Increase school safety. <b>Targets:</b> 1) Qualified third-party inspection verifies proper functioning of locksets. 2) Staff responds to accidents / injuries 95% of the time using appropriate resources. 3) 90% of staff will complete safety trainings.</p>
<p><b>Objective 2:</b> Increase Academic Achievement &amp;</p>	<p>1) Purchase equipment, materials &amp; supplies, including curriculum to add sixth grade. 2) Enhance resources in literacy, technology,</p>	<p><b>Outcomes:</b> 1) Improve student academic achievement. 2) Improve student social / emotional skills. <b>Targets:</b> 1) Increase by 10% the number of students meeting</p>

Social / Emotional Skills	science, art, and social emotional learning for all other grade levels.	growth targets in ELA and math. 2) Increase student social/emotional learning by 10%.
<b>Objective 3:</b> Support Educator Growth & Development	Provide professional development in: 1) Reading Assessment Training for the Fontas and Pinnell Benchmark. 2) Provide additional training in Positive Behavior Intervention & Support (PBIS).	<b>Outcomes:</b> 1) Increase educator knowledge / skills to increase student academic and social emotional growth. <b>Targets:</b> 1) Improve teacher satisfaction by 10%. 2) Improve retention of high-quality educators by 5%.
<b>Objective 4:</b> Improve Student Health/Wellness	1) Purchase physical fitness equipment, materials & supplies. 2) Design PE program.	<b>Outcome:</b> 1) Increase physical health / wellness. 2) Decrease absenteeism. <b>Target:</b> 50% of students will reach fitness goals. 2) Increase attendance 5%.

With grant support, Acadia Academy will focus on **FOUR objectives**. Each description below highlights the activities, staffing and outcomes/performance measures associated with each objective. Staffing qualifications and time commitments are discussed in depth under section **3. Project Personnel** p. 26. Expenditures related to the activities described below are detailed in the **Budget Narrative** attachment. **Sustainability** is addressed in section **5. Continuation Plan** p.37.

**Objective 1: Ensure School Safety.** Activities: purchasing safety supplies, outfitting all doors with locksets that meet fire safety code, boosting staff knowledge and skill in appropriate use of safety supplies, and repairing the school building roof. Safety supplies include outfitting classrooms with first aid kits and providing AED units for the school building and for staff to take on field trips (more than 90% of school staff are certified in Safety-Care or CPR/AED).

This activity builds upon the school's recent participation in workshops in Emergency Operations Planning (EOP) by the Readiness and Emergency Planning for Schools delivered in Maine in September 2019 and subsequent revisions made to the school's EOP. There have been significant efforts led by the Maine Dept. of Education to ensure school-wide safety, including establishing a new office in 2020 that provides training and expertise supporting school safety.

Roof repairs will focus on patching damaged seams to prevent leaks. This is especially important in Maine's harsh winter conditions when ice buildup and melting can result in water damage. Staffing: Stephannie Couture will lead this activity. Her background and experience as an emergency responder (certified EMT) and her professional relationships with the safety / emergency response community are an asset to the school's safety planning and ongoing safety activities. Other safety-related activities such as installation of locksets and roof repair will be managed by Ms. Turner and completed by qualified contractors. A qualified contractor examined the roof and prepared a cost estimate for repairs that is included in the budget.

Outcomes/Performance Measures: The overall outcome is to increase school safety.

Achievement of this outcome will be measured by: 1) A third-party inspection to ensure proper functioning of equipment after installation; and, 2) By providing **two** types of safety training that 90% or more of the staff will attend. Staff will have the knowledge and skills to respond to

accidents/injuries appropriately, with a target of 95%. Benchmark and progress will be measured by the number of accidents/injuries recorded in incident reports--last year's figures will be compared to data compiled at the end of the project (year 1).

**Objective 2: Increase Academic Achievement and Social Emotional Skills.** Several activities focus on achieving this objective and it comprises the majority of requested funds.

Activities: The school will obtain the materials, supplies and equipment needed to: outfit the sixth grade classrooms; add instructional materials and supplies to support all levels of the school's academic programming, including the pre-k program; and augment schoolwide literacy, science, math, art, social-emotional learning, the school's Response to Intervention process, and the Gifted and Talented program. Technology purchases will focus on providing 6th grade students and teachers with laptops, and equip classrooms with Smart Boards and interactive technology. The design and implementation of 6th grade will include utilizing the acquired materials to prepare students for the expectations that will be placed on them at the middle school level. Students will not only have increased academic skills and knowledge, they will also be given opportunities to spend time at the middle schools they will be attending. Students will not only discover that they have the mental, emotional and academic fortitude to enter middle school, but they are also ahead of their peers in the public school system because of the access and experiences with increased technology and academically challenging programmings provided. Staffing: Stephannie Couture and Liz Chabot will have primary responsibility for completing activities associated with Objective 2. Activities will support student outcomes across all grades and ability levels. See individual personnel descriptions below for more information about staffing qualifications and effort required to complete

activities. Outcomes/Performance Measures: The goal of these activities is to increase student academic achievement and social-emotional learning. The target is to achieve a 10% increase in the number of students who meet projected growth targets in both ELA and Math measured by pre/post NWEA scores in year 1 compared to the previous year. Social / emotional growth of 10%, measured using daily behavior charts over one year compared to the previous year.

**Objective 3: Support Educator Growth and Development.** Acadia understands that attracting and retaining high quality staff is key to student outcomes and requires a multi-pronged approach, including providing competitive compensation, growth and development opportunities, and appropriate educational resources. The school has recently completed several initiatives supporting this objective, including establishing feedback structures to improve the school's teaching and learning environments and working conditions; increasing teacher compensation and benefits; and, expanding teacher planning time. The school has improved its onboarding process to ensure that all necessary training, licensing and background checks are promptly completed. Further funding will provide Acadia's educators with additional training and resources needed to positively impact student learning. Teachers played a primary role in identifying the improvements made to date and designing other activities described in this application. Activities: To meet this objective, the school will provide targeted professional development in: math and reading (for instructional staff); social / emotional learning and behavioral management (for teachers and other staff); positive feedback loops for teacher development and physical education / health. Staffing: The Project Director, Mrs. Couture, will oversee all aspects of the training attendance and implementation.

Outcomes/Performance Measures: The goal is to increase educator knowledge / skills to

positively affect student academic and social-emotional growth. Two measures will be taken over one year: 1) a 10% increase in teacher satisfaction as measured by the annual school climate survey; and 2) increasing student retention by 5% as measured by staff exit statistics.

*Note: Objective 2 measures of student academic achievement and social / emotional learning is also connected with this objective.*

**Objective 4: Student Health and Wellness.** This last objective focuses on student physical wellness in formal PE classes and through unstructured activities. Activities: Student health and wellness activities focus on designing and implementing a comprehensive physical education program for all grade levels to be designed by Project Director, Mrs. Couture in partnership with Kindergarten teacher, Ms. Chabot, and providing additional playground equipment that supports physical activity. Staffing: Ms. Chabot will lead the process of obtaining all equipment and supplies related to this objective and both Mrs. Couture and Ms. Chabot will design and implement the PE curriculum components. Outcomes: The expected outcome of this objective is to notably improve student physical health and wellness. This will be measured in two ways: 1) by analyzing physical fitness data that is recorded in the MAPS data system, with a target of 50% of students reaching fitness goals during the project (1 year); and 2) better physical health will mean less absenteeism due to illness, with a target of increasing attendance by 5%.

Attendance data is as recorded in the student information system. Baseline attendance will be measured at the project start date and compared to the end of the school year attendance figures.

*Acadia will work with the evaluator who will collect and analyze all performance measure data.*

### **3. Project Personnel**

Lead personnel working on project-related activities have the requisite knowledge, skills and abilities to ensure the overall success of the project. The term “Co-Principal Investigator” is used to identify the persons responsible for project oversight and “Project Director” is used to describe day-to-day oversight of the project activities described in this application.

**Co-Principal Investigator (PI), Brittiny-Rae Perron.** Ms. Perron will serve as the Co-Principal Investigator for the project duration. School Role: She has been the school’s Director / Principal since Fall 2018 and led the project design for this application. Experience & Credentials: Ms. Perron has a Master’s in Education / English Language Learning (graduating with a 4.0 GPA), and a BA in Health Science, and holds a Conditional K-8 Maine teacher certification. She has been trained in the Charlotte Danielson Framework for teacher training that supports her work in monitoring and evaluating the school’s teaching staff. She has served in many positions in public education, including leadership roles and was quickly promoted. Her professional experience in the fields of diversity facilitation and training, legal mediation, school improvement and EL learning inform her daily work with many constituents including the Maine Charter School Commission. She understands the details of the work while balancing the organization's strategic vision to operate a charter school in a largely rural area and challenging socio-economic and political climate. Project Duties & Time Commitment: Ms. Perron will be responsible for project-specific oversight in partnership with the board president and treasurer while working closely with Mrs. Couture to stay abreast of progress made on all project objectives; she will direct the pre-k, RTI, Gifted and Talented programs; attend leadership training; and, work on school policies and procedures. Her time to complete project-specific activities is estimated to be 7 days (training activities, purchasing and playground design review, and GT program design).

She will also spend an estimated 8 hours per month participating on the Oversight Committee (additional description of the role and activities of this committee is below the staff descriptions.)

**Co-Principal Investigator / Project Director, Stephannie Couture.** Mrs. Couture will serve as the Co-Principal Investigator and Project Director for the duration of the project. School Role: Mrs. Couture joined Acadia Academy in 2018, where she is a fifth grade teacher. She will also serve as the Co-Principal Investigator on this project. She is very active in many aspects of the school where she serves as Co-Chair on the school's Education Development Committee, which oversees best-practices, policies & procedures, and curriculum development; leads IT development; works on grade level expansion budgets and purchasing; and, serves as a Co-Chair to the school's PBIS Committee that develops and implements Acadia's positive behavioral supports systems. Experience & Credentials: She earned her BS in Elementary Education and is currently working on her Master's in Educational Leadership, and holds a Professional K-8 Maine teacher certification. She has worked in Maine's public schools for 14 years, including at the Lewiston public middle school. Her experience makes her especially suited to helping Acadia students make a successful transition to middle school. She was voted by her students and parents to "Uplift LA", an organization which represents the top 40 professionals under 40 making the greatest impact on the community in the Lewiston/Auburn area. In 2010, she was featured as a guest speaker at the Maine Education Association conference on Integrating Social Science and Reading. She is a trained Emergency Medical Technician (EMT). Project Duties & Time Commitment: For the upcoming school year, Mrs. Couture will be following her current 5th grade students to 6th grade where she will lead its implementation and maximize her students' successful transition from Acadia to middle schools in their own communities. She will also assist

with purchasing technology, safety items and materials, and direct the work of others in the implementation of project activities described in this grant application. She will serve on the project oversight committee and seek input from stakeholders; lead grant compliance & reporting, and attend the required Project Directors Meeting. She will receive a stipend for this work and is included in the project budget request. Her duties are expected to take 20 days total.

**Board Member, Sean Bushway.** School Role: Mr. Bushway is a member of the Acadia Academy Board of Directors. Experience & Credentials: He works for the Town of Scarborough public schools department (one of the largest district schools in Maine) as the Webmaster and Online Services Administrator. He holds a BS in Industrial Technology, is a Google certified educator, and has attended the Google Apps Education & Google Next Summits. Project Duties & Time Commitment: Mr. Bushway is volunteering his time and expertise to assist with purchase, set-up and distribution of technology-related activities/equipment with the assistance of several teachers. Mr. Bushway's time to complete these activities is estimated to be 7 days including attending to technology licensing agreements.

**Special Services Coordinator, Emily Giorgetti.** School role: Ms. Giorgetti is the Special Services Coordinator for Acadia Academy and assists families and teachers in determining special education services for students. Emily provides behavioral intervention for students and manages accommodations needed for in-classroom support. Experience & Credentials: She holds a Bachelors in Social and Behavioral Sciences; has eight years of experience working in Special Education; and, has a Special Educator K-8 Professional Maine teaching certification and a school-based Behavioral Health Professional Certification. She has extensive training and experience in Applied Behavioral Analysis in a classroom setting. Project Duties & Time

Commitment: Ms. Giorgetti will be responsible for the Social-Emotional Learning curriculum purchase and implementation. Her time to complete these activities is estimated to be 2 days.

**Facilities Manager/Scheduling Coordinator, Tracy Turner.** School Role: Ms. Turner has been the Facilities Manager/Scheduling Coordinator at ACADIA Academy for the past year.

Experience & Credentials: Before taking this position Ms. Turner was a member of ACADIA's board of trustees and is also a founding member of the school. She was a public school teacher for 11 years. In 2010 she was nominated for Maine Teacher of the Year. She has 7 years of experience in commercial and residential property management, including procurement processes, working with vendors and monitoring building repairs. Project Duties & Time Commitment: Ms. Turner will be responsible for contracting for the roof repair and coordinating with Co-Principal Investigator, Mrs. Couture, for the implementation of safety equipment related activities. Time to complete these activities is estimated to be 2 days.

**Teacher, Elizabeth Chabot.** School Role: Ms. Chabot is the lead kindergarten teacher and oversees the daily education and development of 30 students. She joined Acadia in 2016 and serves as Co-Chair on the school's Education Development Committee, which oversees best-practices, policies & procedures, and curriculum development; is building a literacy program for Acadia's summer program and guidelines and activities for family engagement; and serves on the school's Parent Teacher Organization. Experience & Credentials: Elizabeth has a BA in Liberal Studies and a Professional K-8 Maine teaching certification. Project Duties & Time Commitment: Ms. Chabot is responsible for coordinating the purchase and distribution of several items including supplies, books, furniture, storage, PE and playground equipment, and will set up the school library. Her time to complete these activities is estimated to be 7 days.

**Project Oversight & Including Diverse Perspectives.** The Board President, Board Treasurer (a certified CPA), and both co-principal investigators will convene and actively participate in a monthly Project Oversight Committee. Responsibilities will include financial management, oversight and monitoring compliance for all project activities, informing diverse populations of the project activities and seeking their input, and working with the evaluator. Both Co-Principal Investigators (Ms. Perron and Mrs. Couture, whose biographies and credentials are provided above, and resumes are attached) will be the primary contacts with CSP personnel. Board President, Amy Dieterich is an attorney in the firm of Skelton Taintor & Abbott in Auburn, Maine where she represents individual clients and businesses in commercial disputes, family matters, employment and labor law issues, as well as litigation, arbitration, and regulatory proceedings. Samatha Pederson, Board Treasurer, is a Certified Public Account with 15 years of experience providing accounting and auditing services to not-for-profit organizations, including clients requiring compliance audits in accordance with the Uniform Guidance and Maine Uniform Accounting and Auditing Practices. Board member resumes are included in an attachment.

Each committee member will be responsible for providing project updates, working with key constituencies to ensure representation and broad input, including gathering information on any challenges encountered and potential solutions. Samantha Pedersen, Board Treasurer will facilitate involvement and feedback from the Board; Ms. Perron will facilitate involvement and feedback from school staff and PTO; and, Mrs. Couture will facilitate involvement and feedback with community partners, including Julia Sleeper, Director of Tree Street Youth Center and Lewiston Ward 1 Representative Safiya Khalid. Time spent on Oversight Committee work is expected to take 8 hours per month for each committee member.

**Acadia’s Hiring Practices.** Acadia is an equal opportunity/affirmative action employer and has clearly defined hiring practices that are aligned with applicable labor laws, including a nondiscrimination policy. The school’s mission and model display a commitment to diversity and inclusion and strives to serve the needs of students, staff and the community. Staff recruitment strategies include: advertising in multiple venues likely to be seen and accessed by a large number of eligible applicants, such as post hiring announcements in public places, and at all Maine colleges and universities, such as the University of Maine at Farmington. The University of Maine at Farmington has a high-quality teacher training program that draws enrollment from a wide geography beyond Maine and has earned a national reputation for excellence as one of the finest state-supported liberal arts colleges in the northeast. Please see additional recruitment efforts in section **5. Continuation Plan** (p. 38 *Personnel*). The school’s outreach efforts focus on cultivating candidates from underrepresented groups in education in Maine, including representation in gender, race and ethnicity within its board membership, staff and student body. The teaching staff racial and ethnic diversity currently mirrors that of the general population.

**4. Management Plan**

Acadia’s project will provide students within the learning community a high quality education that meets their academic, social and emotional needs to successfully prepare them for the rigors of middle and high school. The management plan described below identifies each objective, associated activities necessary to achieve the objectives, assigns staff/consultant responsibility for each item, the timelines required, and completion milestones.

**Objective 1: School Safety**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Milestone</b>
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Purchase Safety Equip/Supp.	Oct '20	Couture	Purchased & in use
Install Safety Door Handles	Nov '20	Couture	Installation complete
School Building Roof Repair	Spring '21	Turner	Repairs complete
Online Staff Safety Training	Nov '20	Couture	COVID training

### Objective 2: Academic Achievement

Activities	Timeline	Responsibility	Milestone
Purchase pre-k Curriculum	Oct '20	Perron/Couture	Purchase complete
6th grade Purchase Furniture/Supp.	Oct/Dec '20	Couture	Purchase complete
Purchase S/E Supplies	Oct '20	Giorgetti	Purchase complete
Purchase Reading Benchmark Lib.	Oct/Nov'20	Chabot	Purchase complete
Setup Reading Benchmark Library	Dec '20	Chabot	Library complete
Tech Equip 1: SMARTBDs, laptops	Jan '21	Couture & Bushway	Tech implemented
Tech Supplies & Other Year 1	Jan '21	Couture & Bushway	Tech implemented
Tech setup fees	Jan '21	Couture & Bushway	Tech implemented
RTI Supplies Year 1 & 2	Year 1 & 2	Giorgetti	Purchase complete
Foss Science Curriculum	Nov '20	Chabot	Purchase complete
Design & Implement GT Program	Feb '21	Perron	GT operational
Purchase Art Supplies	Nov '21	Chabot	Purchase complete

### Objective 3: Support Educator Growth and Development

Activities	Timeline	Responsibility	Milestone
F & P Benchmark Sys. Trg.	Nov '20	Perron	Classroom use

PBIS Consultant Coaching                      June ‘21                      Perron/Couture                      Coaching complete

**Objective 4: Student Health and Wellness**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Milestone</b>
Playground Design Review	Fall ‘20	Perron	Review complete
Purchase Playground Equip.	Mar ‘21	Chabot	Purchase complete
Purchase Cafeteria Tables	Oct ‘20	Chabot	Purchase complete
Purchase Supplies	Jan-Mar ‘21	Chabot	Purchase complete
Equipment Org. & Storage	Jan-Mar ‘21	Chabot	Purchase complete
Develop PE Curriculum	Jan-Mar ‘21	Chabot/Couture	Purchase complete
Monitor PE Implementation	Jan-Jun ‘21	Chabot/ Couture	Program operating

**Project Time and Responsibility.** Each individual listed under the “Responsibility” section of the work plan table has clearly defined roles and time allocated to complete project activities that are included in section **3. Project Personnel** p.26.

**Input from Diverse Perspectives.** Please see section **3. Project Personnel** p.31 for a description of the roles and responsibilities of the *Project Oversight Committee*, which includes responsibility for working with key groups to obtain diverse perspectives and provide project updates.

Hiring. The school has continued to make efforts to seek staff candidates who are representative of diverse perspectives, including from individuals who are members of groups that have traditionally been underrepresented (such as race, color, national origin, gender, age or disability).

**5. Continuation Plan**

The sections below describe the systems and personnel that contribute to the school's viability. **(This section also addresses Application Requirements (a) 3 & 4, (b), (h) and (k).)**

The project for which the school seeks funds are for activities related to one-time start up costs, such as technology for students, curriculum, equipment and supplies, and educator professional development. These items will last for several years and provide ample time to incorporate costs related to replacement and/or repair into future budgets.

Maine's charter regulations provide that all approved charter schools in Maine exist as separate and distinct Local Education Agencies and are registered nonprofit organizations with the Internal Revenue Service. Charter contracts also identify schools rights and responsibilities, including financial, operational and personnel management (see attached proof of nonprofit status and charter contract, and section (b) defining the school's performance measures).

**School Finances.** Funding for Maine charter schools is accomplished in two ways: through state allocations of education funds, and by additional fundraising activities performed by each individual charter school. Charter schools do not have access to local funding (via property taxes), unlike traditional public schools.

The board is responsible for the financial health of the school, and works with a comprehensive fundraising plan with a multi-pronged approach that includes seeking philanthropic support through individual donations, foundations, corporations and federal and state grants and contracts. Acadia participates in federal ESEA Title Programs (including Title I, Title IIA and Title IVA) that provide an annual revenue influx of \$ [REDACTED] Acadia's participation in this program will help sustain resources needed to improve academic outcomes. The school's PTO also conducts fundraising activities.

The school and board are well informed of potential revenue reductions related to the coronavirus pandemic and are engaged in the necessary planning and monitoring needed to

weather potential shortfalls. The board treasurer's expertise, in conjunction with the school's bookkeeping / finance contractor, and other staff and board with experience in finances work together to ensure financial stability. Additionally, the Maine Charter School Commission has been providing frequent updates and recommendations regarding potential budgetary impacts.

**State Funding.** By law, the school is entitled only to state education funds for each of the following categories: number of students attending; low income/disadvantaged students; special education utilization; ELL students; and, transportation. Maine charter schools do not receive locally allocated funds as do traditional public schools. State-level funding provides only a portion of the revenue needed to operate (generally 70-75%). Analysis of district school budgets shows that sending schools spend considerably more to educate their local students, some spend as much as 50% more than Maine charter schools receive (MDOE, 2019).

State revenue allocations for facilities, transportation, and extracurricular activities are limited and none is available for capital projects. Additional funding to support initial implementation will provide significant long term stability for continued operations of the school. Fortunately, the school building was donated to the school, so capital outlays are significantly reduced. Development efforts will always be necessary to ensure Acadia's future.

**Fundraising.** During the start-up period, individual cash donations totaled \$ [REDACTED] and over the first three years, approximately \$ [REDACTED] of in-kind donations were received. The in-kind donations included \$ [REDACTED] of promised use of the school building during the fiscal year ending June, 2017. In December 2018, Acadia Academy recognized the in-kind donation of the building with a fair value in excess of \$ [REDACTED]. Ongoing fundraising strategies include: special events, private donations and grant solicitations. As with most Maine charter schools, fundraising

is critical to the school's operations, especially during scale-up. As student enrollment increases to 260 students for SY 21 and 272 for SY 22, ratios will become more favorable. Importantly, as both awareness and impact of Acadia grows, funding from multiple sources will likely increase.

**Sustainability.** Sustainability is a challenge for all Maine charter schools because of Maine's charter funding mechanisms. Each school has overcome this challenge with creative local strategies, passionate employees and supporters, and promising results for their students and families. Acadia's sustainability is greatly enhanced due to a variety of connections with local community leaders and enterprises, quality leadership from the board and administration, and highly dedicated and talented educators. Participation in federal ESEA Title I, Title II, and Title IV programs provide additional funding for students who are struggling and for teacher development that will support student and staff retention. Additionally, Acadia's building was donated, so there are no occupancy costs, other than routine maintenance, which has helped to decrease expenses.

Quality leadership has inspired confidence with the Maine Charter School Commission and with other partners. School Director Brittney-Rae Perron stepped into the leadership role in Fall 2018. The current Board of Directors are talented (please see attached Board biographies and resumes), possess a variety of high-level skills and knowledge in the fields of finance, legal, technology, and other areas, and are actively engaged in governance. Many are school founders and are parents of Acadia students--they are invested in the schools future. Quality leadership, highly qualified teachers, and promising academic results have positioned the school for success.

**Fiscal Monitoring.** As a nonprofit organization, the school is dedicated to maintaining financial strength by creating and maintaining a team of individuals with the knowledge, skills

and experience needed to manage finances. Annual budgets are prepared by the school's Director, accounting manager, and board Finance Committee, which includes the Board Treasurer, Samantha Pedersen, who is a highly experienced CPA. This team presents the final budget to the board for approval. The budget and quarterly financial statements are also provided to and reviewed by the authorizer. Monthly financial reports are prepared by finance personnel and presented quarterly to the board for review and any actions needed as a result. Minutes of board meetings are posted on the school's website monthly. The school was audited by the independent firm RHR Smith and Co., CPAs. This firm has extensive experience working with public school auditing throughout the state. A copy of the audit is included in the grant application attachments.

**Personnel.** The school's director is authorized by the Board to oversee personnel matters, including hiring, providing professional development, evaluating performance, and initiating termination. The only exception is the oversight of the Director/Head of School, who is supervised and evaluated by the Board. A Personnel Manual containing policies and procedures guides internal practices, and has been reviewed by the school's attorney, who specializes in employment law, and has verified employment policies and procedures that follow state and federal employment practices. An employee handbook serves to inform employees of rights and responsibilities. The authorizer receives annual reporting that includes information about the number and qualifications of teachers and staff in order to monitor compliance with state regulations; the school has the sole responsibility for employee oversight. Acadia seeks to address diversity in hiring by ensuring members of traditionally underrepresented groups (such as race, color, national origin, gender, age or disability) are encouraged to apply. Employment opportunities are distributed to locations, such as the Lewiston Career Center Job Fairs,

advertising open positions on education job boards, social media and web platforms, along with print announcements, outreach to colleges and universities and working with community members who are connected to diverse populations (for example, Tree Street Youth and local council members). Staffs' backgrounds mirror the proportion of racial and ethnic populations in Maine, 6% identify as non-white. The school seeks to balance gender ratios in staffing.

**Operations.** Acadia is responsible for daily operations of the school. Data regarding the state of building compliance is required in annual reporting and the school must assure that all buildings and grounds are maintained in compliance with federal, state and local ordinances. Annual monitoring reports detail the element of the school's operational performance measures, which include review of facilities management and transportation systems (see attached Charter School Contract for updated performance measures).

## **APPLICATION REQUIREMENTS**

### **(a) Objectives and Program Implementation**

#### **(1) Meeting Education Needs of Students, Children with Disabilities and English Learners**

Please refer to **Selection Criteria sections 1 and 2**. These sections describe the educational model and the effectiveness of each element in meeting the needs of all learners, including learners who are educationally disadvantaged (i.e., rural, low-to-moderate-income, geographically and culturally isolated, in need of responsive special education and English language services, etc) and lacking educational choices that are accessible and largely barrier free.

#### **(2) Roles and Responsibilities of Applicant, Partner Organizations, and Charter**

##### **Management Organizations**

The school contracts with one entity - the Education Services Provider, John F. Murphy Homes (JFM)/Margaret Murphy Center (a division of JFM) to provide special education services for Acadia's students. A Memorandum of Understanding defines roles and responsibilities.

Services provided under this contract include certified special education instructors (certified teachers and ed. techs.), assessments, OT, PT, speech and language services, and other relevant services. The ESP provides many classrooms with specialty equipment and materials necessary for student instruction as identified within the IEP. JFM also provides human resources, financial (AP/AR and budgeting), nursing and IT services. Acadia staff perform all other school functions.

### **(3) Quality Controls Between the School and the Authorized Public Chartering Agency**

#### **Relationship with Authorizer**

In accordance with Maine Charter School Statute, Acadia Academy has signed a charter contract with the Maine Charter School Commission, the school's authorizer, which is a body of the Maine Department of Education. A copy of the contract is attached to this application, including all amendments. The charter agreement was approved in a public meeting and executed by the board president in March 2016. The school opened in September 2016. The charter agreement describes performance expectations, defines operational responsibilities and outlines the autonomy and accountability of the school. Performance-measures with targets are defined in the contract, and were updated Oct 2019. The revised version is appended to the Charter Contract attachment. Annual performance measures include targets in the following indicators: student academic proficiency; student academic growth; attendance and enrollment; financial performance and sustainability; governance board performance and stewardship; adequacy of

facilities management; and, school social and academic climate (see attached charter contract with amended performance measures).

**Quality Controls.** Charter schools in Maine must adhere to applicable federal and state accountability requirements. State law allows for some prescribed flexibility for charter schools. However, all charter schools must meet rigorous performance requirements that are more stringent than those of traditional district schools, and must adhere to all Maine Department of Education reporting requirements for public schools.

Initial charter terms are granted for five years, and the charter agreement may be amended as needed, and initiated by either the school or the Commission, and approved by the Commission, after the school is operating and is pursuant to adequate performance per contract. A charter may be revoked at any time due to poor performance. The charter commission has a copy of the “school closure protocol” available on it’s website.

As a part of the oversight process, in each of the first five years of operation, 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 of documents, files and facilities compliance; assessment of performance toward all of the school’s performance goals and objectives; and, provides direction. In addition, each school must provide two compliance reports, prior to the commission’s site visit: 1) a self-assessment report and 2) a year-end summary report, which provides a detailed accounting of achievement towards performance measures and an assessment of meeting the school’s mission. Site visit findings are compiled and made public in a year-end monitoring report (monitoring report is enclosed as an attachment) that discusses the success in meeting the school’s performance targets, and includes



















# Maine Charter School Commission



## ACADIA ACADEMY

*A Charter Academy for Developing Independence & Achievement*

### ANNUAL MONITORING REPORT 2018-2019

***The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.***

**February 2020**

On June 6<sup>th</sup> and August 12<sup>th</sup> 2019 announced on-site visits were made to ACADIA Academy. The review team held interviews with teachers, school leadership, and the school’s Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews and on-site observation was used to determine the extent to which the school has met its contracted performance targets. This report addresses the school’s performance relative to the performance framework. Attachment A is the site visit report, which includes observation and discussion notes from the site visit.

Consultant	Joe Drago, CPA
Consultant	Dr. Joe Mattos
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
MDOE Special Services	Dr. Roberta Lucas
MDOE Special Services	Leora Byras

School’s Mission	<i>ACADIA, A Charter Academy for Developing Independence and Achievement, will provide a rigorous, comprehensive educational program for children of the Lewiston/Auburn area in grades PreK through 6<sup>th</sup>. ACADIA will promote high educational achievement through directed teaching opportunities that are entwined with extensive experiential learning opportunities. ACADIA faculty and staff will support the development of the whole child as each student develops academically, socially and emotionally in a safe community that requires personal accountability and meaningful participation. It is our intent to support our individual students in developing their full potential, while teaching them the value of belonging, connectedness and contribution to our larger community.</i>
School’s Vision	<i>ACADIA, A Charter Academy for Developing Independence and Achievement, will provide for a unique and innovative educational experience. ACADIA students will fully participate within our learning community, experiencing rigorous daily instruction comprised of carefully selected curricula to allow for academic acceleration, small group interaction and meaningful application. Authentic, relevant experiential activities will provide critical opportunities for our students to grasp real world application of concepts and skills, through the delivery of multi-modal learning opportunities that are necessary to meet the learning preferences of our students. Our students will be challenged to meet high expectations for academic performance, social and emotional competence, and demonstrate evidence of commitment to their community. We expect students to embrace high standards of personal accountability and commitment to their personal learning journey through innovative, projects of self-study and interest.</i>

## School Information

School Name	ACADIA Academy
Address	12 Westminster Street, Lewiston, ME 04240

### Governing Board

Board President	Amy Dieterich
Board Vice President	Sean Siebert
Board Secretary	Mary Verrill
Board Treasurer	Samantha Pederson
Board Member	Chris Brann
Board Member	Danielle Moreau
Board Member	Victoria Stanton
Board Member	Sean Bushway
Board Member	Joey Beaudette

Principal	Brittiny-Rae Perron
Special Education Coordinator	Vacant

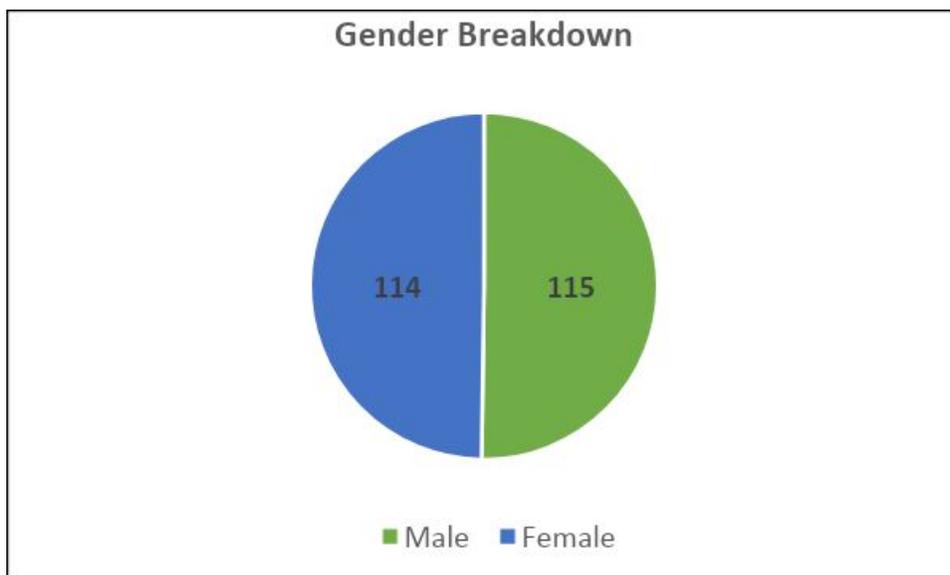
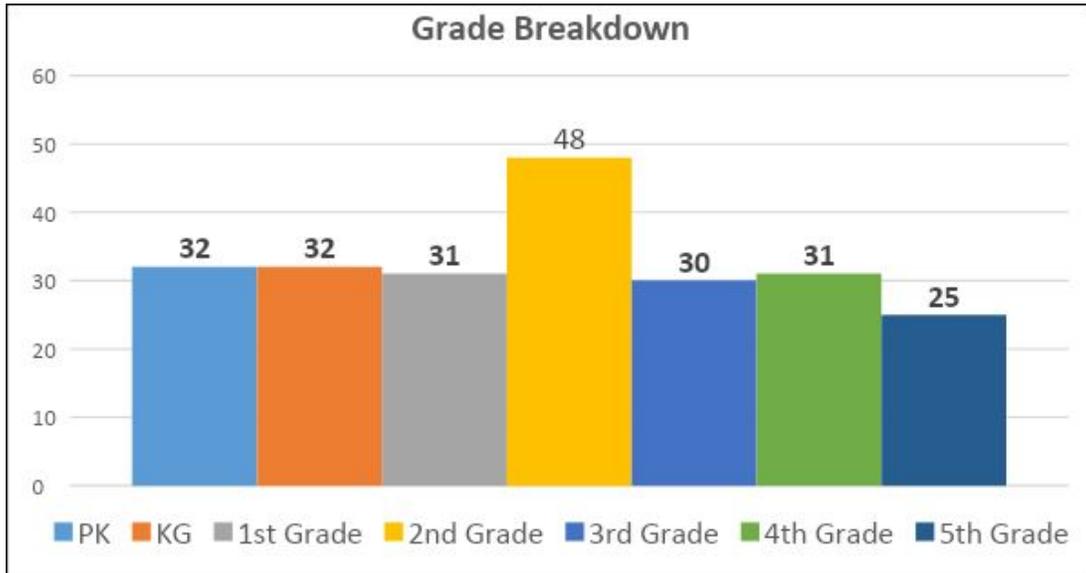
Year Opened	2016
Years in Operation	4
Number of Sending Districts	12
Grades Served	PreK - 5
Current Enrollment	229*
Students on Waiting List	75

\*As of October 1, 2019 certified enrollment date

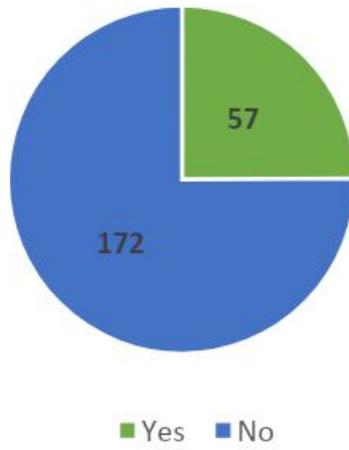
## Section 1: Indicator Summary Table

Indicator	Exceeds	Meets	Partially Meets	Does Not Meet	Other
<b>Student Academic Proficiency</b>					
Target 1				X	
Target 2		X			
Target 3		X			
<b>Student Academic Growth</b>					
Target 1		X			
Target 2	X				
Target 3					X
Target 4					X
Target 5	X				
Target 6	X				
<b>Achievement Gaps</b>					
Target 1		X			
Target 2		X			
<b>Student Attendance</b>					
Target 1	X				
Target 2	X				
<b>Student Enrollment</b>					
Target 1	X				
Target 2	X				
<b>Financial Performance and Stability</b>					
Target 1		Healthy			
Target 2		Healthy			
Target 3		X			
<b>Governance Board Performance and Stewardship</b>					
Target 1	X				
Target 2		X			
<b>Adequacy of Facilities</b>					
Target 1		X			
Target 2		X			
<b>Parent &amp; Community Engagement and School Climate</b>					
Target 1		X			
Target 2			X		
Target 3	X				
Target 4		X			
Target 5					Not applicable

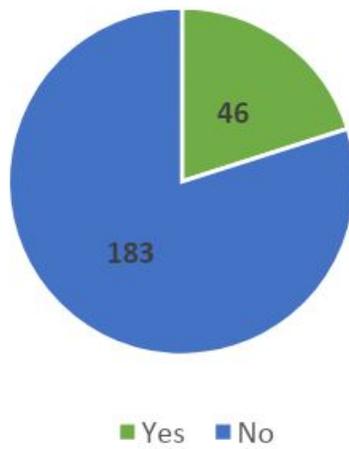
## Section 2: Demographics



### Economically Disadvantaged



### Special Education



### Section 3: Academic Proficiency

Measure	Target	Results	
Proficiency on State Assessments in reading	The number of students meeting or exceeding state expectations will be equal to or greater than the state average.	% at/above state expectation: ACADIA- 42.9% Maine- 55.9%	Did not meet
Proficiency on State Assessments in math	The number of students meeting or exceeding state expectations will be equal to or greater than the state average.	% at/above state expectation: ACADIA- 37.5% Maine- 35.6%	Met
Proficiency on the spring administration of the Brigance	75% of PreK students will score at or above the cut off score for their age bracket on spring testing.	72% of preK students scored at or above the cut off score.	Met Expectation

#### Discussion

ACADIA met its target for proficiency on the MEA in math, and did not meet it in ELA. The school met the target for preK proficiency.

### Section 4: Academic Growth

Measure	Target	Results	
Students will show progress in their learning through growth in their NWEA scores in ELA reading and language from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	89% of students showed growth on NWEA scores from fall to spring.	Met
Students will show progress in their learning through growth in their NWEA scores in math from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	98% of students showed growth on NWEA scores from fall to spring.	Exceeded
Growth on NWEA as measured by projected growth on MAP assessment	School will meet goal of 70% of eligible <sup>1</sup> students will meet their projected growth on NWEA ELA reading and language by the end of the school year 2022-2023.	46% of eligible students met their projected growth on NWEA ELA reading and	Established baseline

<sup>1</sup> Eligible is defined as having both a fall and spring score for students in grades k-10

	2018-19 Establish baseline	language from fall to spring.	
Growth on NWEA as measured by projected growth on MAP assessment	School will meet goal of 70% of eligible students will meet their projected growth on NWEA math by the end of the school year 2022-2023. 2018-19 Establish baseline	52% of eligible students met their projected growth on NWEA math from fall to spring.	Established baseline
Growth on ELA reading and language Teaching Strategies Gold scores from fall to spring.	PreK students will show progress in their learning through growth in their ELA reading and language TSG scores from fall to spring.	100% of students met the literacy growth range.	Exceeded
Growth on math Teaching Strategies Gold scores from fall to spring.	PreK students will show progress in their learning through growth in their math TSG scores from fall to spring.	100% of students met the math growth range.	Exceeded

**Discussion**

On the ELA portion of the NWEA the school-wide average of students making growth was 88.8%; 144 out of 162 students with fall and spring scores showed progress on their learning. On the math portion of the NWEA the school-wide average of students making growth was 98%; 159 out of 161 students with fall and spring scores showed progress on their learning.

The school-wide average for meeting projected RIT on the NWEA ELA was 45.6% (74 out of 162 students with both fall and spring scores). The school-wide average for meeting projected RIT on the NWEA ELA was 51.5% (83 out of 161 students with both fall and spring scores).

**Section 5: Achievement Gaps**

Measure	Target	Results	
Achievement gaps in proficiency between major subgroups on the Maine state assessment	The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities).	On the MEA an achievement gap is present between males and females in both math and ELA, with females outperforming males in both areas- by 10% and 33%, respectively.	Met

Achievement gaps in growth between major subgroups on the NWEA	The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities).	The school collected and reported baseline data on subgroups.	Met
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**Discussion**

Baseline data were collected in for closing achievement gaps by gender on both the MEA and NWEA.

**Section 6: Attendance**

Measure	Target	Results	
Chronic absenteeism	Schools will have 10% or fewer students classified as chronically absent on the last day of school.	9% chronic absenteeism rate	Met
Average Daily Attendance	Schools will have an average daily attendance rate in grades pre-k – 8 of 93% or higher.	95% average daily attendance rate	Met

**Discussion**

At ACADIA Academy there were a considerable number of students who did not have a chicken pox vaccine and were excluded from school (in accordance with state law) for 21 days due to chicken pox being present at the school. This led to a lower average daily attendance rate and a higher chronic absenteeism rate than in past years.

**Section 7: Enrollment**

Measure	Target	Results	
Enrollment throughout the school year	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on state student count day <sup>2</sup> .	98% of students enrolled on the last day of school were the same students who were enrolled on state student count day.	Exceeded
Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the last day of school will have completed an	96% of eligible students enrolled on the last day of school completed an Intent to	Exceeded

<sup>2</sup> State student count day is October 1.

	Intent to reenroll form for the next school year.	reenroll form for the next school year.	
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**Discussion**

During the school year four students unenrolled. One family with two students withdrew during the year (to switch to homeschooling) and another family with two students moved away from the area to a distance that increased travel time beyond what was reasonable.

At the end of the school year four students opted not to return for the following year: three children (from two families) moved away from the area and one child was to be homeschooled.

**Section 8: Financial Performance and Stability**

Measure	Target	Results	
Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand	School evaluates its Near Term Financial Health using the Financial Performance and Stability outline provided by the Commission.	Near term measures are healthy.	Near term measures are healthy.
Sustainability Measures a) Total Margin b) Debt to asset ratio	School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.	Sustainability measures are healthy.	Sustainability measures are healthy.
The school has an annual financial audit conducted. audit and management letter are submitted to the commission. audit has no material findings or misstatements.	Unmodified opinion on [consolidated] financial statements: no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor’s report on financial statements or in the auditor’s report on internal control over financial reporting and on compliance and other matters.	The school had a clean audit for FY 18.	Met

**Discussion**

The school submitted quarterly financial reports as well as Near Term Measure and Sustainability Measure data. The data were analyzed and the school was determined to be healthy in both the Near Term and Sustainability Measures.

## Section 9: Governance Board Performance and Stewardship

Measure	Target	Results	
Public Accountability: Transparent, responsive, and legally compliant Board operation.	The Governing Board will hold a minimum of 6 meetings per school year.	The Governing Board held 11 meetings during the school year.	Exceeded
Public Accountability: Transparent, responsive, and legally compliant Board operation.	Timely publication of Board meeting minutes upon approval.	Board meeting minutes were posted within 5 days of approval.	Met

### Discussion

ACADIA Academy's governing board met regularly during the 2018-19 school year. Meeting minutes were posted to the school's website and were submitted to the MCSC after approval by the board.

## Section 10: Adequacy of Facilities

Measure	Target	Results	
Meet Local and State requirements	The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities.	School certifies facility meets requirements.	Met Expectation
Capital Improvement Plan	The school has a current capital improvement plan approved by its governing board.	The school has a current capital improvement plan approved by its governing board.	Met Expectation

### Discussion

The school certified that its facility met all requirements for public school facilities. The school has a current board-approved capital improvement plan for the facility.

## Section 11: School Climate

Measure	Target	Results	
Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	Reported as required	Met Expectation

Panorama Survey- Family Participation	40% of families will participate in the Panorama survey.	38% of families participated in the Panorama survey.	Partially Met Expectation
Panorama Survey- Student Participation	65% of eligible students will participate in the Panorama survey.	83% of eligible students participated in the Panorama survey.	Exceeded Expectation
Panorama Survey- Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey.	71% of teachers/staff participated in the Panorama survey.	Met Expectation
Panorama Survey	Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	The school reports it will use the results of this survey to inform an action plan and make necessary changes for the next school year.	Not applicable— School was not required to develop a plan in 2018-2019 school year.

**Discussion**

ACADIA Academy completed its reporting of behavior incidents to the MDOE as required. The school administered the Panorama School Climate Survey in spring 2019. Participation of families on the survey was 38%, 2% below the target. Teacher/staff survey participation met the target with 71% participation and student participation exceeded the target with 80% participation.

**Section 12: Mission and Vision Implementation and Results**

*(See Page 2 for School’s Mission and Vision)*

ACADIA Academy uses a direct instruction model that incorporates carefully selected curricula augmented with relevant experiential applications. “Hands-on” activities allow for multi-modal learning necessary to meet the varied needs and learning preferences of students and support real world application of concepts and skills. There were over 40 field trips during the 2018-19 school year to real-world settings where students engaged in direct application of knowledge and skills while becoming familiar with people and places in their community. Special guests visited classrooms to further reinforce how and why academic concepts apply to the world around them. Throughout the year, each classroom completed multiple “What I Need to Know” (WINK) projects, which were student-selected and driven, and provided an opportunity to explore in-depth topics of interest.

A cross-grade grouping system allowed students to access academic instruction at the level that is just right for them. For example: a 3rd grader who is ready for a 4th grade curriculum can go to math class in the 4th grade. Likewise, a first grader who still needs to work on some kindergarten skills can join a kindergarten reading group. Additional math and reading teachers

provide assistance during cross-group instructional time which allows for smaller group sizes, more individual attention, and meaningful small group interactions. Because every student can access any class, peers view this “movement” as the norm and is stigma-free.

ACADIA believes that social emotional education is important in helping students succeed. Teachers provide daily social emotional instruction to help students identify and understand their emotions and learn strategies to help them when they are struggling. A growth mindset supports all students as they strive to improve in all aspects of their lives.

The Positive Behavior Supports and Interventions (PBIS) model of classroom management and Restorative Justice model of conflict resolution are taught and followed when mistakes happen within the learning community. Teachers report that students are beginning to self-implement these strategies without adult guidance.

All students keep a Pride Portfolio throughout the year to monitor their own progress and success. Twice a year students share portfolios with their families at Student Led Conferences, where they discuss personal goals and report on progress made.

A 6-week/3-days per week Summer Program, in which over 90% of students participate, further reinforces attainment and mastery of important academic skills, provides exposure to real-world settings, and time to practice social skills. Morning sessions focus on math and reading instruction. During afternoon sessions, students choose a study unit that includes hands on activities and a field trip for real life application where students choose a topic to explore through a cross-curricular lens. Teachers report a significant decrease in student behavior issues during the summer when participants had increased opportunity for experiential learning and personal choice.

## Section 13: Site Visit Report

## **Maine Charter School Commission**

### **Monitoring Site Visit Report October 29, 2019**

REPORT DATE:	October 29, 2019
SCHOOL NAME:	ACADIA Academy
ADDRESS:	12 Westminster Street, Lewiston, Maine
GRADES SERVED:	PreK - 5
ENROLLMENT:	204
YEAR OPENED:	September 2016

#### **Monitoring Site Visit Purpose**

The primary purpose of site visits is to inform authorizer decisions, both imminent, such as assessing a school's readiness to open, and longitudinal, when a visit is undertaken mid-term as part of routine monitoring.

The purpose of monitoring visits is to gauge the overall progress a school is making toward the goals outlined in its charter. In most cases, the authorizer will already possess some quantitative data about that progress – test scores, attendance rates, and other annual outcomes, so a monitoring visit can help explain the context behind that data and explore the school's fidelity to its approved program.

Site visits are a mechanism for collecting additional evidence regarding a school's performance against the expectations memorialized in its contract and contribute to the body of data authorizers utilize to ultimately make renewal recommendations. They also provide staff with the opportunity to review and analyze documentation that may be better understood on-site, such as factors impacting attendance, or rates of academic growth across subgroups. Site visits can also provide a basis for authorizer judgment or intervention where there is limited state assessment data yet available.

#### **Monitoring Site Visit Process**

Monitoring Site Visits are based on both the criteria set forth in the school's performance framework and the school's alignment with its mission. The categories in the performance framework are student achievement, school climate and family engagement, governance, and finance.

The following participants conducted the monitoring site visit:

- Bob Kautz, Executive Director
- Gina Post, Director of Program Management
- Roberta Lucas, MDOE Special Services
- Leora Byras, MDOE Special Services
- Joe Drago, Consultant
- Joe Mattos, Consultant

The monitoring site visits were conducted on June 6 and August 12 at ACADIA Academy. Team members used the Site Visit Manual to plan for and conduct the visits. Prior to the site visit, team members

reviewed documents and other information related to the school's mission and performance framework.

Key documents and other information reviewed by the team prior to and at the time of visiting included (as applicable):

- School calendar
- Current enrollment and demographics
- Staff roster
- Current organizational chart
- Board meeting minutes
- Board member meeting attendance
- School's strategic plan
- Current Education Service Provider contract
- Professional Development calendar and agendas
- Staff evaluation tool
- Administrator evaluation tool used by governing board
- Panorama school climate survey results
- School's self-assessment
- Previous year's monitoring report
- School's performance framework
- Copies of current recruitment materials
- Student enrollment application

Focus group interviews were held with groups at the school. Groups were asked a standard set of questions as well as school specific questions created for this visit.

Focus group interviews held by the team:

- Governing Board:
  - Chris Brann, President
  - Sean Bushway
- School leaders/administrators:
  - Brittiny-Rae Perron, Director
  - Sarah Mather, Director of Special Education
- Teachers:
  - Staff/Teacher Focus Group – 17 teachers and staff attended a focus group session.

Classroom and school observations were conducted with the purpose of collecting evidence and observe school-wide trends, not to evaluate individual teaching or teachers. Classroom observations were conducted with a school leader. The Site Visit Team (Bob Kautz and Joe Mattos) spent approximately 20 minutes in each observation.

Observations conducted by the team:

- Three classroom observations were conducted in grade 1 and 2 classrooms during math instruction.

## **Monitoring Site Visit Findings**

### A. Mission Alignment

- There is shared agreement (Board, school leadership, teachers and staff) regarding the school’s mission to provide students with a quality education which addresses the academic, social and emotional needs of students. However, there is not a clear understanding regarding ACADIA Academy’s vision for providing students with “experiential” learning activities. Some interpret “experiential” to be hands-on learning, while others believe experiential learning is about real world applications and/or summer programming comprised of field trips and student selected units of study. No specific measures or indicators have been identified for evaluating ACADIA Academy’s experiential program.

B. Student Achievement

- Comparisons of student performance versus state performance on state assessments (MEA) shows ACADIA Academy’s students performing below state performance in ELA and Math. In respect to NWEA (18/19 Fall to Winter) assessment results for grades K – 4, ACADIA Academy has not met its performance framework goal of 70% of students meeting their growth goal, but has incremental targets established to reach the 70% in school year 2022-23.
- There was an absence of student performance information in respect to students’ overall growth in the areas social and emotional competence, which are stated in ACADIA Academy’s Mission and Vision Statement.
- There was no specific information presented in respect to indicators of students’ experiential learning.

C. School Climate and Family Engagement

- This cycle of site visits did not include meeting with focus groups of students or parents.
- The Spring 2019 Panorama Survey revealed the following perceptions of parents, students (grades 3 and 4), teachers and staff (national norms for similar school are included in parentheses):
  - School Climate: Parent favorability 89% (90%), Teacher Favorability 74% (60%) and Staff favorability 78% (70%), Student favorability 59% (30%)
  - Staff and Family Relationships: Teacher favorability 69% (30%), Staff favorability 77% (70%).
  - School Safety: Parent favorability 94% (80%), Student favorability 63% (30%).
  - Staff-Leadership Relationships: Teacher favorability 84% (80%), Staff favorability 87% (70%).

D. Governance

- The Governing Board is comprised of experienced individuals with knowledge and skill in the areas of finance, technology, business operations, and legal expertise. The Board is currently undergoing some turnover with four of the current nine Board positions needing to be filled. The Board is looking to fill Board vacancies with individuals committed to ACADIA Academy’s vision and mission, but do not want the Board to have a high number parents of ACADIA Academy students.
- The Board is aware of its challenges which include: attracting and retaining qualified teachers (via a competitive compensation package), long term building repairs and maintenance issues (roof replacement), investing in technology for student learning, and maintaining a productive and cost efficient relationship of ESP provider JFM.
- The Board will engage in strategic planning during the course of the 19/20 school year.

- The Board has been supportive of the school’s administration and the needs of the school.

E. School Leadership

- There was significant leadership instability at ACADIA Academy at the beginning of the 18/19 school year with the resignation of the Director/Principal and Director of Special Education. The ACADIA Academy leadership team is comprised of these two positions. After several months a teacher was elevated to the position of Director/Principal, and a Coordinator of Special Education was hired from an external pool of candidates. Both individuals worked tirelessly to insure that systems and procedures were put in place to address all statutory, regulatory, and Charter School Commission contract requirements.
- The ACADIA Academy Board budgeted a position (Facilities Management) for the 19/20 school year, to reduce the number of management functions (transportation, facilities, technology, etc.) performed by the Director/Principal. This position will be included as part of the school leadership team.
- A consultant was hired by the Board during the 18/19 school year to provide support for the Director/Principal in respect to school leadership functions and policy development.
- The Director/Principal has identified as a priority focus for the 19/20 school year to create and implement a plan for improving teacher practice and student learning at ACADIA Academy. This plan will include identifying ways of measuring ACADIA Academy’s “experiential program”, improving students’ academic performance in the area of math, and providing teachers with feedback and comments for improving their classroom instructional practices. (Panorama Teacher Survey showed low favorability (36%) in respect to Feedback and Coaching.)

F. Finance

- A protocol that defines Director’s role as in-charge of the ESP would add clarity and ensure effectiveness. Annual administration of the contract would include updating the list of services provided by the ESP and an assessment of the fees charged.
- To ensure accuracy and accountability, it helps for the ESP meet with the Director monthly to review financial status and trends and any significant transactions.
- To accomplish significant initiatives and growing/emerging processes such as those related to the enrollment, facilities and technology, and the Commission’s performance measurement program, ACADIA’s administration may have to evolve and hire key staff and retain contractors. The Board can help with the right committee structure and fund raising.

**Section 14: Commendations and Considerations**

**Commendations**

- o ACADIA Academy has show growth in both academic proficiency and growth.

- o Because the school does not have an IEP Coordinator (despite having has the position posted for months), the Director has been unable to visit classrooms and provide feedback to teachers. The school has hired a consultant to conduct visits, evaluations, and provide feedback so teachers receive that support.
- o After the school's Director left in 2018, the school was able to hire an internal candidate who has been able to keep the school's momentum in maturing in its 3<sup>rd</sup> and 4<sup>th</sup> years.

### **Considerations**

- o At the site visit, there was a lack in consistency of the meaning of "experiential learning" among different stakeholder groups.
- o While the school's mission and vision have elements of social and emotional competence, there does not appear to be a way to measure these.
- o Mathematics continues to be an area of academic weakness for students attending the school. While the school has been able to determine that students are entering the school with a weakness in math, the school should continue its efforts to bolster math performance at all grade levels.



# ACADIA ACADEMY

*A Charter Academy for Developing Independence & Achievement*

June 16, 2020

RE: Acadia Academy - CSP, CFDA# 84.282B, FY 2020

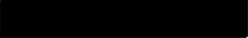
Dear CSP Staff,

This letter serves to verify that Acadia Academy of Lewiston Maine qualifies for Competitive Preference Priority 5 - Applications From New Potential Grantees. Acadia Academy meets the description of **New Potential Grantee** published in the Notice Inviting Applications (NIA), Federal Register Vol 85, No 100/Fri., May 22, 2020, page 31856. The school has never received a grant or subgrant, nor has it been party to a group application submitted in accordance with 34 CFR 75.127-75.129.

Sincerely,



Brittany-Rae Perron  
Director & Principal  
Acadia Academy  
12 Westminster St.  
Lewiston, ME 04240



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Appendix 1

Exhibits A-D

# MAINE CHARTER SCHOOL COMMISSION

## CHARTER CONTRACT

This Charter Contract (the "Charter") is executed on this \_\_\_ day of \_\_\_\_\_, 2016 by and between the Maine Charter School Commission (the "Commission") and Acadia Academy, Inc., a Maine nonprofit corporation located at 12 Westminster Street, Lewiston 04240 (the "Applicant") to operate ACADIA Academy (the "School"), a public charter school under the Maine charter school law, 20-A M.R.S. § 2401 *et. seq.* The Commission and the Applicant are referred to collectively throughout the Charter as the "Parties."

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

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

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

WHEREAS, on November 17, 2015, the Commission approved the Applicant's application for the proposed School (the "Application") set forth in Exhibit A attached hereto; and

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

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

### SECTION 1: ESTABLISHMENT OF SCHOOL

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

1.2 Effective Date; Term. This Charter is effective on the date of execution. It shall continue for five (5) years, except it shall terminate on June 30, 2021, unless earlier revoked, surrendered, or renewed.

### SECTION 2: SCHOOL GOVERNANCE

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

the academic performance of the School. The Board shall be established and operate pursuant to the following requirements and restrictions:

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

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

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

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

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

### **SECTION 3: OPERATION OF SCHOOL**

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

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

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

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

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

3.6 Performance Framework.

- (a) The Performance Framework shall be incorporated into the Charter as Exhibit C. The Performance Framework shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and organizational performance metrics set forth in the Application and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the Commission and will be binding on the School. Material amendments to the Performance Framework shall require approval by the Commission.
- (b) The Commission shall monitor and periodically report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. Such reporting shall take place at least annually.
- (c) The School's performance in relation to the indicators, measures, metrics and targets set forth in the Performance Framework shall provide the basis upon

which the Commission will decide whether to renew the School's Charter at the end of the Charter term.

- (d) The Parties intend that, where this Charter references or is contingent upon state or federal laws, that they be bound by any applicable modifications or amendments to such laws upon the effective date of said modifications or amendments. The specific terms, form and requirements of the Performance Framework may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements as set forth in law or other circumstances that make assessment based on the existing Performance Framework requirements impracticable. In the event that such modifications or amendments are required, the Commission will use best efforts to apply expectations for school performance in a manner as consistent as possible with those set forth in the Performance Framework.

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

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

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

modifications to the student disciplinary code, it will be required to notify the Commission of such change.

3.9 Special Education.

- (a) The School shall ensure that the needs of children with disabilities are met in compliance with all applicable federal and state laws. The School shall be designated a local education agency (LEA) for purposes of meeting special education requirements pursuant to the Individuals with Disabilities Education Act (IDEA). As such, the School shall comply with all requirements of Maine's Unified Special Education Regulation ("Chapter 101") applicable to school administrative units. The School shall participate in all MDOE-required monitoring activities, and submit all data and information deemed necessary by the MDOE in order to fulfill its general supervisory authority over special education in a timely manner.
- (b) The School shall immediately notify the Commission if it is the subject of a request for a complaint investigation or a due process hearing. The School shall provide the Commission with copies of any Complaint Investigation Report or Hearing Decision involving the School. If the School enters into a resolution agreement, mediation agreement, or any other settlement of a special education matter, the School shall include the Commission as a party entitled to receive a copy of the final agreement.

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

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

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

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

3.14 Facilities.

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

- (b) The School shall provide the Commission with a written, signed copy of the lease, purchase agreement and/or such facilities agreement (the “Facilities Agreement”) for the primary facilities and any ancillary facilities identified by the School and such certificates and permissions as are necessary to operate the Charter School in the proposed Facilities for at least the first year of the School’s operation. In the event that an adequate Facilities Agreement and/or necessary certificates and permits are not in place, the Charter School may not provide instructions at the Facilities.
- (c) The location of the Facilities shall be identified in the Terms of Operation attached hereto as Exhibit B.

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

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

#### **SECTION 4. PERSONNEL**

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

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

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

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

## SECTION 5. FINANCIAL OPERATIONS OF SCHOOL

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

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

5.3 Funding. The School shall receive public funds directly from the Department of Education in accordance with the governing law and regulations. The School may not charge tuition, and may only charge such fees as may be imposed by noncharter public schools in the state.

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

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

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

5.7 Assets and Funds. The School shall maintain a complete and current inventory of all school property and shall update the inventory annually. The School shall take reasonable precautions to safeguard assets acquired with public funds. If the Charter is revoked, non-renewed or surrendered, or the School otherwise ceases to operate, any public funds remaining after satisfaction of outstanding obligations to employees and creditors must be paid to the Treasurer of the State of Maine to the extent required by 20-A M.R.S. § 2411(8)(B). If the Charter is revoked, non-renewed or surrendered, or the School otherwise ceases to operate, any

remaining private funds shall be disposed of consistent with Maine nonprofit organization law provided that the School must maintain records demonstrating that such funds are not public funds. If the Charter School's records fail to establish clearly whether an asset was acquired with public funds, the asset shall be deemed to be a public asset.

5.8 Insurance. The School shall maintain, at its sole cost and expense and in the amounts contained in Exhibit B, policies in the areas of 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 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.

5.9 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. § 2405(5)(B) to cover the cost of overseeing the Charter School.

## **SECTION 6. MONITORING, OVERSIGHT AND INTERVENTION**

6.1 Monitoring and Oversight. The School and the Board acknowledge that the Commission, or its authorized agents, has the right to visit, announced or unannounced, examine into and inspect the School and its records. To permit the Commission to fulfill this oversight function and ensure that the School is in compliance with all applicable laws and regulations and the terms and conditions of this Charter, the School agrees to abide by the requirements and activities contained in the Monitoring Plan attached hereto as Exhibit D. The School shall post a copy of its annual monitoring report (or a link to it) on its website.

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

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

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

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

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

6.7 Process for Resolution of Compliance Issues; Revocation. If the School's performance or compliance with the law or this Charter is deemed unsatisfactory in the sole discretion of the Commission, the Commission shall provide the School with written notice and give the School 10 days to either correct the issues identified or propose a corrective action plan ("CAP") in a form required by the Commission. If the School fails to timely respond, or the Commission determines that the proposed CAP or other response is insufficient, the Commission may specify a CAP for the School. Execution of the terms and conditions of any CAP put in force shall be deemed binding on the School as a condition of continuing to operate pursuant to this Charter and the school shall be placed on probationary status until the terms of the CAP are satisfied. If the School is placed on probationary status, the School must provide written notice to the parents of every student explaining the basis for the probationary status. Failure to complete the CAP within the timeframe provided in the CAP or make timely response to the notice provided herein from the Commission shall be deemed grounds for revocation of the Charter pursuant to 20-A M.R.S. 2411(6)(A)(1).

## **SECTION 7. OTHER COVENANTS AND WARRANTIES**

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

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

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

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

## SECTION 8. CHANGES

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

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

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

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

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

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

- (g) New incursion of debt beyond that described in the Application other than ordinary trade credit.

## **SECTION 9. RENEWAL; DISSOLUTION**

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

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

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

## **SECTION 10. MISCELLANEOUS**

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

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

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

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

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

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

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

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

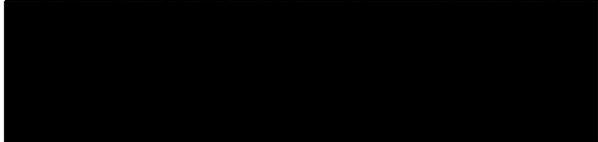
10.8 Governing Law. This charter shall be governed by and construed in all respects in accordance with the laws, statutes and regulations of the State of Maine. Any legal proceedings against the Commission shall be brought in an administrative forum or a court of competent jurisdiction in the State of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

10.9 Severability. The provisions of this Charter are severable. The invalidity or unenforceability of any particular provision of this Charter shall not affect the remainder of said provision or any other provisions, and this Charter shall be construed in all respects as if such invalid or unenforceable provision or part thereof had been omitted.

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

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

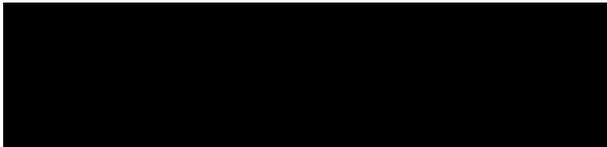
MAINE CHARTER SCHOOL COMMISSION



3/4/16

By: Shelley Reed  
Title: Chairperson

ACADIA Academy



3/1/16

By: Chris Brann  
Board Chair

Date of Board resolution:

**APPENDIX 1**  
**EDUCATIONAL SERVICE PROVIDER**

Not later than February 1, 2016, the School shall enter into a commercially ordinary, arm's-length contract with John F. Murphy Homes, Inc. (the "ESP") satisfactory to the Commission for the services described in the Application, subject to the following requirements:

1. The contract must not contain an exclusivity provision.
2. The contract must include a provision that states that the contract may be terminated at the sole discretion of the School, for any or no reason, with reasonable notice (not to exceed 120 days) to the ESP.
3. The contract must include an unbundled, individually priced statement of services and other provisions that would allow the School to select alternative sources or bring in house some or all of the services.
3. The contract must include a provision that states that any ESP employee shall be removed from servicing the School pursuant to the contract at the request of the School for any or no reason within 60 days of the request.
4. Prior to opening, the School shall develop a plan acceptable to the Commission to address the transition of the services provided by the ESP in the event of a failure of the ESP or termination of the ESP's contract.
5. By the end of its third year, the School shall owe no debt to the ESP other than ordinary trade credit; provided however, that the certain \$250,000 five-year term loan proposed by the School to be used for the procurement of capital items necessary to open the school as proposed on the date of the Charter Contract shall be permissible, but provided further that such loan may not be renewed, replaced with the ESP, or renegotiated in any form that would extend or increase the indebtedness owed the ESP beyond the term of such loan.
6. No owner, director board member, or employee of the ESP, including its affiliates, may serve as a member of the School's Board, advisory group(s), or be employed directly or indirectly, by the School, except as provided in the contract with the ESP.
7. The School may not enter into any contracts with an educational service provider other than the contract with the ESP without an amendment to the Charter.

**EXHIBIT B**  
**TERMS OF OPERATION**

1. Enrollment projections: number of students.

CHARTER YEAR	ACADEMIC YEAR	GRADES SERVED	PROJECTED NO. OF STUDENTS
Year 1	2016-2017	Pre-K - 2	128
Year 2	2017-2018	Pre-K - 3	164
Year 3	2018-2019	Pre-K - 4*	200*
Year 4	2019-2020	Pre-K - 5*	236*
Year 5	2020-2021	Pre-K - 6*	272*

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

\*The School shall not be entitled to enroll students in grades four, five or six until submission of curriculum materials and other evidence satisfactory to the Commission of the ability of the School to deliver a curriculum aligned with Maine's *Learning Results* in grades 4-6, including, but not limited to, social studies and science.

2. Facilities and Finances.

- (a) The location of the Facilities shall be: 12 Westminster Street, Lewiston ME 04240.
- (b) Not later than March 1, 2016, the School shall provide plans schedules and evidence of permits or approvals satisfactory to the Commission regarding development of a school facility that will meet the needs and objectives of the School's education plan.
- (c) Not later than March 1, 2016, the School shall provide the Commission with copies of commercially ordinary, arm's-length contracts representing its proposed lease, mortgage agreement, mortgage note, line-of-credit finance agreement, and line of credit note.

3. Insurance Coverage.

The following coverage shall be maintained at the School's expense:

- (a) Worker's Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over the School's employees, and employer's liability insurance with a minimum limit of \$500,000.
- (b) Comprehensive General Liability insurance with a minimum combined single limit of \$1,000,000 each occurrence.

- (c) 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 School.
- (d) Property insurance for buildings used by the School to fulfill the purposes of this Charter and any contents acquired by the School with public funds. The insurance obtained by the School shall provide the Commission with the ability to file a claim for any loss of property acquired with public funds.
- (e) 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 \$100,000 per claim.
  - Maintain minimum limits of no less than \$2,000,000 per claim/annual aggregate.
- (f) The chief financial officers of the School shall maintain a surety bond in the amount of at least \$250,000.
- (g) Any and all policies of insurance maintained by the School pursuant to this Section shall be deemed primary to any potentially applicable policy or policies of insurance maintained by the Commission and/or their respective officers, agents, employees and representatives. The Commission may specify that it be named as "separately insured."
- (h) The School shall provide copies of all required policies of insurance and certificates of coverage to the Commission annually prior to the first day of school.

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

#### 4. Community Outreach.

Not later than March 1, 2016, the School shall provide evidence satisfactory to the Commission that it has conducted outreach and meetings with the community, including those reasonably calculated to raise awareness of the School with all social and economic demographic groups in its catchment area.

# Performance Measures (Indicators)

## TAB 8

Charter School Name: ACADIA Academy

Indicator and Measure	Target	Documentation to be Provided by School
<p><b>Student Academic Proficiency: State Assessments</b>                      Measure 1: Proficiency on State Assessments in reading.                      Measure 2: Proficiency on State Assessments in math.</p>	<p>In year 1, ACADIA will have grades Prek-2. A grade will be added each subsequent year through grade 6. In year 2, ACADIA will have grade 3. In Year 2, ACADIA Academy students can participate in the Maine State Assessment.</p> <p>Year 1 of Testing (2017-2018), eligible students will complete testing to determine the baseline data for ACADIA Academy students. Goals will be set using the results of the baseline information and information gained from the larger testing data generated by Maine students.</p>	<p>Maine State Assessment Data, 2017-2018</p>
<p><b>Student Academic Proficiency: State Assessments</b>                      Measure 2: Proficiency on State Assessments in math.</p>	<p>In year 1, ACADIA will have grades Prek-2. A grade will be added each subsequent year through grade 6. In year 2, ACADIA will have grade 3. In Year 2, ACADIA Academy students can participate in the Maine State Assessment.</p> <p>Year 1 of Testing (2017-2018), eligible students will complete testing to determine the baseline data for ACADIA Academy students. Goals will be set using the results of the baseline information and information gained from the larger testing data generated by Maine students.</p>	<p>Maine State Assessment Data, 2017-2018</p>
<p><b>Student Academic Proficiency: School Selected Assessments</b>                      Measure 1: Growth on school selected standardized test in reading.</p>	<p>In Years 1-5, the FAST Bridge Computer Adaptive Assessment for Reading, 75% of students will exhibit a Rate of Improvement (ROI) from Fall to Spring, that falls within the 75<sup>th</sup> percentile or higher nationally.</p>	<p>Formal School Wide Data Reported using the FAST Bridge, <a href="http://www.fastbridge.org">www.fastbridge.org</a></p>

<p><b>Student Academic Proficiency: School Selected Assessments</b> Measure 2: Growth on school selected standardized test in math.</p>	<p>In Years 1-5, using the FAST Bridge Computer Adaptive Assessment for Mathematics, 75% of students will exhibit a Rate of Improvement (ROI) from Fall to Spring that is at the 75<sup>th</sup> percentile or higher nationally.</p>	<p>Formal School Wide Data Reported using the FAST Bridge, <a href="http://www.fastbridge.org">www.fastbridge.org</a></p>
<p><b>Student Academic Proficiency: School Selected Assessments</b></p>	<p>In Years 1-5, 85% of students will make demonstrated progress towards 100% of MAPS (My Achievement Plans for Success) Goals outlined throughout the school year, as evidenced by work samples collected within the PRIDE Portfolios.</p> <p>In Year 1, the MAPS (My Achievement Plans for Success) will be developed and implemented, complete with a rubric designed to objectively define stages of Proficiency. During Year 1, baseline data will be developed about student use of MAPS and proficiency levels. This baseline data will be utilized to develop goals for Years 2-5.</p>	<p>PRIDE PORTFOLIOS</p> <p>MAPS Goals and Benchmarks with MAPS Rubrics for Proficiency</p>
<p><b>Student Academic Proficiency: School Selected Assessments</b> Measure 4: Proficiency on school selected standardized test in reading.</p>	<p>In Year 1, students will be assessed in Reading utilizing the FAST Bridge Computer Adaptive Assessment. Baseline data will be collected on all students and utilized to establish goals for years 2-5.</p>	<p>Formal School Wide Data Reported using the FAST Bridge, <a href="http://www.fastbridge.org">www.fastbridge.org</a></p>
<p><b>Student Academic Proficiency: School Selected Assessments</b> Measure 5: Proficiency on school selected standardized test in math.</p>	<p>In Year 1, students will be assessed in Math utilizing the FAST Bridge Computer Adaptive Assessment. Baseline data will be collected on all students and utilized to establish goals for years 2-5.</p>	<p>Formal School Wide Data Reported using the FAST Bridge, <a href="http://www.fastbridge.org">www.fastbridge.org</a></p>
<p><b>Student Academic Proficiency: School Selected Assessments</b> Measure 6: Proficiency on school designed assessment program measuring reading growth</p>	<p>In Years 1-5, using the FAST Bridge Curriculum Based Measures for reading and early literacy, 75% of students will exhibit a Rate of Improvement (ROI) from Fall to Spring that is at the 75<sup>th</sup> percentile or higher nationally.</p>	<p>Formal School Wide Data Reported using the FAST Bridge, <a href="http://www.fastbridge.org">www.fastbridge.org</a></p>
<p><b>Student Academic Growth: State Assessments</b> Measure 1: Same cohort growth on State Assessment in ELA</p>	<p>During the 2017-2018 school year, ACADIA third grade students will participate in the Maine State Assessment. This data will be utilized to establish the ACADIA baseline data and will be utilized to establish goals for growth.</p>	<p>Maine State Assessment</p>

<p><b>Student Academic Growth: State Assessments</b> Measure 2: Same cohort growth on State Assessment in math</p>	<p>During the 2017-2018 school year, ACADIA third grade students will participate in the Maine State Assessment. This data will be utilized to establish the ACADIA baseline data and will be utilized to establish goals for growth.</p>	<p>Maine State Assessment</p>
<p><b>Student Academic Growth: State Assessments</b> Measure 3: Successive cohort growth on State Assessment in ELA</p>	<p>During the 2017-2018 school year, ACADIA third grade students will participate in the Maine State Assessment. This data will be utilized to establish the ACADIA baseline data and will be utilized to establish goals for growth.</p>	<p>Maine State Assessment</p>
<p><b>Student Academic Growth: State Assessments</b> Measure 4: Successive cohort growth on State Assessment in math</p>	<p>During the 2017-2018 school year, ACADIA third grade students will participate in the Maine State Assessment. This data will be utilized to establish the ACADIA baseline data and will be utilized to establish goals for growth.</p>	<p>Maine State Assessment</p>
<p><b>Achievement Gaps</b> Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.</p>	<p>During Year 2, after completion of the initial testing with the Maine State Assessment, ACADIA staff will determine the performance gaps between major student subgroups and will develop goals that will show decrease in performance gaps across those subgroups.</p>	<p>Maine State Assessment</p>
<p><b>Achievement Gaps</b> Measure 2: Gaps in proficiency and growth between major student subgroups on school selected assessment</p>	<p>During November of 2016, after completion of the initial testing with the FAST Bridge Assessment, ACADIA staff will determine the performance gaps between major student subgroups and will develop goals to decrease performance gaps across those subgroups.</p>	<p>Formal School Wide Data Reported using the FAST Bridge, <a href="http://www.fastbridge.org">www.fastbridge.org</a></p>
<p><b>Student Attendance</b> Measure 1: Average Daily Attendance Rate</p>	<p>During the 2016-2017 school year, attendance data will be collected and reported on all students enrolled in ACADIA Academy during the days in session following the traditional school calendar. This data will be utilized as baseline data, utilized to set attendance goals for year 2.  Summer Institute data will be collected but will not be utilized in setting goals as these Institutes are encouraged but are optional.</p>	<p>Formal Year-End Enrollment and Attendance Data</p>
<p><b>Student Enrollment</b> Measure 1: Maintaining student enrollment throughout the year.</p>	<p>In years 1-5, ACADIA will maintain 90% of students enrolled at the state count day will remain enrolled throughout the school year.</p>	<p>Formal Year-End Enrollment and Attendance Data</p>

<p><b>Student Enrollment</b> Measure 2: Student re-enrollment from one year to the next</p>	<p>In years 2-5, ACADIA will maintain 90% of students showing intent to re-enroll.</p>	<p>Formal Year-End Enrollment and Attendance Data</p>
<p><b>Financial Performance and Sustainability</b> Measure 1: Budget versus actual revenue and expenditures</p>	<p>Year 1: Operating Costs within 15 % of the budget plan. Year 2-5: Operating Costs within 10% of the budget plan.</p>	<p>Formal Year-End Fiscal Report</p>
<p><b>Governance Board Performance &amp; Stewardship</b> Measure 1: Public accountability – Transparent, responsive, and legally compliant Board operations</p>	<p>In years 1-5, 100% of ACADIA Board meetings will be open to the public; minutes will be kept and made available to the public on-line and upon request, for public review.</p>	<p>Formal Board Minutes, ACADIA Web-Site</p>
<p><b>Adequacy of Facilities Maintenance in Support of Program</b> Measure 1: Facility meets State standards</p>	<p>Capital Improvement Plan for Years 2-5 developed in the Spring of 2017, plan adhered to in years 2-5.</p>	<p>Capital Improvement Plan</p>
<p><b>Transportation &amp; Food Service</b> Measure 1: Record of costs and student utilization</p>	<p>In years 1-5, transportation costs will be kept within 10% of the Budget.</p>	<p>Formal Year-End Fiscal Report</p>
<p><b>Transportation &amp; Food Service</b> Measure 2: Record of costs and student utilization</p>	<p>In years 1-5, data for student utilization of transportation will be recorded on a quarterly basis.</p>	<p>Annual Transportation Utilization Report</p>
<p><b>School Social and Academic Climate</b> Measure 1: Instances of bullying, harassment, or other abusive practices.</p>	<p>Year 1, all incidences of bullying, harassment, or other abusive behavior will be formally documented and reported to parents or guardians.  The data will be utilized as Baseline data and goals will be developed for years 2-5.</p>	<p>School Climate and Discipline Report</p>
<p><b>School Social and Academic Climate</b> Measure 2: Confidential survey of parents, staff, and students.</p>	<p>In years 1-5, confidential surveys concerning social and academic climate will be completed with a minimum of a 90% response rate from parents, staff and students. This data will establish baseline for performance standards to be set for years 2-5.</p>	<p>School Climate and Discipline Report</p>
<p><b>Parent and Community Engagement</b> Measure 1:</p>	<p>In years 1-5, monthly ACADIA newsletters will be provided to all families and posted on the ACADIA webpage.</p>	<p>Newsletters will be provided to the Commission in the Annual Year End</p>

		Report
<u>Parent and Community Engagement</u> Measure 2:	In years 1-5, ACADIA will offer monthly events open to parents of community members. These events will be advertised in languages representing our student demographics.	Year-End Scrapbook and Media representing the events.
<u>Parent and Community Engagement</u> Measure 3:	In year 1, ACADIA will collect baseline data on parent volunteer efforts and hours. This data will be used to create involvement goals for years 2-5.	Parent Participation Report
<u>Parent and Community Engagement</u> Measure 4:	In years 1-5, family/guardian participation in at least one student-led conference will be reached at a minimum level of 90% annually. Participation may include in person attendance, video conferencing, and telephone conferencing.	Parent Participation Report

**Maine Charter School Commission  
Required Elements Pre-Opening Plan**

**TAB 19.**

School Name: ACADIA-A Charter Academy Developing Independence and Achievement

(Approved 1-6-10; Reapproved 5-26-10; Approved 5-6-14)

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

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Enrollment continued:	Assessment of student interest	Executive Director /Director of Admissions	Ongoing	
	Admissions and Lottery procedures	Executive Director /Director of Admissions	In application	
	Admissions Notification and/or Lottery Deadline	Executive Director / Director of Admissions	Prior to April 1 <sup>st</sup> of school year	
	Admissions Acceptance Decisions	Executive Director / Director of Admissions	Prior to April 1 <sup>st</sup> of the school year	
	File Pre-enrollment Report to SAU's	Executive Director	April 1 of the school year	
Staff Recruitment and Hiring	Recruitment Procedures for Principal and Key Admin. (Chief Finance Officer, Special Services Director, others)	Governing Board / Executive Director	In application	

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
<b>Staff Recruitment and Hiring</b> continued:	Hiring of Principal and Key Admin. (CFO, S.S. Director, others)	Governing Board/ Executive Director	On contract date	
	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	

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
<b>Facilities and Safety</b>	Signed lease for all space as listed in application	Governing Board/ Executive Director	On contract date	
	All required renovations to meet approved school inspections	Governing Board / Executive Director	90 days prior to start of school year	
	Certificate of Occupancy	Executive Director / Head of School	60 days prior to start of school year	
	Fire and Asbestos Inspections, Lead-paint Assessment	Executive Director / Head of School	60 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	60 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	

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
<b>Facilities and Safety</b> continued:	<b>Emergency Contact Sheet and Safety Plan</b>	Executive Director / Head of School	15 days prior to start of school year	
<b>Student Learning</b>	School Calendar and Student Schedule	Executive Director / Head of School	On contract date	
	Code of Conduct	Executive Director / Head of School	On contract date	
	Special Services and Special Education Policy	Executive Director / Head of School / Special Services Coordinator	In application	
	DOE has reviewed the Special Student Population section of the Application: " <i>Name of Applicant's</i> application contains all required elements."	Dept. of Education Special Education Department	Submitted with Rubric by DOE SPED.	
	If applicable, <b>Title 1</b> plan approved by DOE. <b>ELL</b> plan approved by DOE.	Executive Director / Head of School / Special Services Coordinator	30 days prior to start of school year	

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Student Learning continued	Qualification of Staff Certification of School Personnel List of all SPED Staff to include S.S. Numbers and applicable licenseure.	Executive Director /Head of School /Special Services Coordinator	Submit to ME Dept. of Ed Special Education 30 days prior to start of school	
Finance and Financial Services	Adequacy of Special Education Services: Grid of special education service time provided to all students enrolled. This includes specially designed instruction, consultation, all related services, provider license or certification number and amount of time for each service and provider.	Executive Director /Head of School /Special Services Coordinator	Submit to ME Dept. of Ed Special Education 14 days prior to start of school	
	Operating Budget - final pre-opening revisions	Governing Board / Executive Director	45 days prior to school opening	
	Cash-flow Projections	Executive Director /CFO	On approval of application	
	Fiscal Policies and Procedures Manual	Executive Director /CFO	In application	
	Financial accounting system compatible with MEDMS	Governing Board / Executive Director	On signing of contract	

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Finance and Financial Services continued	Grants / Entitlements (State and Federal)	Executive Director /CFO /Director of Dev.	Ongoing	
	Other Grants	Executive Director /CFO /Director of Dev.	Ongoing	
	Misc. Funds / Fundraising Plan	Executive Director /CFO /Director of Dev.	Ongoing	
	Audit Timeline	Governing Board / Executive Director	On signing of contract	
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	

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Curriculum and Instruction	Curriculum Plan	Executive Director / Head of School	In application	Complete
	Instructional Materials purchasing plan	Executive Director / Head of School	On signing contract	
	Classroom assignments and set-up	Executive Director / Head of School	15 days before opening of school	
Student Services, Records and Reporting System	Attendance, Student Retention Records System	Executive Director / Head of School	On signing contract	
	Academic Performance Information	Executive Director / Head of School	On signing contract	
	Student information system compatible with MEDMS	Executive Director / Head of School	On signing contract	
	Student academic assessment and reporting plan compatible with MEDMS	Executive Director / Head of School	On signing contract	

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Student Services, Records and Reporting System continued	Transportation Plan and Contract	Executive Director / Head of School	60 days prior to school opening	
	Nutrition/Food Service Plan and Contract	Executive Director / Head of School	60 days prior to school opening	
	Health and Wellness Plan	Executive Director /Head of School	On signing contract	
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	On signing contract	
	Professional Development Plan	Head of School	On signing contract	
			Address: P/CSC/RFP TABS – EXHIBITS A-E	

# Maine Charter School Commission

## Public Charter School Monitoring Plan

Approved 12-4-12  
Correction of Dates to be Compliant with MRS-20A 4-23-14  
Recommended update for all schools 1/2016

### 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.

(For more specific areas, refer to Performance Indicators.)

**Target dates: January 15 and June 30**

### 3. Special Education Compliance Review

- a. 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.

- b. 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:**

- **Prior to the opening of school** (August 1 to SAUs and MCSC for Payment September 1 and December 1);
- **October 1**- Dept. of Education EPS Report (see instructions DOE);
- **February 1** to SAUs and MCSC (for March 1 and June 1 Payments) **and**
- **April 1** –Dept. of Education EPS Report (see instructions DOE).

- 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.
- c. Commission members may meet with a representative group of parents, staff, and students for the purposes of receiving feedback.

**Target date: At the annual on-site review**

#### 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.
- 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: 2 weeks before the date of the annual end-of-year visit**

- 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 ensure 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 for the State of Maine Commissioner of the Department of Education.

**Target dates:**

- **November 1 (on or before) Initial (Audit) Report** to the (DOE) Commissioner. MRS 20-A § 2412-A Audits #4
- **December 30 (on or before) Audit Report (complete)** to the (DOE) Commissioner within 6 months after the end of an audit period. MRS 20-A § 2412-A Audits #6

- c. 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: At the annual on-site review**

## 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.

**Maine Charter School Commission  
CLOSURE PLAN  
TAB 35**

Approved 7-3-12  
4-24-14 Tab Change

*1. Documentation of Closure Action:*

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

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

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

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

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

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

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

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

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

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

## 2. School and Student Records Retention and Transfer:

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

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

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

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

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

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

### 3. Financial Close-out:

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

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

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

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

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

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

### 4. Disposition of Liabilities and Assets:

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

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

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

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

ACADIA Academy Performance Framework October, 2019  
(REVISED)

Indicator	Measure	Target	Assessment Criteria	
<b>Student Academic Proficiency</b>	Proficiency on State Assessments in reading	The number of students meeting or exceeding state expectations will be equal to or greater than the state average.	Exceeds Expectation	5% greater than the state average
			Meets Expectation	Within 5% of the state average
			Partially Meets Expectation	5.1% -10% below the state average
			Does Not Meet Expectation	Greater than 10 % below the state average
	Proficiency on State Assessments in math	The number of students meeting or exceeding state expectations will be equal to or greater than the state average.	Exceeds Expectation	5% greater than the state average
			Meets Expectation	Within 5% of the state average
			Partially Meets Expectation	5.1% -10% below the state average
			Does Not Meet Expectation	Greater than 10% below the state average
	Proficiency on the spring administration of the Brigance	75% of PreK students will score at or above the cut off score for their age bracket on spring testing.	Exceeds Expectation	85.1% or more
			Meets Expectation	70% - 85%
			Partially Meets Expectation	65% - 69.9%
			Does Not Meet Expectation	Below 65%
<b>Student Academic Growth</b>	PreK students will show progress in their learning through growth in their TSG <sup>1</sup> scores in ELA reading and language from fall to spring.	PreK students will show progress in their learning through growth in their ELA reading and language TSG scores from fall to spring.	Exceeds Expectation	90% or more
			Meets Expectation	80% - 89.9%
			Partially Meets Expectation	70% - 79.9%
			Does Not Meet Expectation	Below 70%
	PreK students will show progress in their learning through growth in their TSG scores in math from fall to spring.	PreK students will show progress in their learning through growth in their math TSG scores from fall to spring.	Exceeds Expectation	90% or more
			Meets Expectation	80% - 89.9%
			Partially Meets Expectation	70% - 79.9%
			Does Not Meet Expectation	Below 70%

<sup>1</sup> Teaching Strategies GOLD assessment

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	Students will show progress in their learning through growth in their NWEA RIT scores in ELA reading and language from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT <sup>2</sup> scores from fall to spring of each school year.	Exceeds Expectation Meets Expectation Partially Meets Expectation Does Not Meet Expectation	90% or more 80% - 89.9% 70% - 79.9% Below 70%
	Students will show progress in their learning through growth in their NWEA RIT scores in math from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	Exceeds Expectation Meets Expectation Partially Meets Expectation Does Not Meet Expectation	90% or more 80% - 89.9% 70% - 79.9% Below 70%
	Growth on NWEA as measured by projected growth on MAP <sup>3</sup> assessment: The time allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school.	School will meet goal of 70% of eligible <sup>4</sup> students meeting their projected growth on NWEA ELA reading and language by the end of school year 2022-23. 2019-20= 55% 2020-21= 60% 2021-22= 65% 2022-2023= 70%	Exceeds Expectation Meets Expectation Partially Meets Expectation  Does Not Meet Expectation	70% or more <sup>5</sup> School meets annual target Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%. 2% or more below target, with increase of less than 3% from previous year
	Growth on NWEA as measured by projected growth on MAP assessment: The time allowed to reach these targets will vary depending upon the demographics of the students,	School will meet goal of 70% of eligible <sup>6</sup> students meeting their projected growth on NWEA math by the end of school year 2022-23. 2019-20= 55% 2020-21= 60% 2021-22= 65%	Exceeds Expectation Meets Expectation Partially Meets Expectation	70% or more <sup>7</sup> Meets annual target Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%

<sup>2</sup> The RIT score represents a student's achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level.

<sup>3</sup> MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP (measures of academic progress) Growth creates a personalized assessment experience that accurately measures performance.

<sup>4</sup> Eligible is defined as having both a fall and spring score for students in grades k-11.

<sup>5</sup> Beginning in 2022–23 exceeds becomes “more than 70%.”

<sup>6</sup> Eligible is defined as having both a fall and spring score for students in grades k-10.

<sup>7</sup> Beginning in 2022-23 exceeds becomes “more than 70%.”

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	and of subgroups of students, found in each charter school.	2022-2023= 70%	Does Not Meet Expectation	2% or more below target, with increase of less than 3% from previous year
<b>Achievement Gaps</b>	<p>Achievement gaps in proficiency between major subgroups on the Maine State Assessments.</p> <p>Subgroups must have at least 10 students to be reported. Subgroups may not be combined to create a "super-subgroup."</p>	The school will provide evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	<p>Meets Expectation</p> <p>Partially Meets Expectation</p> <p>Does Not Meet Expectation</p>	<p>Subgroups are performing similarly to comparison groups</p> <p>Subgroups are performing below comparison groups, some gaps have closed since the previous year</p> <p>Subgroups are performing below comparison groups, and have not improved since the previous year</p>
	<p>Achievement gaps in growth between major subgroups on the NWEA.</p> <p>Subgroups must have at least 10 students to be reported. Subgroups may not be combined to create a "super-subgroup."</p>	The school will provide evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	<p>Meets Expectation</p> <p>Partially Meets Expectation</p> <p>Does Not Meet Expectation</p>	<p>Subgroups are performing similarly to comparison groups</p> <p>Subgroups are performing below comparison groups, some gaps have closed since the previous year</p> <p>Subgroups are performing below comparison groups, and have not improved since the previous year</p>
<b>Student Attendance</b>	Chronic absenteeism rate	Schools will have 10% or fewer students classified as chronically absent on the last day of school. <sup>8</sup>	<p>Exceeds Expectation</p> <p>Meets Expectation</p> <p>Partially Meets Expectation</p> <p>decreased rate by at</p> <p>Does Not Meet Expectation</p>	<p>Fewer than 7%</p> <p>7%-10%</p> <p>10.1%-13% or is more than 13%, but has from previous year least 5%</p> <p>Greater than 13%</p>

<sup>8</sup> Chronically absent is defined as missing 10% or more of school days.

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	Average Daily Attendance Rate	Schools will have an average daily attendance rate in grades preK-8 of 93% or higher.	Exceeds Expectation Meets Expectation Partially Meets Expectation Does Not Meet Expectation	97% or higher 93%-96.9% 90%-92.9% Below 90%
		Schools will have an average daily attendance rate in grades 9-12 of 91% or higher.	Exceeds Expectation Meets Expectation Partially Meets Expectation Does Not Meet Expectation	95% or higher 91%-94.9% 88%-90.9% Below 88%
<b>Student Enrollment</b>	Enrollment throughout the school year	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day. <sup>9</sup>	Exceeds Expectation Meets Expectation Partially meets Expectation Does not meet Expectation	90% or more 85% - 89.9% 75% - 84.9% Fewer than 75%
	Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the <u>last day</u> of school will have completed an Intent to reenroll form for the next year.	Exceeds Expectation Meets Expectation Partially Meets Expectation Does Not Meet Expectation	90% or more 85% - 89.9% 75% - 84.9% Fewer than 75%
<b>Financial Performance and Stability</b>	<b>Near Term Measures</b> a) Current Ratio b) Unrestricted Days Cash on Hand	School evaluates its Near Term Financial Health using the Financial Performance and Stability outline provided by the Commission.	Near Term Measures are healthy. Near Term Measures require monitoring. Near Term Measures require immediate action.	
	<b>Sustainability Measures</b> a) Total Margin b) Debt to asset ratio	School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.	Sustainability Measures are healthy. Sustainability Measures require monitoring. Sustainability Measures require immediate action.	
<b>Clean Audit</b>	The school has an annual financial audit conducted. Audit and management letter are submitted to the commission. Audit has no material findings or misstatements.	Unmodified opinion on [consolidated] financial statements: no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the	Meets Expectation Partially Meets Expectation misstatement Does Not Meet Expectation	Clean audit submitted Audit submitted, may have 1 material audit not submitted or not "clean"

<sup>9</sup> Student Count day is October 1.

ACADIA Academy Performance Framework October, 2019

		other information accompanying the auditor’s report on financial statements or in the auditor’s report on internal control over financial reporting and on compliance and other matters.		
<b>Governance Board Performance and Stewardship</b>	Public Accountability: Transparent, responsive, and legally compliant Board operation.	The Governing Board will hold a minimum of 6 meetings per school year <sup>10</sup> .	Exceeds Expectation Meets Expectation Does Not Meet Expectation	11 or more meetings 6-10 meetings 5 or fewer meetings
		Timely <sup>11</sup> publication of Board meeting agenda and minutes upon approval.	Meets Expectation Partially Meets Expectation Does Not Meet Expectation	All minutes and agendas posted timely 1-2 items not posted timely 3 or more not posted timely
<b>Adequacy of Facilities Management</b>	Meet Local and State requirements	The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities.	Meets Expectation Does Not Meet Expectation	Certified as required Not certified as required
	Capital Improvement Plan	The school has a current capital improvement plan approved by its governing board.	Meets Expectation Does Not Meet Expectation	Current Capital Improvement approved by board Capital Improvement Plan not current or not approved by board
<b>School Social and Academic Climate</b>	Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	Meets Expectation Does Not Meet Expectation	Reports as required Does not report as required
	Panorama Survey- Family Participation	40% of families will participate in the Panorama survey.	Exceeds Expectation Meets Expectation	50% or more 40% - 49.9%

<sup>10</sup> A school year is July 1 – June 30

<sup>11</sup> Timely is defined as posting agenda a minimum of 5 days before the meeting and for minutes, posting within 5 days of approval.

ACADIA Academy Performance Framework October, 2019

			Partially Meets Expectation 30%- 39.9% Does Not Meet Expectation Less than 30%
	Panorama Survey- Student Participation	65% of eligible students will Participate <sup>12</sup> in the Panorama survey.	Exceeds Expectation 75% or more Meets Expectation 65%-74.9% Partially Meets Expectation 55%-64.9% Does Not Meet Expectation Less than 55%
	Panorama Survey- Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey.	Exceeds Expectation 80% or more Meets Expectation 70%-79.9% Partially Meets Expectation 60%-69.9% Does Not Meet Expectation Less than 60%
	Panorama Survey	Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	Meets Expectation School develops and implements plan Partially Meets Expectation School develops and partially implements plan Does Not Meet Expectation School does not develop or does not implement plan

<sup>12</sup> Students in grades 3 and up are eligible to participate in the Panorama Education surveys.

# Program Evaluation Proposal for Acadia Academy

June 12, 2020

Prepared by:

Wendy Betts, Principal  
The Shadow Group, LLC  
Casco, Maine  
[www.shadowgroupmaine.com](http://www.shadowgroupmaine.com)

## **A. Purpose of the Evaluation**

Acadia Academy is a PreK-Grade 5 public charter school located in Lewiston, Maine. It presently serves 228 students and will add another 32 students in the fall of 2020. The school is in its third year of operation. It is presently submitting a federal grant application to the U.S. Department of Education seeking funds to add the sixth grade, obtain various equipment, materials and supplies, including instructional materials, to boost student learning, and to provide professional development for instructional and administrative staff. Minor building repairs are also a part of the request.

The Shadow Group is providing an evaluation design to help guide the implementation of the project and collect data associated with the activities intended to address project objectives to determine the effectiveness in achieving the desired project outcomes.

## **B. Proposed Evaluation Design**

The evaluation will focus on the impact that project activities have had based on the following four objectives:

- Increase School Safety
- Increase Student Academic and Social / Emotional Skills
- Increase Teacher and Staff Knowledge and Skills, Job Satisfaction and Retention
- Increase Student Health & Wellness

The four objectives will be measured as follows:

### **Outcome 1: Improving School Safety**

#### **Performance Measures and Targets:**

- 1) Qualified third-party inspection verifies proper functioning of classroom locksets. The measure of success will be defined as a verification received from a qualified inspector ensuring the proper installation and function.
- 2) Staff responds to accidents / injuries 95% of the time using appropriate resources. Measure of success will be obtained by collecting and analyzing the change in the number of accidents and injuries (have they increased, decreased, or stayed the same and coding response as Appropriate / Inappropriate. The goal is to have an increase in the number of appropriate responses and a decrease in the number of accidents and injuries. Baseline data will be collected from the 2019-2020 school year (this year will show only partial in-school student attendance due to school shutdown related to the coronavirus pandemic) and 2018-2019 if feasible. Proportions of accidents / injuries will be used to

- account for the change in the number of enrolled students over time.
- 3) 90% of staff will complete trainings. The measure of success for this item is a simple count of the number of attendees obtained from the training log for each training session.

## **Outcome 2: Increase Student Academic and Social / Emotional Skills**

### **Performance Measures and Targets:**

- 1) Improve student academic achievement. The measure of success will be determined by student achievement test scores (NWEA) and change from fall to spring administration. The fall score will serve as the first measure for comparison purposes and spring test score will serve as the second measure. The desired target is to see an increase in 10% of the number of students achieving projected growth from baseline (previous year's growth vs. project year growth) in both English Language Arts scores and in Mathematics scores.
- 2) Improve student social / emotional skills. Project activities will contribute to a 10% increase in social / emotional growth that will be measured by changes in the amount and type of behaviors recorded in daily Behavior Charts. These charts are kept by each of the instructional staff on a daily basis where they record behavior incidents (referencing student names, a brief description of the concern, methods used to address concerns and the outcome of the intervention). Baseline measure will be determined by data from the previous year. Analysis will include the amount of incidents, severity, type and intervention. The overall goal will be to identify changes in the number and severity of incidents as well as tracking the type of interventions used, with the goal of seeing increased appropriate implementation of intervention skills on the part of instructional staff.

Note: Project Objective 2 and 3 will likely contribute to increases in academic achievement and social / emotional skills. When staff are trained in new methods, their increased knowledge and skills will have a positive effect on students. Additional resources, such as curricula, technology and other tools, which are specifically intended to assist academic and social / emotional learning will also make a positive contribution to student success. The evaluation is not intended to explore the contribution that each individual resource contributed to successful student outcomes.

### **Outcome 3: Support Educator Growth & Development**

#### **Performance Measures and Targets:**

- 1) Improve teacher satisfaction by 10%. The measure of success will be determined by teacher satisfaction ratings recorded on the annual School Climate Survey (Panorama Education Staff Survey - teacher responses). The benchmark will be the overall satisfaction rating from 2020. The survey will be implemented in late spring 2021 and results will be compared to 2020.
- 2) Improve retention of high-quality educators by 5%. The measure of success will be determined by analyzing staff retention from a baseline of August 2020 to August 2021.

### **Outcome 4: Improve Student Health and Wellness**

#### **Performance Measures and Targets:**

- 1) Increase physical health / wellness by 50%. The measure of success will be determined by analyzing each student's achievement of physical fitness goals that are set at the beginning of the school year and recorded in the school's MAPS data system. The data will be collected and analyzed at the end of the school year in June 2021 to determine the number of students who have met their prescribed fitness targets.
- 2) Decrease absenteeism / Increase attendance by 5%. By increasing physical wellness one assumes that there will be a corresponding decrease in illness and absences due to illness. Changes in student attendance will be compared between 2019, 2020, and 2021 attendance rates at the end of each school year (accounting for school closure related to Covid-19 when students were taught via distance learning methods vs. classroom).

### **C. Scope of Work**

The evaluator will perform the following tasks:

- 1) Review all data collection tools to determine if any need to be revised prior to data collection. Should revisions be required, the evaluator will design new tools and instructions for recording needed data as defined in the project outcome measures.
- 2) Use standard data analysis techniques to show changes in results over time.
- 3) Report progress toward evaluation activities on a quarterly basis, or more frequently if requested.
- 4) Provide a summary evaluation report that includes data summaries and assessment of whether performance targets were met.

- 5) Perform all tasks in compliance with the highest ethical standards to maintain data integrity and confidentiality, as described by the American Evaluation Association.
- 6) Provide the school with electronic copies of data collection tools, periodic reports and the final report.
- 7) Work with designated school staff to ensure the integrity of the data and data collection processes.

**D. Fees**

All work described above will be performed for a contract rate of \$3,500. The acceptance of this contract is directly contingent upon the school receiving a federal grant award to implement the project being evaluated. Should the school not receive an award this contract shall be null and void.

A \$500 down payment will be due when work commences, which is estimated to be October 15, 2020.

Progress payments will be made in the following intervals:

- \$1,000 due December 15, 2020
- \$1,000 due March 15, 2020
- \$1,000 due within 30 days of delivery of final report in achieving project outcomes.

**E. Evaluator Qualifications**

Lead Consultant, Wendy Betts will be responsible for all tasks defined in this project. Ms. Betts has worked in the organizational development and policy analysis arena for 25+ years conducting program design, implementation and evaluation services for nonprofit and public agencies in Maine and the U.S. Please see attached resume.

Acadia Academy



Director  
Title

6/18/20  
Date

The Shadow Group



Principal  
Title

6/18/2020  
Date

Project Evaluator Resume



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*Research - Develop - Implement - Evaluate*

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**PROFESSIONAL EXPERIENCE**

**Lead Consultant**

**The Shadow Group, Casco, ME**

2000-present

Founder and lead consultant of consulting firm specializing in organizational development of non-profit, for-profit and public organizations. The Shadow Group provides a variety of services, including:

- Program planning, design, implementation, evaluation and operations/compliance
- Systems design and analysis
- Conduct funding research, and prepare and submit grant proposals (federal, state, foundations and corporations)
- Design and conduct program evaluation and quality improvement activities
- Design and conduct applied research: design data collection tools (surveys, forms, interviews, focus group); conduct data collection and analysis; design and conduct organizational and topic-specific needs assessments; prepare and deliver reports/summaries/presentations for various audiences

**Executive Director**

**Campfire Boys & Girls/Camp Ketcha, Scarborough, ME**

1998-2000

Managed the operation of one of Maine's oldest youth-development organizations with five programs and a \$500,000 budget. Seasonal and year-round programs included a ten-week summer camp serving 300+ children per day; an adventure-based education program for youth; adventure-based team building for businesses and corporations; school vacation camps; and after-school programming. Managed all administrative and programmatic functions of this non-profit agency. Obtained new foundation grants and United Way funding for programs and special projects, including new and existing programs and facilities.

**Vice President of Operations**

**Youth Alternatives, Portland, ME**

1995-1998

Member of senior management team, worked with clinical directors, department managers, and senior administration to initiate systems change in support of best practice in a 9-program, \$6 million non-profit, human service agency. Oversaw all aspects of agency compliance, and grant & contract development; developed new and strengthened existing programs through quality assurance systems including designing and conducting various data collection methods (i.e., needs assessments, surveys, interviews), conducted program evaluation and systems design; managed agency-wide human resources department; collaborated with statewide service providers and federal and state government staff to develop, coordinate and improve client services. Directed and prepared agency self-study for successful application to the Council on Accreditation of Services for Children and Families. Coordinated agency-wide strategic planning and implementation in partnership with Board of Directors. Member of Board of Directors Human Resources Committee. Served as Member and Chair of state Child Welfare Advisory Committee advisory group.

## Research Assistant

Edmund S. Muskie School of Public Service, Portland, ME

1987-1995

Reported to Director of Institute for Child and Family Policy. Conducted research on child and family, health, aging and policy issues and practice at the local, state and national levels, including: participate as team member in research design; designed and conducted model/demonstration and training programs; designed and conducted program & training evaluations; designed data collection methods including surveys, in-person and telephone interviews, and focus groups, data extraction tools and other methods; conducted comprehensive topic-based literature searches and reviews; prepared project reports and manuals; assisted in curriculum design. Trained and supervised project staff. Prepared computer documentation and developed training materials and manuals. Performed data processing and statistical analysis, including database management and design; and processing and analyzing data using the statistical analysis software packages, relational databases and spreadsheets. Coordinated and staffed committees, aided various community agencies within Maine and across the U.S. Identified sources of project funding and assisted in proposal writing.

## EDUCATION

**MA, Public Policy and Management**, concentration in Organizational Management and Public Financial Management. Edmund S. Muskie School of Public Service, University of Southern Maine. Phi Kappa Phi.

**BA, Sociology**. University of Maine.

## PUBLICATIONS

1995-96 Maine KIDS COUNT Data Book (1996). Portland, Maine: University of Southern Maine, Muskie Institute of Public Affairs. (Contributing author.)

1994 Maine KIDS COUNT Data Book (1995). Portland, Maine: University of Southern Maine, Muskie Institute of Public Affairs. (Contributing author.)

Betts-Bessey, Wendy. (1994). Child Welfare Field Instruction Unit Manual. Portland, Maine: University of Southern Maine, Muskie Institute of Public Affairs.

Betts-Bessey, Wendy. (1994). Rural Youth at Risk: an Annotated Bibliography. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.

Hitchcock, Jan and Betts-Bessey Wendy. (1994). "Seeking Shelter in the City." In L.Coleman & D. Porter (Eds.), Working with Rural Youth. Portland, Maine: University of Southern Maine, Muskie Institute of Public Affairs.

Bessey (Betts), Wendy. (1992). Intervening Effectively with Substance Abusing Families and Their Children: An Annotated Bibliography. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.

National Resource Center for Management and Administration. (1992). Oregon Child Protective Services Performance Study. Portland, Maine: University of Southern Maine, Muskie Institute of Public Affairs. (project staff)

Hornby, Helaine; Bessey (Betts), Wendy and Gaspard, Craig (1990). Child Abuse Prevention. Model Programs and Practices: A Review of the Literature. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.

Bessey (Betts), Wendy and Hornby, Helaine. (1990). Community Assessment of Child Abuse Prevention. Summary Report - Part 1: Cumberland and Franklin Counties. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.

- Bessey (Betts), Wendy and Hornby, Helaine. (1990). Community Inventory of Child Abuse Prevention Programs. Summary Report - Part 2: Cumberland and Franklin Counties. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.
- Hart, S., Barringer, R., Bessey (Betts), W., Coburn, A., Colgan, C., Leighton, A., and Pagano, P. (1990). Maine Public Policy Survey. University of Southern Maine: Human Services Development Institute, Public Policy and Management Program.
- Marks, J., McDonald, T., Bessey (Betts), W. and Palmer, M. (1989). Risk Assessment in Child Protective Services. Risk Factors Assessed by Instrument-Based Models: A Review of the Literature. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.
- McGuire, Catherine; Bessey (Betts), Wendy; and Hart, Suzanne. (1989). Hospital Information Systems: The Planning Process for Small Hospitals. University of Southern Maine: Human Services Development Institute, Public Policy and Management Program.

### **OTHER SELECTED MATERIALS**

- Maine Charter School Commission, Year End Report - 2018, Baxter Academy for Technology and Science.
- Maine Charter School Commission, Year End Report - 2017, Baxter Academy for Technology and Science.
- New England Association of Schools and Colleges (NEASC), Five-year Evaluation Report: L'Ecole Française du Maine - 2017.
- Maine Charter School Commission, Year End Report - 2016, Baxter Academy for Technology and Science.
- Maine Charter School Commission, Year End Report - 2015, Fiddlehead School of Arts & Science.
- Maine Charter School Commission, Year End Report - 2014, Fiddlehead School of Arts & Science.
- New England Association of Schools and Colleges (NEASC), Initial Self-Study: L'Ecole Française du Maine - 2012.
- Evaluation of the Student Intervention and Reintegration Program (SIRP), 2014-2015 (2016).
- Evaluation of the Student Intervention and Reintegration Program (SIRP), Retro-active Analysis of the Parent, Champion and Steering Committee Components: 2012-2013 (2014).
- Evaluation of the Student Intervention and Reintegration Program (SIRP), Three Year Evaluation: 2010-2012 (2013).
- Evaluation of the Student Intervention and Reintegration Program (SIRP), 2008-2009 (2009).
- Healthy Oxford Hills, Healthy Maine Coalition (2008). Report for community education of the prevalence and prevention of substance abuse.
- Evaluation of the Student Intervention and Reintegration Program (SIRP), Final Report. (2008).
- Evaluation of the Youth Empowerment Project-2007, Final Report. (2007).
- Evaluation of the Youth Empowerment Project-Year 3, Final Report. (2005).
- Evaluation of the Youth Empowerment Project-Year 2, Final Report. (2003).
- Evaluation of the Portland Partnership for Homeless Youth, Pilot Project for Homeless Youth, Final Report (2003).
- Evaluation of the Youth Empowerment Project-Year 1, Final Report. (2002).

- Youth Alternatives, Inc. self-study report to the National Council of Accreditation of Services for Children and Families (1998). Youth Alternatives, Inc., Portland, Maine. (Project director and contributing author).
- Project Reach ME: Maine's Birth to Five Early Intervention Outreach Project. (1991). Early Intervention Institute Monograph 1: Family Focused Intervention. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.
- Project Reach ME: Maine's Birth to Five Early Intervention Outreach Project. (1991). Early Intervention Institute Monograph 2: Programming Strategies. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.
- Project Reach ME: Maine's Birth to Five Early Intervention Outreach Project. (1991). Early Intervention Video: Programming Strategies. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.
- Deatrick, Deborah; Bessey (Betts), Wendy; Knox, Cathryn Brandeen, and Rhoades, Chuck. (1991). Using Market Research to Identify Adolescent Preferences for School-Based AIDS Education Programs. Paper presented at the 119th Annual Meeting of the American Public Health Association, Atlanta, Georgia, November, 1991.

### COMMITTEE AND ORGANIZATION MEMBERSHIPS

- Member, American Evaluation Association.
- Member, Maine Philanthropy Center.
- Member, Maine Association of Non-profits.
- Member, Board of Directors, L'Ecole Française du Maine, 2006-present.
- Member, Board of Directors, NotFar.org, 2008-present.
- Member and Treasurer, Scout Troop 800 Council, Raymond, Maine, 2011-2015.
- Member & Vice Chair, Board of Visitors, Edmund S. Muskie School of Public Service, 1995-2002.
- Member & Chair, Child Welfare Advisory Committee of the Maine Department of Human Services, 1995-2002.
- Member, Maine DHS Task Force to Review Child Protective Services, 2000-2001.
- President, Alumni Association, Edmund S. Muskie School of Public Service, 1995-1997.
- Member, Board of Directors, Maine Women's Lobby, 1994-1996.

### REFERENCES

Kelli Pryor, Executive Director  
 Baxter Academy for Technology and Science, Portland, Maine  
 kelli.pryor@baxter-academy.org  
 (207) 329-7194 (mobile)  
 (207) 699-5500 (work)

Elizabeth LeBihan, Co-founder and Director of Admissions  
 L'Ecole Française du Maine, South Freeport, Maine  
 (207) 865-3308 (work)

Peter Nielsen, Entrepreneur-in-Residence  
 Saint Joseph's College, Standish, Maine  
 (802) 598-4819

## LAWS THAT APPLY TO PUBLIC CHARTER SCHOOLS (UPDATED OCTOBER, 2014)

- All federal laws and regulations, including IDEA and section 504 of the Rehabilitation Act, ADA, FERPA, ESEA, Civil Rights
- Local ordinances
- Charter-school-specific provisions in Title 20-A, chapter 112, including enrollment process, performance expectations, renewal, external audits
- Department of Education Rule Chapter 140, including enrollment, records transfers, participation in state data system
- State assessment system (NECAP, SAT, SBAC)
- Fingerprinting/criminal record check
- Freedom of Access law
- Conflict of interest law for school governing boards
- Health and Safety
  - Health screening,
  - Communicable disease control
  - Safe water supply requirements; Air quality, HVAC
  - School health services (school nurse, physician)
  - Sanitation standards
  - Safety (firearms, anti-hazing)
  - Prohibition on use of performance enhancing substances
  - School substance abuse services
  - State Fire Marshal inspection for Fire Safety compliance
  - Control of hazardous chemicals
  - Immunization requirements
  - School bomb threat procedures and reporting
  - Emergency management planning
  - Medication administration procedures, including laws and rules relating to administration of epi-pens
  - Safe and efficient transportation
  - Suicide prevention training
  - Concussion management
  - Bullying prevention
- State Human Rights Act
- Teacher certification (if not otherwise qualified)
- Collective bargaining
- Special education, including federal and state law and rule (MUSER)
- Nonsectarian
- Military in uniform permitted in school
- Any other law made specifically applicable to charter schools

## IMPACT OF OTHER LAWS AND REQUIREMENTS (UPDATED OCTOBER, 2014)

In general, state laws that apply to school administrative units do not apply to public charter schools unless the law is made specifically applicable to them, or the charter school chapter, Title 20-A, chapter 112, includes reference to the law.

However, charter schools may be required by other mandates to follow the same or similar requirements as state law. Examples include the following:

- (1) Federal requirements such as FERPA apply to charter schools, so many of the Maine laws on student record maintenance and confidentiality apply to charter schools through the federal law and regulations.
- (2) The school's authorizer (the Maine Charter School Commission) may include the statutory requirement in its contract with the charter school. This is the case with the requirement that students receive a diploma only if they have demonstrated proficiency in the 8 content areas of the Maine Learning Results and the Guiding Principles.
- (3) Guidance from the US Department of Education related to Maine's Flexibility (waiver) from NCLB/ESEA requires that charter schools be included in the requirement to implement teacher and principal evaluation and support systems (performance evaluation and professional growth systems (PE/PG) under T. 20-A, chapter 508).
- (4) While the statutory process for student expulsion may not apply to charter schools, they are required to provide due process to any students who face potential expulsion, so they will follow many of the same procedures as required by state law.

P/CSC/Laws-DOE Interpretations/10-22-14 Laws that apply to public charter schools October 2014 DOE Update

## Other Attachment File(s)

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**Charter Schools Program Assurances – Grants to Charter School Developers for The Opening of New Charter Schools and for The Replication and Expansion of High-Quality Charter Schools**

Pursuant to Title IV, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), recipients of Grants to Charter School Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools must provide the assurances described below. These Assurances are from Section 4303(f) of the ESEA.

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

1. Each charter school receiving funds through this program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions (Section 4303(f)(2)(A) of the ESEA);
2. The eligible applicant will support charter schools in meeting the educational needs of their students, as described in section 4303(f)(1)(A)(x) of the ESEA (Section 4303(f)(2)(B) of the ESEA); and
3. The eligible applicant will ensure that each charter school receiving funds under this program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—
  1. Information on the educational program;
  2. Student support services;
  3. Parent contract requirements (as applicable), including any financial obligations or fees;
  4. Enrollment criteria (as applicable); and
  5. Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. (Section 4303(f)(2)(G) of the ESEA)

Brittany-Rae Perron, Director

NAME OF AUTHORIZED OFFICIAL, TITLE

SIGNATURE OF AUTHORIZED OFFICIAL

Acadia Academy

APPLICANT ORGANIZATION

6/19/20

DATE SUBMITTED

**Acadia Academy - CSP, CFDA# 84.282B, FY 2020**

**Board of Directors, Biographies and Resumes**



discovery, motion practice, trial and appeals.

**PARK JENSEN BENNETT LLP**

New York, NY

*Associate*, June 2011 to July 2014

- Represent individuals and corporations in a variety of criminal, white collar and securities-related governmental investigations, litigations and regulatory proceedings.

**PAUL, WEISS, RIFKIND, WHARTON & GARRISON LLP**

New York, NY

*Associate*, September 2008 to June 2011

- Participated in all aspects of the discovery process and drafted pleadings, motions, trial briefs and appellate briefs in connection with a wide variety of litigation matters, including securities, False Claims Act, ERISA, fraud, contract and general commercial claims.

**UNITED STATES ATTORNEY'S OFFICE—SOUTHERN DISTRICT OF NEW YORK,  
CRIMINAL DIVISION**

New York, NY

*Intern*, Summer 2006

- Interned at the Appeals and Major Crimes Divisions on terrorism and Foreign Corrupt Practices Act matters.

**HALT—AN ORGANIZATION OF AMERICANS FOR LEGAL REFORM**

Washington, D.C.

*Program Associate*, June 2003 - July 2005

- Researched topics relating to access and accountability in the civil justice system. Drafted public policy white papers and *amici curiae* briefs on a variety of legal issues. Coordinated legal outreach program.

**UNITED STATES PEACE CORPS**

Taza, Morocco

*Small Business Volunteer*, August 2002 - March 2003

- Worked with local artisans to increase disposable income and formalize business practices. Completed intensive language (Arabic, French) and technical training. Granted interrupted service in 2003 due to war.

**EDUCATION**

**COLUMBIA UNIVERSITY SCHOOL OF LAW**

New York, NY

Juris Doctorate, 2008

**Honors:** Harlan Fiske Stone Scholar

**Activities:** *Human Rights Law Review*, Managing Editor

**BRYN MAWR COLLEGE**

Bryn Mawr, PA

B.A. in Economics, *cum laude*, May 2002

**EDWARD LITTLE HIGH SCHOOL**

Auburn, ME

Diploma, June 1998

**PROFESSIONAL ACTIVITIES**

Maine Civil Rules Committee; Auburn Board of Assessment Review, Member and Secretary; MSBA Women's Law Section, Programming Chair; ACADIA Academy, Trustee and Board Chair

**INTERESTS**

Marathons, canoeing, cross country skiing and triathlon

clients achieve and maintain compliance with regulatory requirements, improve internal controls, and reduce financial and operational risk. Strengths include comprehensive accounting and financial analysis experience, excellent leadership skills, positive communication style, analytical focus, expert technical knowledge and objective problem-solving approach.

#### Core Qualifications

- GAAP and GAAS
- Financial Analysis
- Process Improvement/Internal Control
- Consulting
- Reporting

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### PROFESSIONAL EXPERIENCE AND KEY ACCOMPLISHMENTS

ALBIN, RANDALL & BENNETT, CPAs - Portland, ME  
*Senior Manager*

2004 – Present

*Have successfully been promoted from Staff Accountant, Assistant Senior Accountant, Senior Accountant and Manager to my current role of Senior Manager over the past 13 years.*

Perform audit and review services for clients. This supervisory role focused on managing audit staff, communicating with the client, performing substantive audit test work as well as test of controls and reporting directly to the audit partner and client management and/or board of directors.

- Managed, planned, executed and completed financial statement audits of private companies in various industries, with companies having operations locally, nationally and globally, ranging in size from startup companies to large domestic and multinational corporations with billion dollar revenues.
- Supervise and monitor all phases of the audit process including planning, analysis of internal control compliance, substantive testing, financial analysis, review and presentation of audit findings to management, preparation of financial statements and issuance of opinion.
- Identify, research and resolve various technical accounting issues to ensure proper accounting treatment and financial statement disclosures.
- Interact and develop relationships with CFOs, Controllers, and accounting staff to accomplish the required tasks associated with an audit.
- Schedule and budget audit engagements based on client needs and staff the audit team in order to ensure an effective and efficient audit.

- Manage and train teams from two to ten staff members, ranging from no experience to multiple years of experience. Served as the liaison with Tax, valuation and IT Specialists throughout audit engagements.
- Support office-wide initiatives by participating in client development and acquisition.
- Plan and conduct operational and financial audits to assure financial statements are fairly presented in accordance with GAAP.
- Identify and assess risks of material misstatement of financial reports due to fraud; assess internal controls and ensure controls are effectively designed.
- Design and implement responses to material misstatement, test appropriateness of journal entries while focusing at end of reporting period, review of accounting estimates for bias, and analyze significant unusual transactions.
- Prepared comparative and consolidated financial statements in accordance with GAAP for issuance to the client and other required reporting entities.
- Identified and communicated internal control and procedure improvements to enhance controls and advance financial integrity.

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## **EDUCATION AND PROFESSIONAL AFFILIATIONS**

UNIVERSITY OF SOUTHERN MAINE - Portland, ME Master of Science, Accountancy	2006
BRYANT UNIVERSITY - Smithfield, RI Bachelor of Science in Business Administration, Accountancy	2004
CPA – Certified Public Accountant, Maine Board of Accountancy	2009
Maine State Society of CPAs – Member	
American Institute of CPAs (AICPA) – Member	
Acadia Academy – Finance Committee	
Alzheimer’s Associate, Maine Chapter – Finance Committee (2012-2017)	

### **Proficiencies**

- Microsoft Office Suite
- Adobe
- Quickbooks
- CCH Pro System FX Document and Tax
- XCM Document Management Systems

## **Biography – Sean Siebert**

### **Board Member, Acadia Academy Charter School (Maine)**

Sean Siebert is currently a Sr. HR Program Manager at IDEXX Laboratories in Westbrook where he is responsible for the oversight and management of leave of absence programs. Mr. Siebert holds a M.A. in Rehabilitation Counseling from Assumption College and a B.S. in Rehabilitation Services from the University of Maine Farmington. He is a nationally Certified Rehabilitation Counselor (CRC) and is also an active member of the Disability Management Employer Coalition.

Mr. Siebert has several years of experience serving in a professional advisory capacity with organizations that provide services to individuals with disabilities. He previously was the Vice-President of the John F. Murphy Homes, Inc. Board of Directors and Secretary of the Governor appointed Maine State Rehabilitation Council. Following his service to individuals with disabilities, Mr. Siebert sought an opportunity to promote educational choice, and hands on learning with year-round opportunities. Mr. Siebert is a founding member of the Acadia Academy Board of Trustees and the current Secretary.

Mr. Siebert lives in Auburn, Maine, with his wife and three children. Two of Mr. Siebert's children attend Acadia Academy. In his free time, he enjoys spending time with family, traveling, and kayaking.



- Able to work with diverse group of personalities
- Effective communication skills, written and oral
- Hard worker with high level of integrity

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## EXPERIENCE

**Maine Community Bancorp, Auburn, Maine (Mechanics Savings/Biddeford Savings Bank) 2010 – Current**

*Senior Credit Officer*

- Responsible of management of Commercial Credit and Collections Departments
- Oversight of Commercial Appraisal Review Function
- Manage all lending policies of the Bank making recommendations to the Board of Directors for approval
- Monitor and report on asset quality metrics including delinquency and concentrations
- Manage Allowance for Loan and Lease Losses Estimate

**TD Bank, NA, Portland and Auburn, Maine 2001-2010**

*Commercial Loan Portfolio Officer*

*Assistant Vice President*

- Responsible for a portfolio of larger, more complex commercial loans
- Routine customer contact related to new loan requests and to provide additional products and services
- Ensure that loans are properly structured to meet Customer, Policy and Management requirements

*Commercial Credit Analyst*

- Responsible for analysis of moderately complex to complex commercial loan requests

*Teller*

- Provided appropriate customer service and recommended products to meet individual needs

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## EDUCATION

**University of Southern Maine, Portland, Maine May 2003**

*Bachelor of Science in Business Administration*

**South Portland High School June 1998**

**Risk Management Association March 2012**

*Certificate Program – The Risk Management School*

## **CIVIC INVOLVEMENT**

### **Risk Management Association – Maine Chapter**

Board Member

2014 – Current

Education Committee – Co-Chair

2015 – 2019

Board President

2019 - Current

### **Community Loan Committee – City of Auburn, Maine**

Member

2014 – Current

Committee Chair

2018 - Current

### **Acadia Academy**

Board Member

2015 – Current

Board President

2005 - Current

May, 2013 – Present

- Maintain HelpDesk ticketing system and IT Assets database
- G Suite super administrator for both town and school domains
- PowerSchool administrative access
- Administer LunchTime nutrition student information system
- Member of school district's policy-making technology committee
- Lead one-on-one and group training sessions
- Assist with sourcing, testing, and selecting devices and accessories for deployment
- Member of team that migrated school and town from Exchange to G Suite
- Administer town and school social media accounts
- Maintain town and school web sites
- Redesigned and launched new town and school web sites using (old) Google Sites
- Currently redesigning all town and school web sites using
- Designed and launched school staff intranet
- Maintain the town's SharePoint intranet
- Create workflows to streamline/automate processes
- Worked with software vendor to develop Scarborough Fix It! mobile app
- Assist with mass deployment of devices and other team-wide projects
- Troubleshoot and repair various hardware and software for town and school as needed
- Assisted with deployment of technology at newly constructed intermediate school

Lewiston Public Schools

36 Oak Street, Lewiston, Maine

Technology Support Specialist

January, 2007 – May, 2013

- Installed, maintained, and repaired Windows and Mac computers and tablets
- Installed and troubleshot various office-use and academic software packages
- Installed and troubleshot local and network printers, scanners, and photocopiers
- Troubleshot and repaired network connectivity issues
- Installed, maintained, and repaired audio/video equipment, including interactive white boards, projectors, speakers, wireless microphones, DVD players, video cameras, and more
- Created group-specific images and cloned computers

- Maintained district web site
- Supervised summer break interns
- Oversaw technology deployment at 2 newly constructed schools

SPI Global / Laserwords  
1775 Lisbon St, Lewiston, Maine

Alt Text Writer  
January, 2015 - Present

- Write alternate text for college-level math/finance textbooks for the visually impaired

## **ADDITIONAL TRAINING AND DEVELOPMENT**

- PowerSchool University - Anaheim, California - June, 2007
- Google Apps for Education Summit - Hampden, Maine - August, 2013
- SPTechCon - Austin, Texas - February, 2016
- Google Next - San Francisco, California - March, 2017
- Google Certified Educator
- CJIS Security Training

## **EDUCATION**

University of Southern Maine - Gorham, Maine  
Graduated: December, 2006  
Bachelor of Science  
Major: Industrial Technology  
Concentration: Information & Communication Technology

Austin Preparatory School - Reading, Massachusetts  
Graduated: June, 2000  
High School Diploma



blockchain/DLT and investing.

Eight years of work experience in Japan including major international banking firms and the Tokyo Stock Exchange.

**OBJECTIVE**

Simply “getting the job done” is not enough; I am a highly motivated professional with a strong personal desire to excel in IT and project management using my strong interpersonal skills. *I understand business.* I shine doing detail-oriented work while simultaneously understanding and utilizing high-level concepts.

**CORE QUALIFICATIONS**

Cisco Certified Network Associate (CCNA): Routing & Switching, Security  
Routing and switching, security, wireless, Cisco ASA (VPN, NAT, ACL), ISE  
Project management, documentation, problem-solving, teamwork, vulnerability remediation  
AD, DNS, DHCP, APC power

**PROFESSIONAL EXPERIENCE**

- |  |                           |                            |
|--|---------------------------|----------------------------|
| <b>August 2017-present</b>   | <b>Cerner Corporation</b> | <b>Lewiston, ME</b>        |
| <i>Network Engineer at Central Maine Health Care</i>   |                           |                            |
| <ul style="list-style-type: none"> <li>▪ Obtained CCNA in two months, studying on personal time and immediately dove into networking tasks, including troubleshooting of routing and switching and systemic wireless issues previously unaddressed. In particular, the root cause of the wireless issue was discovered and its resolution was successfully implemented.</li> <li>▪ Initiated and maintained highly organized documentation from the ground up with Excel and Visio. CMHC now has complete and accurate network asset inventories and diagrams.</li> <li>▪ Proactively took on new projects such as Cisco IOS upgrades, data center and closet power management, security hardening, and custom monitoring in Solarwinds.</li> <li>▪ Successfully completes projects without cutting corners, leaving every system better off than before.</li> <li>▪ Project managed non-network, security-related systems tasks like EoS server decommissioning.</li> <li>▪ Cisco IOS, XE, NX-OS, Prime Infrastructure, ASA, ISE, wireless controllers, Total Care. SolarWinds, Lansweeper, Observium, Nessus, Absolute, MobileIron, Gestio.</li> </ul> |                           |                            |
| <b>March 2016-July 2017</b>  | <b>RSI, K.K.</b>          | <b>Osaki, Tokyo, Japan</b> |
| <i>Consultant position in a venture-style startup and primarily contracted to Nomura Securities.</i>   |                           |                            |
| <ul style="list-style-type: none"> <li>▪ Data center management team - quickly learned and mastered ticketing, escalation, bilingual vendor/client support, auditable recordkeeping, etc. in heavy work volume with shifting priorities, and simultaneously trained peers while doing so. RSI was subsequently given business expansion opportunities in the team.</li> <li>▪ Maintained highly organized and auditable move/add/change recordkeeping of server/network assets</li> </ul>  |                           |                            |

(in the thousands), rack elevations, port availability, etc. for both Nomura and its HFT clients, primarily in Excel.

- Installations/relocations/troubleshooting/maintenance for servers (HP, Dell, Sun, IBM, Supermicro) and network devices (Cisco, Arista, Juniper, Brocade, Fortinet, Metamako, Gemalto)
- Assisted with Nomura data center relocation project and managing Nomura's RSI-sourced cabling team on top of performing daily tasks.

*Additional roles as RSI consultant-*

- Effectively assisted RSI's CEO with another major international bank's IT due diligence study, including personally corresponding with internal teams and external vendors, analyzing costs, risks, and determining mitigation plans, designing the machine room layout and rack elevation plans, and participating in international conference calls.
- Has held *multiple jobs at once* with extremely high flexibility. In order to maintain client relationships, many hours were spent on volunteer overtime and study.

**April 2010-Feb 2016**                      **Japan Board of Education**                      **Nagoya, Japan**

*Stellar career in Japanese school system as a foreign public teacher of English for elementary and middle schools.*

- Learned Japanese during this time, with a heavy emphasis on working-environment culture, to maximize rapport with both colleagues and students.
- Promoted twice, lastly to Inuyama City, famous nationally for its education system.
- Collaborated with four other Inuyama teachers to publish an English workbook for the middle school curriculum with emphasis on speaking and group activities.
- Received highest reviews among peers. English-speaking references available upon request.

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## EDUCATION AND ACHIEVEMENTS

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**2008**                      **Redlands University**                      **Redlands, CA**  
Bachelor of Arts in Philosophy, minor in Asian Studies  
Graduated Summa Cum Laude (3.9 GPA) with Honors (no revisions to thesis)

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## PROFESSIONAL DEVELOPMENT

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**Feb 2019**                      **CCNA Security**                      **www.cisco.com**  
License # pending

**March 2018**                      **CCNA R&S**                      **www.cisco.com**  
License # 431774186968APWL

**June 2017**                      **CCENT**                      **www.cisco.com**  
License # 429134169495JTXF

**2016**                      **Data Center Design Awareness**                      **www.dc-professional.com**  
License # OV-DCP-UK-06141

**July 2015**                      **BJT ビジネス日本語能力テスト**                      **日本漢字能力検定協会**  
The Business Japanese Test evaluates your Japanese business cultural knowledge as well as linguistic abilities and reading comprehension. The attested score of "J2" is the second-highest score possible.



Androscoggin, Franklin, and Oxford counties. Directs annual fundraising events and appeals and participates in the development of grant proposals for corporate and private foundations. Supervises team of two full-time staff and provides staff support to the Development Committee of the Board of Directors. Oversees and implements strategic communications and assists in the stewardship of major donors and philanthropic foundations.

- Serves on leadership team, helping to shape overall strategy for agency
- Successfully broadened our capacity to support survivors of domestic abuse through engagement and relationship-building with key funders and partners
- Developed strategy for coordinated philanthropy program that increased annual giving by 50% in two years
- Organized and facilitated the “Development Roundtable,” a gathering of domestic violence resource centers across Maine to discuss philanthropic engagement and strategies to support our mission work
- Managed growth of the development and engagement program, adding two full-time and one part-time staff

*Androscoggin County Community Educator*

2009 – 2012

Managed domestic violence prevention education programs throughout Androscoggin County, specializing in group facilitation, youth outreach, and workplace response. Collaborated with partner agencies to provide targeted education to special populations. Coordinated variety of agency communications, including social media, agency newsletter, and guest columns in local news outlets.

**YMCA of Auburn-Lewiston**

**Auburn, ME**

*Director of Marketing & Advancement*

2014 - 2017

Supported YMCA organizational priorities and program development in the greater Androscoggin communities. Provided strategy and support for all philanthropy, marketing, and communications activities in keeping with YMCA of the USA's brand standards and philosophy. Managed relationships with major donors, leadership volunteers, Board of Directors, and charitable foundations.

- Grew annual giving program by 46% within three years
- Built annual grants program through identification, solicitation, and stewardship of state and regional foundations
- Steered Auburn-Lewiston's successful Brand Certification process to ensure compliance with YMCA of the USA standards, 2015
- Managed website redesign to customized CMS, 2015

**Bates College**  
*Advancement Writer*

**Lewiston, ME**  
2012 - 2014

Managed communications projects and wrote copy in support of philanthropy and alumni/parent engagement at Bates College. Partnered with Advancement colleagues to develop concepts and strategies for solicitations and engagement pieces. Reinforced the Bates brand through thoughtful storytelling for *Bates Magazine* and Bates News. Editor of the college's Facebook and Twitter presence.

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## **BOARD SERVICE & ADDITIONAL EXPERIENCE**

**Board of Trustees, ACADIA Academy**  
February 2019 - present

**Board of Directors, Safe Voices**  
May 2012 - August 2015

**Contributing Writer**  
LA Metro Magazine • Spring 2019 - present

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## **EDUCATION & CERTIFICATIONS**

Williams College • Williamstown, Mass.  
B.A. in English and Women's & Gender Studies • *Cum Laude*

Certified Fund Raising Executive, issued May 2017  
CFRE International

Certificate in Nonprofit Management, 2019  
Maine Association of Nonprofits

Certificate in Professional Fundraising  
Boston University Center for Professional Education



Experienced and skilled Medical billing and coding specialist seeking a challenging roll in a company where skills and knowledge can be utilized to the fullest. Striving to learn more knowledge in different medical specialties and expand my experiences.

## Education

Central Maine Community College

**May 2009** Medical Billing and Coding

- Medical Terminology
- Keyboarding
- Certificate

Central Maine Community College

**May 2008** Early Childhood Education

- Associates Degree

Lewiston High School

**June 2006** High school Diploma

## Certifications

Certified Professional Coder & Certified Gastroenterology Coder

- AAPC- 01176478

## Experience

GeBBS Healthcare Solutions | 4640 Admiralty Way Ste 950, Marina Del Ray, CA 90292

**Pro Fee Coder** **April 2017 – Current**

- Professional ED coding
- Professional IP hospitalist coding/auditing
- Professional Pediatric coding
- Claim Creations
- Denials

Central Maine Medical Center

| 300 Main St Lewiston, ME 04240

**Specialty Coder** **May 2016 – January 2019**

- Facility coding
- Professional coding
- Anesthesia coding
- Charge entry
- Outpatient Specialty experience- Pulmonology, Sleep, ENT, Vascular, Neurosurgery, Gastroenterology

TrustHCS | 2042 South Brentwood, Suite A, Springfield MO 65809

*Remote Coder      October 2015 – May 2016*

- Hospitalist coding
- Pro fee coding

Central Maine Medical Center

| 300 Main St Lewiston, ME 04240

*Specialty Coder      November 2013 – October 2015*

- Gastroenterology procedure coding
- Facility coding
- Professional coding
- Inpatient coding
- Anesthesia coding
- Charge entry

Maine General Medical Center | 35 Medical Center Parkway Augusta, ME 04330

*Practice Coder II      October 2012 - November 2013*

- Gastroenterology procedure and office coding
- Professional coding
- Inpatient coding
- Charge entry
- Referrals
- Prior authorizations
- Payment posting
- Medical record billing

St Mary's Medical Center | 93 Campus Ave Lewiston, ME 04240

*Payment Poster      April 2011 – October 2012*

- Payment posting
- Deposits
- Charge entry
- Denials

## Skills

I am a very dependable employee who works well with many different types of people. I listen very well and do what needs to get done. I feel I am organized and efficient and would be an asset to your organization.

**Acadia Academy - CSP, CFDA# 84.282B, FY 2020**

**Staff Resumes**



**Bachelor of Science, Health Science**

**G.P.A.:** 3.63

**Leadership Experience:** Grade Level Chair, School Leadership Team Member, School Leadership Fellow, Resident Student Association Vice President of Programming, Orientation Leader, Blueprint Leadership Mentor, Homecoming Co-Chair, Kappa Delta Sorority Vice President of Community Service, First Year Student Mentor, Speare Hall Treasurer, National Residence Hall Honorary Recognition Chair, Leadership Education Growth Opportunity Emerging Leaders, **Honors:** Leadership Fellow, National Residence Hall Honorary, Dean’s List, Bouve Mentoring Fellow

**Experience**

**Director, Acadia Academy, Lewiston, ME** *September 2018-Present*

**Teacher, Acadia Academy, Lewiston, ME** *August 2017- September 2018*

- Serve as the grade level leader for reading instruction and plan differentiated reading lessons
- Monitor student data and create weekly grade wide intervention plans for math and reading
- Received a highly effective teacher rating with 100% of students reaching their benchmark
- Collaborate with school leaders and parents to create school policies around retention, suspension, and more

**Grade Level Chair and Teacher, Achievement First Elem. School, Providence, RI** *July 2014- June 2017*

- Led a team of eight teachers to have the second highest student achievement scores in the school network
- Planned and facilitated weekly team grade level meetings
- Educated students and worked with families with a variety of different ethnicities and language backgrounds
- Served on the school leadership team, addressing employee wellness and retention, adapting academic instruction

**Diversity and Community Facilitator, Teach For America, Nashville, TN** *April 2014- July 2014*

- Facilitated training sessions around diversity and social justice for new educators
- Engaged a group of corps members in ongoing discussions around the topics of race, gender, religion, sexual orientation, disability, income levels, family structure and more
- Trained new educators in culturally responsive classroom practices
- Participated in ongoing training for facilitating difficult or challenging conversations

**School Improvement Team Leader, Chadwell Elementary School, Nashville TN** *July 2013- June 2014*

- Utilized student achievement data to create the school improvement plan
- Budgeted, recorded, and monitored use of federal funds
- Monitored school compliance of federal regulations
- Created strategic plans for raising student achievement and increasing parent involvement

**Teacher, Teach for America, Chadwell Elementary School, Nashville TN** *July 2012- June 2014*

- Educated students in Grades K-2 from a variety of language backgrounds
- Planned and executed Common Core aligned lesson plans
- Fostered significant gains in student achievement
- Taught English as a Second Language and assisted new ELL teachers with ELL strategies

**Teaching Assistant, Perkins School for the Blind, Watertown, MA** *June 2009 - May 2012*

- Educated students with multiple disabilities in whole group and one-on-one setting
- Created adaptive education techniques for students with visual, physical, and learning impairments
- Assisted students in developing functional daily life skills
- Worked with specialists to develop behavioral and nutritional plans specific to each student

**Floor Captain, Entertainment Cruises, Boston, MA** *April 2011- May 2012*

- Organized seating arrangements for 500+ cruise guests and section assignments for staff members
- Created new seating arrangements and accommodations on short notice due to changes in passenger needs
- Used positive language and effective communication to resolve customer concerns

**Homecoming Chair, Northeastern University, Boston, MA** *May 2010- December 2011*

- Managed a team of 10 committee members in the planning of weeklong Homecoming programs for 2 years
- Built relationships with various student groups and university departments to plan events and create logistic systems
- Communicated information about events through newsletters, a website, and social media
- Increased engagement of international students in Homecoming activities

**Legal Assistant, Doonan, Graves, and Longoria, Beverly, MA**

*July 2010 – December 2010*

- Drafted Foreclosure Mediation Forms and Motions for submission to the Court with excellent attention to detail
- Communicated with the Court, client, and defendant on various mediation matters
- Organized case files and court calendars for the Mediations Department

**Diversity Counselor, Girl Scouts of Eastern, Boston, MA** *December 2008- May 2011*

- Educated girls grades 1-5 on health, self esteem, math, science, leadership and personal finance
- Created weekly interactive activities and curriculum for three separate troops
- Served as a mentor for 45 Girl Scouts on issues including diversity, health, and confidence
- Communicated effectively with bilingual and non-english speaking children and parents
- Managed 10 college volunteers on being troop assistants

**Resident Student Association, Boston, MA** *September 2007 - October 2009*

- Acted as a liaison between residents and university officials to educate and advocate for students
- Developed legislation for campus and community change to support students' civil rights and preferences
- Planned campus wide education and entertainment events focusing on subjects such as sexual health, leadership development, Boston history, safe alcohol consumption, community building, and more
- Developed signage and marketing systems to advertise campus wide events

**Center for the Study of Sport in Society, Boston, MA** *September 2007 - May 2009*

- Coordinated auction donations for an annual charity gala, raising over \$20,000
- Developed a monthly report system and edited reports each month
- Assisted in a multitude of tasks in marketing and accounting
- Assisted in the development of non-violence programming for students from low income neighborhoods

**Orientation Leader, Boston, MA** *May 2008- September 2008*

- Advised students and parents on their transition to college
- Guided new students through diversity programming, around the topics of race, gender, religion, sexual orientation, disability, political views, income levels, family structure and more

- Educated students on college level health issues, including healthy alcohol use, personal safety, and domestic violence prevention.
- Assisted with managing signage and relaying information regarding changes in scheduling



**OBJECTIVE**

To obtain a position as at ACADIA Academy as a 4<sup>th</sup> grade teacher.

**SKILLS/TRAINING/CERTIFICATION**

Professionally Certified Teacher for grades K-8

Praxis I, Highly-Qualified status

Extensive experience assessing students for educational needs

Experience with Open Court, Lucy Calkins, Saxon Math, PBIS, Everyday Math, etc

Drama Director, Lewiston Middle School

MEA Conference Presenter: Integrating Social Science and Reading

MANDT Certified

Former Emergency Medical Technician

Certified School-Based Behavioral Health Professional

Trained in Behavioral Interventions including physical restraints

**EDUCATION**

**University of Maine at Farmington, Farmington, Maine**

**Bachelors of Science in Elementary Education, May, 2005**

**Minor in Social Science**

**Livermore Falls High School, Livermore Falls, Maine**

**Diploma, 2001**

**Advanced Placement Courses, General Education**

**EXPERIENCE**

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Instruction, planning, fund-raising, parent conferences, etc.

class=WordSection4>

**Renaissance School, St. Mary's Regional Medical Center, In-Patient Psychiatric Unit  
Teacher, March 2010 to Present**

Academic interventions, Instruction, Behavioral management, academic and behavioral interventions, MANDT, etc.

**Maine School Administrative District No. 9, Weld, Maine  
4, 5, 6 Multi Grade Level Teacher, August 2007 to August 2008**

Instruction, planning, fund-raising, parent conferences, etc.

**Maine School Administrative District No. 52, Leeds, Maine  
Kindergarten Teacher, August 2006 to August 2007**

Instruction, planning, fund-raising, parent conference, etc.

**Maine School Administrative District No. 43, Mexico, Maine  
8th Grade Language Arts Teacher, December 2005 to August 2006**

Instruction, planning, fund-raising, parent conferences, etc.

**KidsPeace National Centers, Manchester, Maine**

**Family Support Worker, September to December of 2005**

Behavioral management, Instruction, supporting families, goal development, time and family management, etc.

**REFERENCES**

Sean Johnson, Supervising Teacher, Norway, ME [REDACTED]

Marion Cochran, Teacher, Auburn, ME [REDACTED]

Ruth Hall, Supervisor, Lewiston, [REDACTED]

May, 2013 – Present

- Maintain HelpDesk ticketing system and IT Assets database
- G Suite super administrator for both town and school domains
- PowerSchool administrative access
- Administer LunchTime nutrition student information system
- Member of school district's policy-making technology committee
- Lead one-on-one and group training sessions
- Assist with sourcing, testing, and selecting devices and accessories for deployment
- Member of team that migrated school and town from Exchange to G Suite
- Administer town and school social media accounts
- Maintain town and school web sites
- Redesigned and launched new town and school web sites using (old) Google Sites
- Currently redesigning all town and school web sites using
- Designed and launched school staff intranet
- Maintain the town's SharePoint intranet
- Create workflows to streamline/automate processes
- Worked with software vendor to develop Scarborough Fix It! mobile app
- Assist with mass deployment of devices and other team-wide projects
- Troubleshoot and repair various hardware and software for town and school as needed
- Assisted with deployment of technology at newly constructed intermediate school

Lewiston Public Schools  
36 Oak Street, Lewiston, Maine

Technology Support Specialist  
January, 2007 – May, 2013

- Installed, maintained, and repaired Windows and Mac computers and tablets
- Installed and troubleshoot various office-use and academic software packages
- Installed and troubleshoot local and network printers, scanners, and photocopiers
- Troubleshoot and repaired network connectivity issues
- Installed, maintained, and repaired audio/video equipment, including interactive white boards, projectors, speakers, wireless microphones, DVD players, video cameras, and more
- Created group-specific images and cloned computers

- Maintained district web site
- Supervised summer break interns
- Oversaw technology deployment at 2 newly constructed schools

SPI Global / Laserwords  
1775 Lisbon St, Lewiston, Maine

Alt Text Writer  
January, 2015 - Present

- Write alternate text for college-level math/finance textbooks for the visually impaired

## **ADDITIONAL TRAINING AND DEVELOPMENT**

- PowerSchool University - Anaheim, California - June, 2007
- Google Apps for Education Summit - Hampden, Maine - August, 2013
- SPTechCon - Austin, Texas - February, 2016
- Google Next - San Francisco, California - March, 2017
- Google Certified Educator
- CJIS Security Training

## **EDUCATION**

University of Southern Maine - Gorham, Maine  
Graduated: December, 2006  
Bachelor of Science  
Major: Industrial Technology  
Concentration: Information & Communication Technology

Austin Preparatory School - Reading, Massachusetts  
Graduated: June, 2000  
High School Diploma

I am a highly motivated individual with a proven ability to learn quickly, create, implement and maintain procedures in any environment. I am very patient and am looking to work with children. I am hoping to become part of Acadia Academy's staff.

### **WORK EXPERIENCE**

Farwell Elementary School, Lewiston, Maine

**September 2014- Present**

*Special Education Teacher*

I work as a Special Education Teacher in a Functional Life Skills classroom. I am responsible for writing and implementing Individual Education Programs (IEPs) for the ten students in my classroom. I oversee four Educational Technicians who assist with the education and implementation of each student's IEP goals. I maintain close communication with the parents of all of my students on a regular basis in order to help to ensure their success both in and out of the classroom.

Renaissance School, Auburn, Maine

**April 2013- September 2014**

*Behavioral Health Professional/ Ed Tech III*

I worked as part of a team to assist in behavior management of children within the classroom. I worked with children ages elementary through middle school and helped them with everyday classroom assignments. I was responsible for appropriate documentation of behavioral observation notes which reflect individual goals as part of the treatment plan.

Providence Service Corp., Auburn, Maine

**January 2013- April 2013**

*Behavioral Health Professional*

I worked with a clinician to assist in the implementation of a treatment plan and develop effective skill building activities, behavior management plans as well as forming therapeutic relationships with clients.

Wireless Warehouse, Lewiston, Maine

**May 2011- January 2013**

*Wireless Sales Consultant*

I worked at various locations selling U.S. Cellular service and devices to consumers. I enjoyed working with people on a daily basis and helping them find the best cellular solution. I had the responsibility to open and close the stores in which I worked as well as uphold federal privacy laws and policies in the cellular industry.

Sears, Lewiston, Maine

**May 2006- May 2011**

*Consultative Sales Associate*

I worked in the electronics department. I have customer service skills and cash handling experience as well as the ability to perform multiple tasks at once. I enjoyed working in a fast paced commission sales environment.

### SKILLS

I have the ability to work well with others in a range of environments. I have a wealth of knowledge about classroom and family dynamics. I have been responsible for managing the students in my classroom as well as ensuring the BHP's understood the student's educational and functional needs. I am familiar with both writing and implementing IEPs, behavior plans, and have experience with documentation. I am very organized and able to comply with policies and procedures. I am a very responsible and reliable individual who is willing to take on many responsibilities.

### QUALIFICATIONS

I have my state of Maine Special Education Teacher (282) professional certification.  
I have taken a graduate level Special Education Law course.  
I am certified as a school-based Behavioral Health Professional.  
I have experience writing IEPs as well as programming plans based on student needs.  
I have obtained a bachelor's degree from the University of Southern Maine in Social and Behavioral Sciences with a concentration in counseling.  
I completed an internship with the Department of Health and Human Services in the adoption/permanency unit.  
I have volunteered at a local Head Start program.

### EDUCATION

University of Maine Machias, Online Courses, December 2014 – December 2015  
*State of Maine Teacher's Certification for Special Education (282)*  
*Grade Point Average- 4.0*

University of Southern Maine, Lewiston-Auburn College, Lewiston, Maine, August 2007 – August 2011  
*Bachelor's degree in Social and Behavioral Sciences with a Concentration in Counseling.*  
*Grade Point Average- 3.8*

Saint Dominic Regional High School, Auburn, Maine, August 2003 - June 2007



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### SKILLS

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- Multitasking ability
- Self-Directed
- Interpersonal communications
- Dedicated team player
- Flexible

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### EXPERIENCE

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#### SELF EMPLOYED

Lewiston, ME

#### Property Manager/Accounts Payable & Receivable Clerk

04/2013 to Current

- Show tenants around properties
- Handle all security deposit refunds
- Coordinate general maintenance and major repairs to keep facilities operational and attractive
- Keep records of all correspondence with residents and tenants
- Coordinated maintenance and repair requests
- Facilitate payment of invoices due by sending bill reminders and contacting clients
- Review bank account statements to reconcile accounts by documenting correct financial information in general ledger
- Maintain accounting ledgers by verifying and posting account transactions
- Expedite payments by verifying accuracy and currency of vendor information
- Process monthly payments, researched payment discrepancies and prepared monthly reports
- Reconcile bank accounts, documented payments and produce invoices via QuickBooks
- Record cash, checks and credit card transactions to complete customer payments

#### LEWISTON SCHOOL DEPARTMENT - MONTELLO

Lewiston, ME

#### Teacher

08/2001 to Current

- Referred to district standards to plan lessons and prepare students to take standardized assessments
- Administered assessments - NWEA/MEA
- Instructed students in standardized subjects, as well as general learning strategies and skills for social development and character
- Worked with school administrators to develop classroom management policies, PBIS
- Instructed students individually and in groups using varied teaching methods
- Met weekly with administration and colleagues to look at students growth/needs, RTI
- Maintained safe, clean, and organized classroom environment
- Oversaw class field trips to keep students safe and educate about related topics
- Attended in-service training and professional development courses to stay on top of policy and education changes
- Maintained positive classroom environments by reinforcing rules for behavior and relationship-building actions
- Communicated with parents through conferences, emails, weekly news letters and phone calls
- Teacher Mentor
- Member of Writing Committee
- Member of Leadership Committee

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### EDUCATION AND TRAINING

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**MASTER OF SCIENCE: ELEMENTARY EDUCATION**

**University of New England, Biddeford, ME**

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### ACTIVITIES AND HONORS

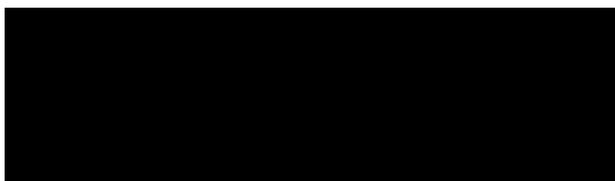
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\*2016 - Present Head of ACADIA PTO

\*2015 - Present ACADIA Board of Trustees and Founder, Facilities Committee

\*2011 Maine Teacher of the Year Nominee

\*2009 Unum Teachers' Hall of Fame "Starting 9" Winner



**Education:**

University of Southern Maine-Portland/Gorham, ME

Bachelor of Arts in Liberal Studies

December 2011

Teachers for Elementary and Middle School (TEAMS)

May 2012

Cheverus High School

June 2007

**ACADIA Academy**

- Head teacher in a classroom of 16 students
- Worked collaboratively with other members of K team
- Worked collaboratively with other grade levels and administration
- Worked one on one, whole group, whole school with faculty
- Worked with a variety of learning programs as well as supplementing curriculum
- Differentiated for students of all needs
- Kept open communication with parents and staff

**Aucocisco Learning Center**

June 2016-August 2016

- Literacy Tutor for Summer Program
- Work Collaboratively with other tutors and administrators
- Follow lesson plans created for each individual student
- Worked individually with each student on my caseload
- Worked with students of all abilities

**Kindergarten Teacher RSU 68**

August 2015-June 2016

- Head teacher in a classroom of 16 students
- Worked collaboratively with other members of K team
- Worked collaboratively with other grade levels and administration
- Worked one on one, whole group, whole school with faculty
- Worked with math programs as well as supplementing curriculum
- Created a literacy curriculum for my students
- Differentiated for students of all needs
- Kept open communication with parents and staff

**Vineyard Vines Clothing Store**

May 2015-August 2015

- Seasonal Staff

**Substitute Teacher in the Brunswick school district**

January 2015-August 2015

- Worked with grades K-2

**Long Term Kindergarten Sub**

August-December 2014

- Started the year with a class of 16 students
- Held open house and open hours to connect with students and families
- Worked one on one, whole group, whole school with faculty
- Worked with math programs as well as supplementing curriculum
- Created a literacy curriculum for my students
- Differentiated for students of all needs

**Long Term Special Education Ed Tech**

December 2013-June 2014

- Work one on one with a student identified with Autism
- Work with small groups of students identified with disabilities
- Differentiate lessons for all learners
- Work in whole classroom setting
- Keep open communication with students parents
- Work with students of all abilities
- Emphasis with reading and math skills

**Substitute Teacher in the Westbrook school district**

September 2013-June 2014

- Worked with grades K-4

**Substitute Teacher in the RSU 14 district**

January 2013-December 2013

- Worked with grades K-3

**Front Door Greeter RSU 14**

January 2013-June 2013

- Opened and greeted each person who walked through the school doors
- Checked the visitor or volunteer in and gave them a badge for security
- Dismissed students if needed and checked ID of all parents and family members picking up
- Covered for teachers if they were out or in meetings

**Woodlands Country Club**

June-August 2014

**Kiddie Kamp Head Counselor**

- Led morning meeting where we discussed the days activities, sang songs, practiced our alphabet and numbers and told stories
- Led daily activities such as art projects and play time
- Supervised the outdoor activities on the playground and pool
- Assisted in Swim and Tennis Lessons
- Supervised lunch and nap time for the children
- Maintained a good relationship with not only the children but the parents as well
- Organized theme days and activities for the children
- Helped establish a safe and secure summer camp environment

**Toddle Inn-Westbrook, ME**

June-August 2012

**Lead Teacher in the 2 year old room**

- Led morning meetings where we started with a book, then sang songs and practiced our colors and numbers
- Supervised while playing both indoors and outdoors
- Created lessons or activities to go along with a weekly or daily theme
- Ensured open communication with parents and other staff
- Supervised during water play
- Created a safe learning environment for the children
- Worked well with my co-teaching helper

**Sebasco Harbor Resort-Phippsburg, ME**

May-October 2011

- Assisted guests through the front desk
- Provided customer service to all guests
- Helped guest plan day trips to local areas including Bath, Freeport, and Portland
- Worked in the Gift shop
- Stocked and organized shelves
- Ran the children's section of the shop

**Lollipop Lane Educare-Westbrook, ME**

May –September 2008

Teacher in the 2year old room

- Led morning meeting where we sang songs, practiced our alphabet and numbers and told stories
- Assisted in daily activities such as art projects and play time
- Supervised the outdoor activities on the playground
- Supervised lunch and nap time for the children
- Maintained a good relationship with not only the children but the parents as well
- Organized theme days and picnics for the children
- Helped establish a safe and secure learning environment

**Areopostale Clothing Store-South Portland**

June 2007-March 2008

- Provided customer service to all who walked in the door
- Assisted customers in finding outfits
- Greeted customers at the door and told them about our specials
- Provided a positive check out service

**Build-A-Bear Workshop-South Portland**

June 2006-April 2007

- Assisted children in picking out and stuffing a new friend
- Lead the Heart Ceremony involving the children in silly acts to make their new animal come to life.
- Assisted the children in picking out outfits and accessories for their stuffed animals
- Supervised the name picking computer station
- Printed out the birth certificates and put the new animals in their box houses

**Volunteer Jobs:**

**Camp Liberty, Hebron, CT**

July 2010, August 2011, 2012, 2013, 2014,2015

- Assisted in daily activities with the kids
- Supervised the children in their free time and swim time
- Provided a safe and fun camp experience
- Assisted in the medical care and needs of the camper
- Led practices for the talent show
- Helped the campers pick out their theme day attire
- Led the cabin activities

**Camp Horizon, Millville, PA**

July 2010, August 2009, 2010, 2011, 2012

- Assisted in daily activities with the kids
- Supervised the children in their free time and swim time
- Provided a safe and fun camp experience
- Assisted in the medical care and needs of the camper
- Led practices for the talent show
- Helped the campers pick out their theme day attire
- Led the cabin activities

**Maine Medical Center-Portland, ME**

June –August 2004-2010

- Assisted in front desk and escort duties taking people to different parts of the hospital
- Supervised and led the children’s playroom activities
- Assisted in flower delivery to the patients
- Supervised children in the atrium
- Provided a caring environment for patients and their families
- Kept children entertained and focused during treatments

**Other:**

- Infant, Child and Adult CPR and First Aid Certified 2010-Present
- Water Safety Certification Certified 2012-Present
- Odyssey of the Mind Judge Spring 2012, 2013, 2014,2015

**Strengths:**

- Work well under pressure situations
- Work well with others
- Can act appropriately in emergencies
- Excel when challenged
- Work well with children of all age ranges
- Committed to success and strive to always do my best
- Great Customer Service skills

**Acadia Academy**

**Indirect Cost Information**

Acadia Academy does not have an indirect cost agreement with the federal government. Instead, the de minimis indirect cost rate of 10% had been used in the project budget.

**Skelton  
Taintor  
& Abbott**

ATTORNEYS AT LAW

Amy Dieterich

Bar No. 5413

**June 15, 2020**

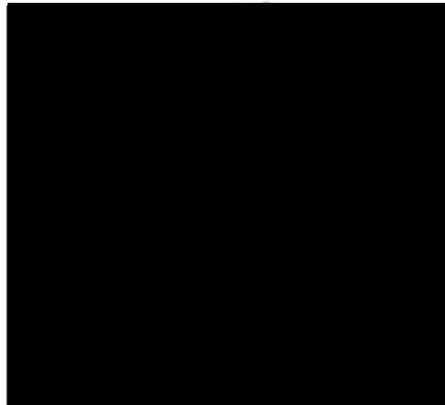
To Whom It May Concern:

I am writing to express my enthusiastic support for Acadia Academy and its application for the U.S. Department of Education, Office of Innovation and Improvement, Charter Schools Program, Developer Grants for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools (CFDA#84.282B). As you may know from reviewing the other application materials, Acadia Academy is a public charter school in Maine serving 200 children from Pre-K through 6<sup>th</sup> grade.

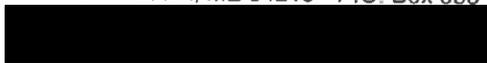
The catchment area that Acadia Academy serves in central Maine is unique in that that school serves a diverse population of both urban and rural families, all of whom tend to be primarily of low and moderate income. Acadia Academy provides the children of these families with the same—if not better—educational opportunities that children from more affluent communities are able to access.

Acadia Academy serves its community by focusing not only on providing top tier educational programming year-round with small class sizes but also by focusing on the social and emotional needs of its students, so that they grow to develop the strength and resilience that will boost them to success. In a time in which there is so much uncertainty and upheaval in the world, Acadia Academy's focus on the whole student is even more important and valuable than ever.

I hope you will award this grant to Acadia Academy, so that the school can continue to expand its mission to provide innovative and invaluable educational opportunities to the low and moderate income students from the central Maine area.



*\_\_\_\_\_, Taintor and Abbott  
Board of Trustees of*



Dear  
Director,

I am writing to express our support for Acadia Academy and their application for the U.S. Department of Education, for the opening of new charter schools. I am proud to be a community partner of Acadia Academy, Lewiston's first and only charter school. I felt it was important to help build a strong sense of community, which I believe starts with great schools.

I was happy to support the school by donating what use to be a commercial building lined with office spaces. I am proud to say the building now features bright lighting and colorfully decorated walls, with classrooms that feature kid-sized tables and chairs for small groups, rather than assigned desks. The parking area has been transformed to include clearly marked traffic patterns that ensure children are transported in and out of the school safely.

The Academy opened its doors in September of 2016 and my family and I soon realized that the school was in desperate need of a gymnasium. My parents, Dolard and Priscilla Gendron, were more than pleased to help make that dream a reality. The new gym soon grew not only to provide an indoor recess option, but also to be a space for classrooms to conduct group activities, and hold large group events and monthly assemblies.

Of all the projects I participate in, it is projects like this that change and improve the landscape of our community. I wanted to make sure that the students of Acadia Academy and their families had a place that felt safe and comfortable--a place that they could call home. We now have a great school, within a safe community, making this dream a reality for so many that may not have been given this important educational opportunity. It is an investment I believe will pay off for years to come.



D. Gendron Construction, Inc.

I wish to communicate my support for Acadia Academy and their application for the U.S. Department of Education, Office of Innovation and Improvement, Charter Schools Program, Developer Grants for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools (CFDA#84.282B). Acadia Academy is a public charter school serving 200 children in PreK through 6th grade. It has an innovative educational program that provides for the needs of children residing in and around the Central Maine region of Lewiston/Auburn.

As a police officer in the City of Lewiston, I have had the opportunity to interact with citizens of Lewiston, and the surrounding area on a daily basis. I have also been a resident of Lewiston my whole life, and attended Lewiston schools. To say that Acadia Academy has provided a beneficial alternative to Lewiston Public Schools, would be an understatement. When the school first opened, people were excited about having a new educational option for their children, but had an abundance of questions in regards to the school's mission, and charter schools as a whole. Over the last four years, since the school opened, I have heard and fielded more questions about how parents can get their children into the school, and what the school's plans are for expanding or transitioning into higher grades. The new concern from area parents seems to be how to get their children into the school, rather than if they wanted to pursue the option. The positive feedback has been overwhelming. This has been my involvement as a public figure.

On a personal level, my daughter started attending Acadia Academy the second year it was open (2017-2018). My son is at the end of his first year, as a PreK student. I could write pages upon pages about how positive of an impact the school has had on my children. They are excited to go to school every day, and for that reason, they constantly surprise my wife and I with not only the knowledge they are gaining, but the social advancements they are making. I spent half of my childhood in public schools, and the other half in private schools for a total of six schools. I have never seen a school community similar to what exists at Acadia Academy. The community involvement at Acadia speaks volumes to the passion everyone has for the school as a whole. From parent involvement on field trips and at book fairs, to extra effort staff puts in every day, before, during, and after school, it's clear everyone involved loves being a part of the family.

I ask that you consider awarding this grant to Acadia Academy, to assist in the school's efforts to provide local area children with a great alternative to other local area schools.

Sincerely,

  
Community Resource Officer  
Lewiston Police Department

health/substance use clinician in the community, I have a unique perspective on the needs of the families in our area.

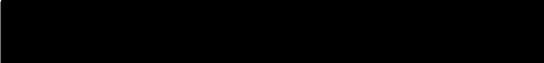
Our son, Mason enrolled at Acadia Academy in August of 2016 as he was entering 2<sup>nd</sup> grade. Mason had previously struggled both socially and academically in the large classrooms in public school. This changed drastically once he began attending Acadia. We have found that the environment at Acadia has supported all of the critically important developmental areas for Mason, including social emotional and hands on learning opportunities, and engaging and challenging academics. We are confident that Acadia has provided him with a solid educational foundation that will encourage him to achieve his highest potential as he enters middle school and high school.

Socially Mason has made great strides in his relationship building skills while attending Acadia. He has developed strong friendships in school that have carried over into extracurricular activities, and we have no doubt will last throughout his years of education. Mason and all of his classmates have grown together in a tightknit group over the last 4 years; treating each other with respect and acceptance and welcoming in new students without the forming of the cliques that can be typical with this grade level. The availability of year-round learning through the summer programming has contributed to the nurturing of these connections throughout summer months.

I cannot write this letter of support without also mentioning the many wonderful teachers and staff that work with Mason at Acadia. From the moment students enter the school, they are greeted with enthusiastic welcomes and smiles. In such a positive and welcoming environment, it is no wonder that Mason and all of the students are thriving!

Prior to Acadia opening, our community had long been lacking an appropriate educational opportunity for students who want or need smaller classes, more personalized attention, and hands-on academics. Awarding this grant to Acadia Academy would allow more students to attend and access this amazing learning opportunity.

Sincerely,

  
Megan Parks  
Parent of Mason Parks

charter school planning and implementation grant offered by the U.S. Department of Education.

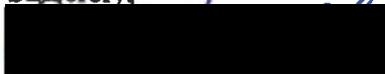
My daughter, Ava Twitchell, has been enrolled at ACADIA Academy since the first year that the school was opened in 2017. I have found that the environment at ACADIA supports all of the critically important developmental areas for Ava and has been a remarkable school to foster independent learning and grit, which are some of the key characteristics in lifelong learning and personal development.

From a professional perspective, I have had the pleasure to conduct multiple staff trainings around early child development and growth mindset. In the 2019-2020 school year, I also provided supervision to a master level social work intern who helped further develop classroom social emotional curriculums throughout the school.

As with many alternative schools, there are growing pains that come with developing a remarkable and unique learning environment for a wide range of learners. The teachers who have dedicated their time and effort to making ACADIA a leader in education is what makes me feel confident to send my daughter to this school. The teachers are eager to develop their skills to help my daughter find her passion for knowledge and to help mold her into the strong and caring young women that she is today.

Awarding this grant to the ACADIA Academy will ensure that many more students will be able to have access to this amazing school, right here in Lewiston, Maine.

Sincerely,

  
Sheila Twitchell

Parent and Licensed Clinical Social Worker

## BIBLIOGRAPHY

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

DEPARTMENT OF THE TREASURY

Date: APR 12 2016

ACADIA ACADEMY  
415 RODMAN RD  
AUBURN, ME 04210

Employer Identification Number:

DLN:

Contact Person:

RONALD D BELL

ID#

Contact Telephone Number:

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990/990-EZ/990-N Required:

Yes

Effective Date of Exemption:

August 11, 2014

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

ACADIA ACADEMY

Sincerely,



Jeffrey I. Cooper  
Director, Exempt Organizations  
Rulings and Agreements

Letter 947

ACADIA ACADEMY

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

**Number of Schools Operated & Student Academic Achievement Data**

**1. Number of Schools**

Acadia Academy, located in Lewiston, Maine operates only one school.

## 2. Evidence of Student Academic Achievement

As a school we use data to continuously inform our instructional decision making. We use math and reading data to inform which academic groups students should attend. We analyze this data every 6-8 weeks to make adjustments to our groups based on student growth and student needs. This has led to some excellent growth in many of our students. We had a team of our staff attend MTSS training this year and we are revising our progress monitoring system which will further inform our instructional decision making.

### NWEA Test Results

Below are the winter reading and math NWEA data for each grade level. The percentage shows the number of students at or above the 50<sup>th</sup> percentile for achievement. There are some great bright spots in this data but also some areas that need improvement. Note: students did not take the NWEA assessment in the Spring due to school closure related to Covid-19. In past years, there have been tremendous amounts of growth made in the second half of the school year. Another positive trend--there was a reduction of the number of students scoring below the 20th percentile nationally.

**Winter Math NWEA Data**

Grade	Students at or above norm grade level mean
Kindergarten	<b>80%</b> 24 out of 30
First	<b>56.6%</b> 17 out of 30
Second	<b>80.8%</b> 38 out of 47
Third	<b>46.4%</b> 13 out of 28
Fourth	<b>57.1%</b> 16 out of 28
Fifth	<b>17.3%</b> 4 out of 23
Schoolwide	<b>60.2%</b> 112 out of 186

**Winter Reading NWEA Data**

Grade	Students at or above norm grade level mean
Kindergarten	<b>70%</b> 21 out of 30
First	<b>76.6%</b> 23 out of 30
Second	<b>72.3%</b> 34 out of 47
Third	<b>57.1%</b> 16 out of 28
Fourth	<b>64.2%</b> 18 out of 28
Fifth	<b>40%</b> 10 out of 25
Schoolwide	<b>64.8%</b> 122 out of 188

**Percentage of Students Meeting NWEA Growth Targets by Subgroups 2018-19**

**NWEA Math**

	<b>All Students</b>	<b>Students w/ 504s</b>	<b>Students with IEPs</b>	<b>Students without 504s or IEPs</b>
<b>Met Growth Target</b>	52%	33% (5)	63% (25)	49% (53)
<b>Did not meet growth target</b>	48%	77% (8)	37% (15)	51% (55)

	<b>All Students</b>	<b>Male Students</b>	<b>Female Students</b>
<b>Met Growth Target</b>	52%	58.5% (34)	43.7% (45)
<b>Did not meet growth target</b>	48%	41.5% (48)	56.3% (35)

	<b>All Students</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Met Growth Target</b>	52%	39.1% (16)	55.4% (67)
<b>Did not meet growth target</b>	48%	60.9% (25)	44.6% (54)

**NWEA Reading**

	<b>All Students</b>	<b>Students w/ 504s</b>	<b>Students with IEPs</b>	<b>Students without 504s or IEPs</b>
<b>Met Growth Target</b>	46%	46% (6)	55% (22)	42.7% (47)
<b>Did not meet growth target</b>	54%	54% (7)	45% (18)	57.3% (63)

	<b>All Students</b>	<b>Male Students</b>	<b>Female Students</b>
<b>Met Growth Target</b>	46%	51% (42)	40.7% (33)
<b>Did not meet growth target</b>	54%	49% (40)	59.3% (48)

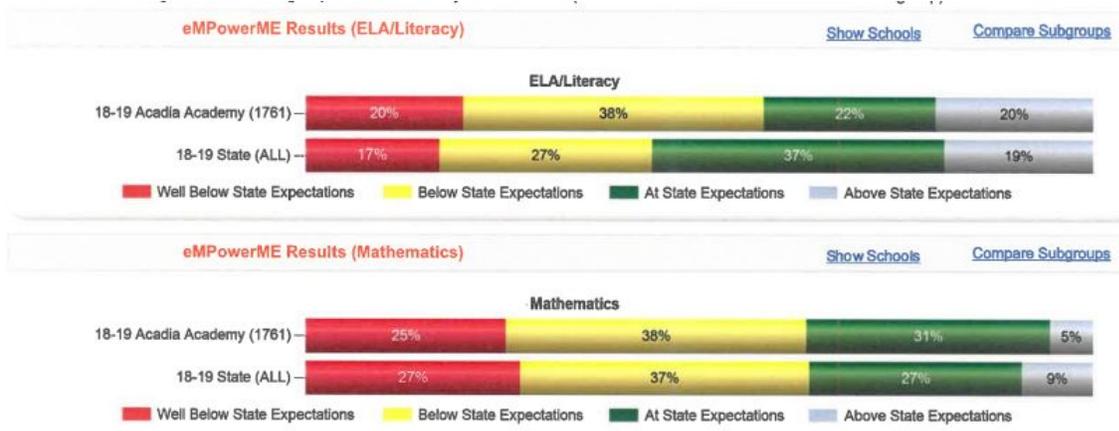
	<b>All Students</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Met Growth Target</b>	46%	48.7 (20)	44.6% (54)
<b>Did not meet growth target</b>	54%	51% (21)	55.3% (67)

### State Assessment Test Results

EmpowerME is the Maine State Assessment Test. EmpowerME results from 2018-19 showed significant improvement from the previous year results. This year more students took the assessment because two grade levels participated whereas last year only one grade participated.

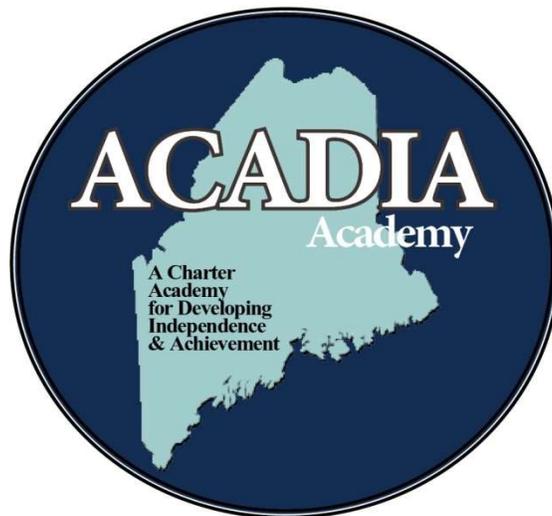
**Math Results** - In 2018, 14.28% of students scored at or above expectations for math. In 2019, 37.5% of students scored at or above grade level. This is slightly more than the state average of 36%.

**ELA Results** - In 2018, which was Acadia’s second year of operations, 21.43% of students scored at or above expectations in ELA. In 2019, 42.85% of students scored at or above expectations. Although this is an improvement, the average score is still below the state average of 56% at or above expectations.

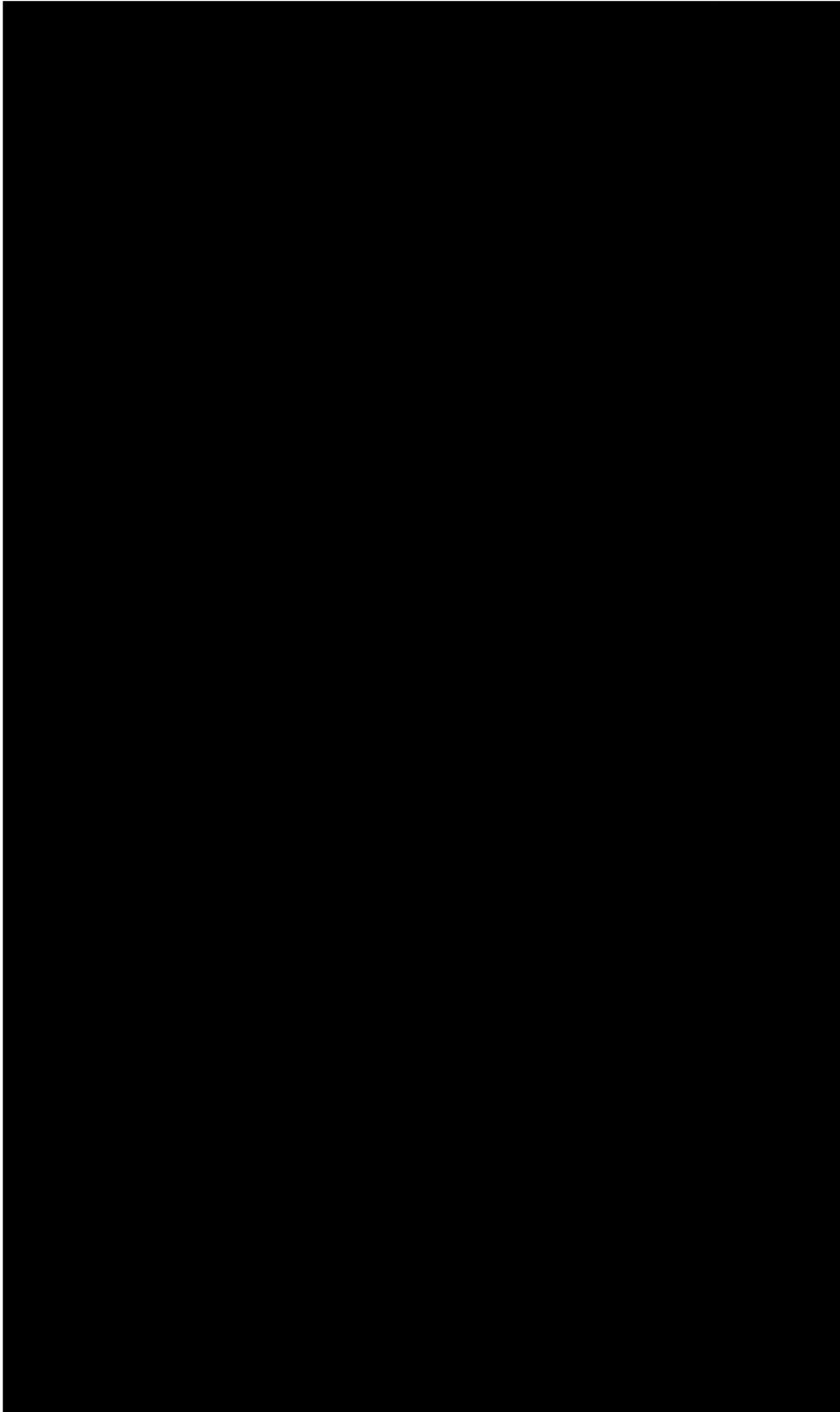


# Board of Directors Financial Report

## FY2020 Budget Proposal



Period Ended: 6/30/20  
BOD Finance Committee Meeting Date: 6/14/19  
BOD Meeting Date: 6/26/19



Audited Financial Statements  
and Other Financial Information

# Acadia Academy

June 30, 2019



*Proven Expertise & Integrity*

ACADIA ACADEMY

JUNE 30, 2019

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Proven Expertise & Integrity

## INDEPENDENT AUDITORS' REPORT

Board of Directors  
Acadia Academy  
Lewiston, Maine

### Report on the Financial Statements

We have audited the accompanying statements of financial position of Acadia Academy (a nonprofit organization), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses and cash flows for the years then ended and the related notes to the financial statements.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatements.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting

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policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

## **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial positions of Acadia Academy as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Matters**

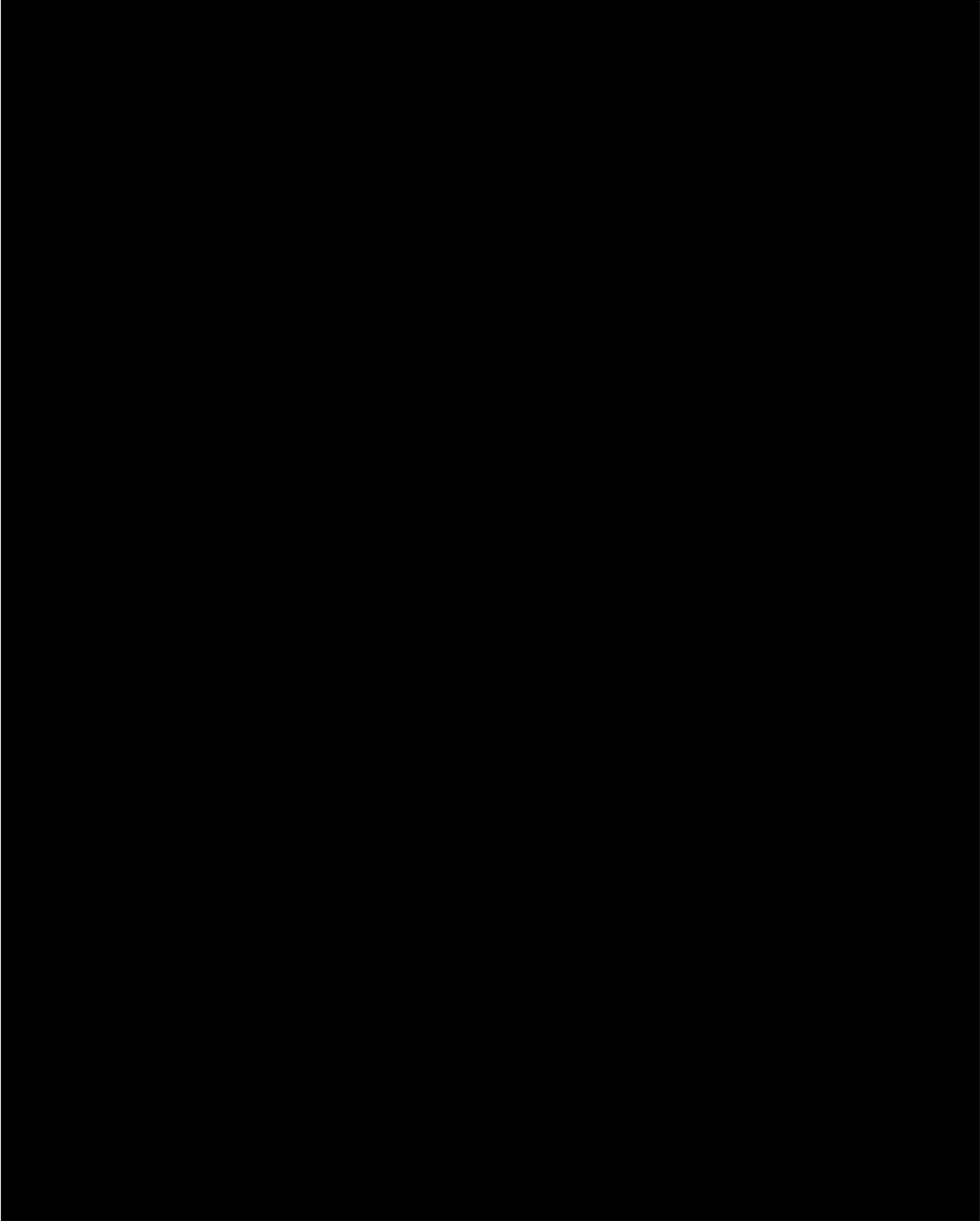
### ***Other Information***

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Acadia Academy's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 20-A, Chapter 112, §2412-A, Subchapter 1(D) of the Maine Revised Statutes as amended, and is also not a required part of the basic financial statements.



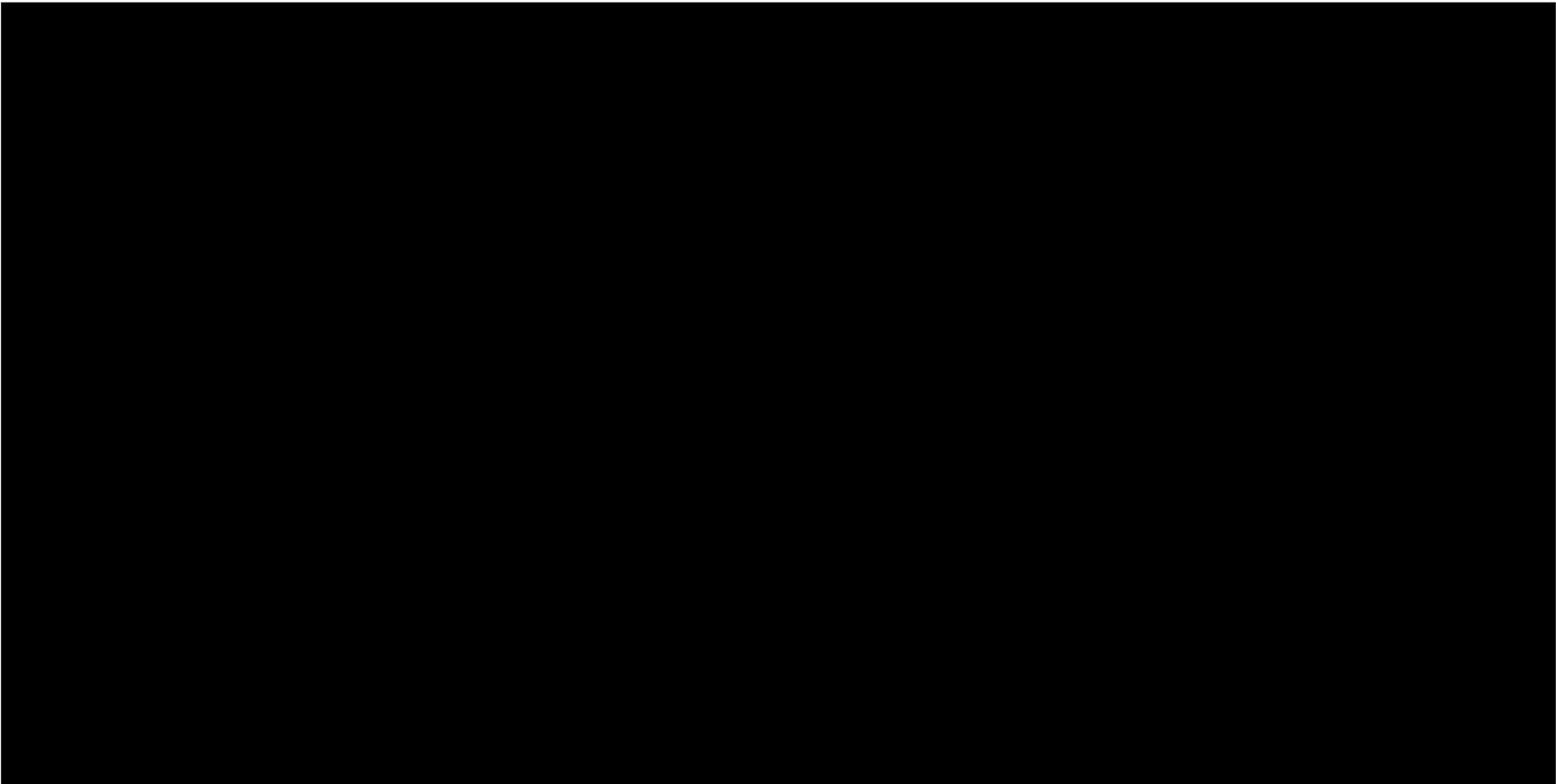
Buxton, Maine  
December 6, 2019

ACADIA ACADEMY  
STATEMENTS OF FINANCIAL POSITION  
FOR THE YEARS ENDED JUNE 30,



See accompanying independent auditors' report and notes to financial statements.

ACADIA ACADEMY  
STATEMENTS OF ACTIVITIES  
FOR THE YEARS ENDED JUNE 30,



See accompanying independent auditors' report and notes to financial statements.

ACADIA ACADEMY

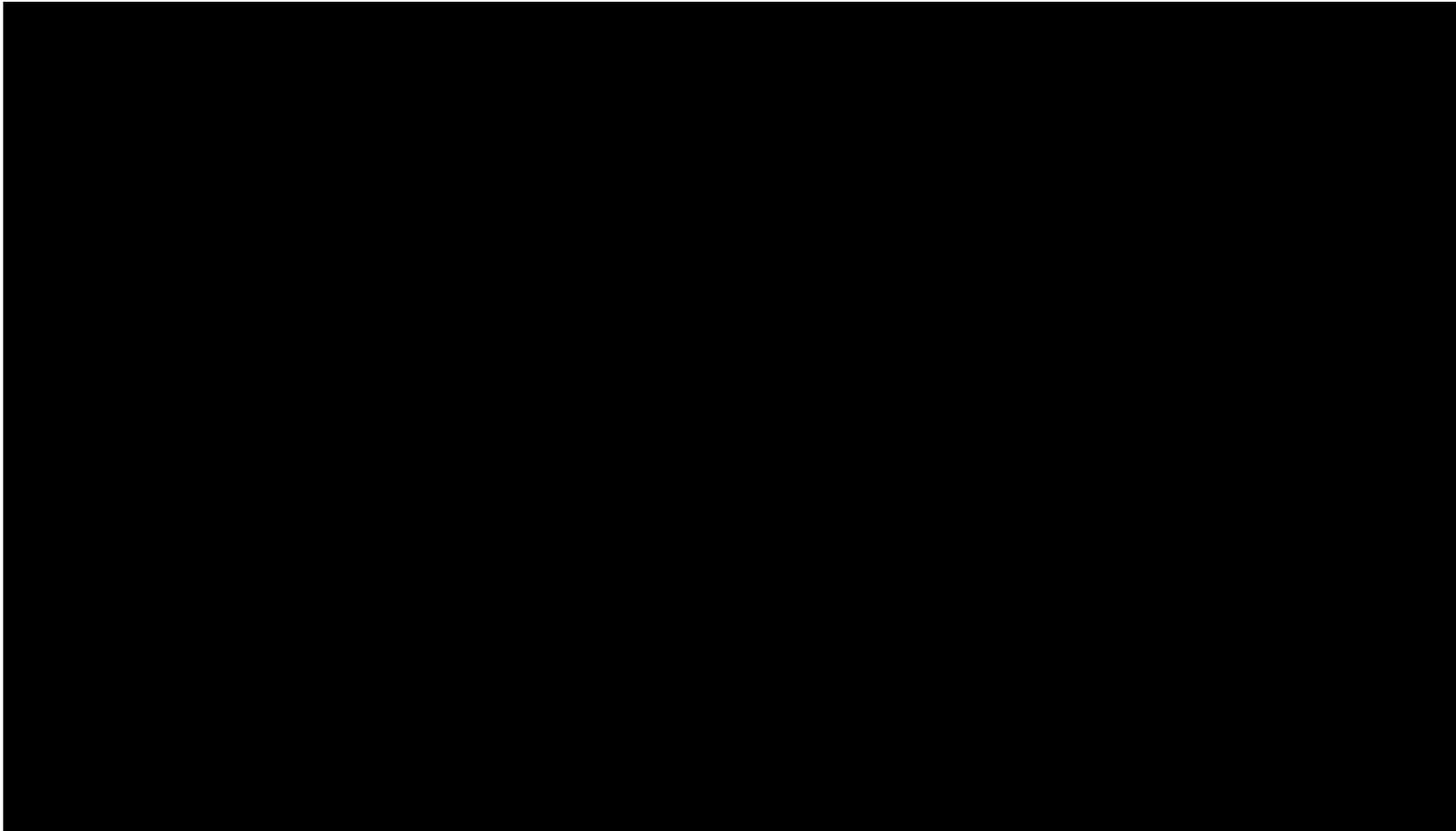
STATEMENTS OF FUNCTIONAL EXPENSES  
FOR THE YEARS ENDED JUNE 30,



See accompanying independent auditors' report and notes to financial statements.

ACADIA ACADEMY

STATEMENTS OF FUNCTIONAL EXPENSES  
FOR THE YEARS ENDED JUNE 30,



See accompanying independent auditors' report and notes to financial statements.

ACADIA ACADEMY  
STATEMENTS OF CASH FLOWS  
FOR THE YEARS ENDED JUNE 30,



See accompanying independent auditors' report and notes to financial statements.

# ACADIA ACADEMY

## NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 and 2018

### NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### Nature of Academy

Acadia Academy (the School) is organized as a non-profit Academy incorporated in August 5, 2014 to operate a Charter School pursuant to MRS Title 20-A, Chapter 112 under the laws of the State of Maine. The accounting practices of the School are designed primarily to demonstrate stewardship of the funds entrusted to it, compliance with prescribed grant conditions and other special requirements, including the furnishing of certain amounts of cash or noncash contributions to its educational programs from non-federal and non-state sources.

#### Implementation of New Accounting Standards

During the year ended June 30, 2019, the following statements of financial accounting standards issued by the Financial Accounting Standards Board became effective:

ASU 2016-14, "Presentation of Financial Statements for Not-for-Profit Entities." The primary objective of this Statement is to improve the presentation of financial statements for not-for-profit entities. The main provisions of ASU 2016-14 include changes to net asset classes, investment return, expenses, liquidity and availability of resources and presentation of operating cash flows. The major improvements FASB made include reducing complexity in net asset classification, clarifying information regarding liquidity and availability of cash, increasing transparency in reporting financial measures, providing consistency in reporting expenses by function and nature and simplifying the presentation of operating cash flows.

#### Basis of Presentation

The School prepares its financial statements on the accrual basis of accounting.

#### Display of Net Assets by Class

Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions in accordance with the provisions of FASB ASU No. 2016-14. Net assets are classified as follows:

Without external source restricted net assets - Net assets that are not subject to donor-imposed stipulations.

With external source restricted net assets - Net assets subject to donor-imposed stipulations that may or will be met either by actions of the School and/or the passage of time. When a donor restriction expires, that is, when stipulated time restriction ends or

ACADIA ACADEMY

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019 and 2018

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

purpose restriction is accomplished, with external source restricted net assets are reclassified to without external source restricted net assets and reported in the statement of activities as net assets released from restrictions. This category also includes net assets subject to donor-imposed stipulations that contributed resources be maintained permanently but that permit the School to use up or expend part or all of the income or other economic benefits derived from the donated asset.

Restricted contributions whose restrictions are met in the year the contribution is received are reported as net assets without external source restrictions. Accordingly, as of and for the years ended June 30, 2019 and June 30, 2018, [REDACTED]

Fixed Asset Acquisition

Fixed Assets are stated at cost. Depreciation is provided by the straight-line method at rates which are designed to amortize the original cost of the assets over their estimated useful lives of:

	<u>Years</u>
Building	40
Furniture and equipment and leasehold improvements	3 - 10

Depreciation expense for the years ended June 30, 2019 and 2018 was \$ [REDACTED] and \$ [REDACTED] respectively.

Cash Flow

For purposes of the statement of cash flows, the School considers all highly liquid assets purchased with a maturity of three months or less to be cash equivalents.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make certain estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities are summarized on a functional basis in the statements of activities and statements of functional expenses. Expenses identified to a specific program or support service are charged directly to that program or support service.

ACADIA ACADEMY

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019 and 2018

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Educational program expenses include costs for teaching staff, educational provider services and costs in support of educational programs.

Occupancy expenses are charged to facility services.

General and administrative expenses include costs of administrative staff and other costs not specifically identified as educational programs or facilities but provide for the overall support of the School.

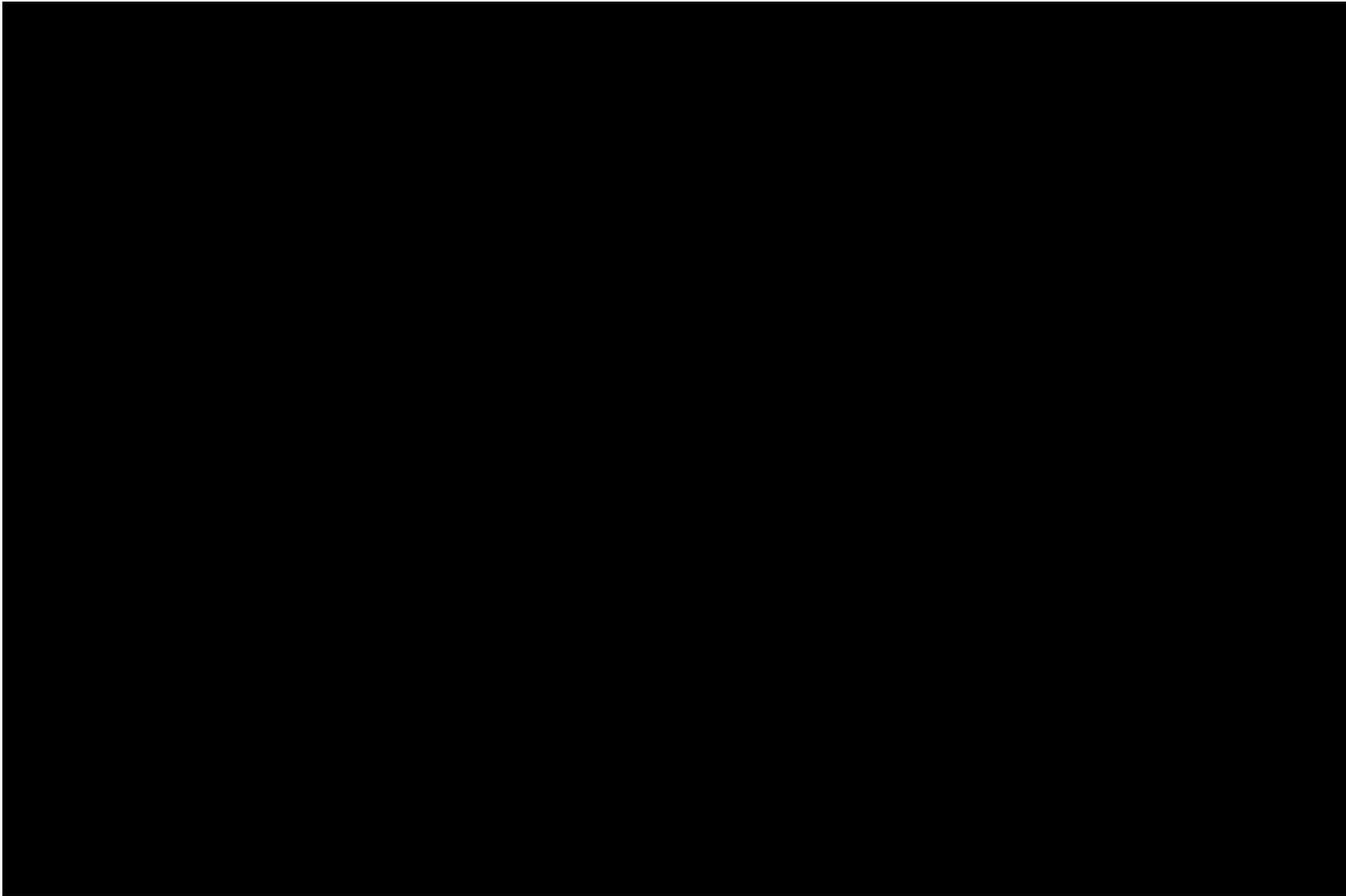


ACADIA ACADEMY  
NOTES TO FINANCIAL STATEMENTS



ACADIA ACADEMY

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019 and 2018



NOTE 8 - INCOME TAXES

The School is exempt from federal income taxes under Section 501(c) (3) of the Internal Revenue Code and applicable state law.

The accounting standards on accounting for uncertainty in income taxes address the determination of whether tax benefits claimed or expected to be claimed on a tax return should be recorded in the financial statements. Under that guidance, the School may recognize the tax benefit from an uncertain tax position only if it is more likely than not that the tax position will be sustained on examination by taxing authorities based on the technical merits of the position. Examples of tax positions include the tax-exempt status of the School and various positions related to the potential sources of unrelated business taxable income. The tax benefits recognized in the financial statements from a tax position are measured based on the largest benefit that has a greater than 50% likelihood of being realized upon ultimate settlement. Management believes that there were no potential sources of unrelated business taxable income subject to tax for the years ended June 30, 2019. Accordingly, no provision for income taxes has been made.

ACADIA ACADEMY

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019 and 2018

NOTE 8 - INCOME TAXES (CONTINUED)

The School files its forms 990 in the U.S. federal jurisdiction and the office of the state's attorney general for the State of Maine. The School is generally no longer subject to examination by the Internal Revenue Service for years before 2015.

NOTE 9 - CONTINGENCIES

The School participates in state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectability of any related receivable at June 30, 2019, may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective agents; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

NOTE 10 - COMPARATIVE DATA/RECLASSIFICATIONS

Comparative total data for the prior year have been presented in order to provide an understanding of the changes in the financial position and operations. Also, certain amounts presented in the prior year's data have been reclassified to be consistent with the current year's presentation.

NOTE 11 - SUBSEQUENT EVENTS

Acadia Academy has evaluated subsequent events as of December 6, 2019 the date which the financial statements were available to be issued. In September 2019, the JFM interest only loan was paid off.

ACADIA ACADEMY

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2019



## ACADIA ACADEMY

### NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOR THE YEAR ENDED JUNE 30, 2019

#### 1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Acadia Academy under programs of the federal government for the year ended June 30, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Acadia Academy, it is not intended to and does not present the financial position, changes in net position, or cash flows of Acadia Academy.

#### 2. Summary of Significant Accounting Policies

- a. Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance and/or OMB Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.
- b. Acadia Academy has not elected to use the 10 percent *de minimis* indirect cost rate as allowed under the Uniform Guidance.



*Proven Expertise & Integrity*

## INDEPENDENT AUDITORS' REPORT ON STATE REQUIREMENTS

Board of Directors  
Acadia Academy  
Lewiston, Maine

We have audited the financial statements of Acadia Academy for the year ended June 30, 2019 and have issued our report thereon dated December 6, 2019. Our audit was made in accordance with auditing standards generally accepted in the United States of America and applicable state and federal laws relating to financial and compliance audits and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In connection with our audit, we reviewed the budgetary controls that are in place and have reviewed the annual financial report that was submitted to the Department for accuracy. In addition, we have reviewed the School's compliance with applicable provisions of the Maine Finance Act as noted under MRSA Title 20A, section 2412-A as we considered necessary in obtaining our understanding.

The results of our procedures indicate that with respect to the items tested, Acadia Academy complied, in all material respects, with the provisions referred to in the preceding paragraph. With respect to items not tested, nothing came to our attention that caused us to believe that Acadia Academy was in noncompliance with, or in violation of, those provisions.

Management has determined that adjustments were necessary to the fiscal books of the School and have attached the following schedule as it relates to the reconciliation of audit adjustments to the updated annual financial data submitted to the Maine Education financial system maintained at the School.

This report is intended solely for the information of the Board of Directors, management and the Department of Education. This report is not intended to be and should not be used by anyone other than the specified parties.

[REDACTED]  
Buxton, Maine  
December 6, 2019

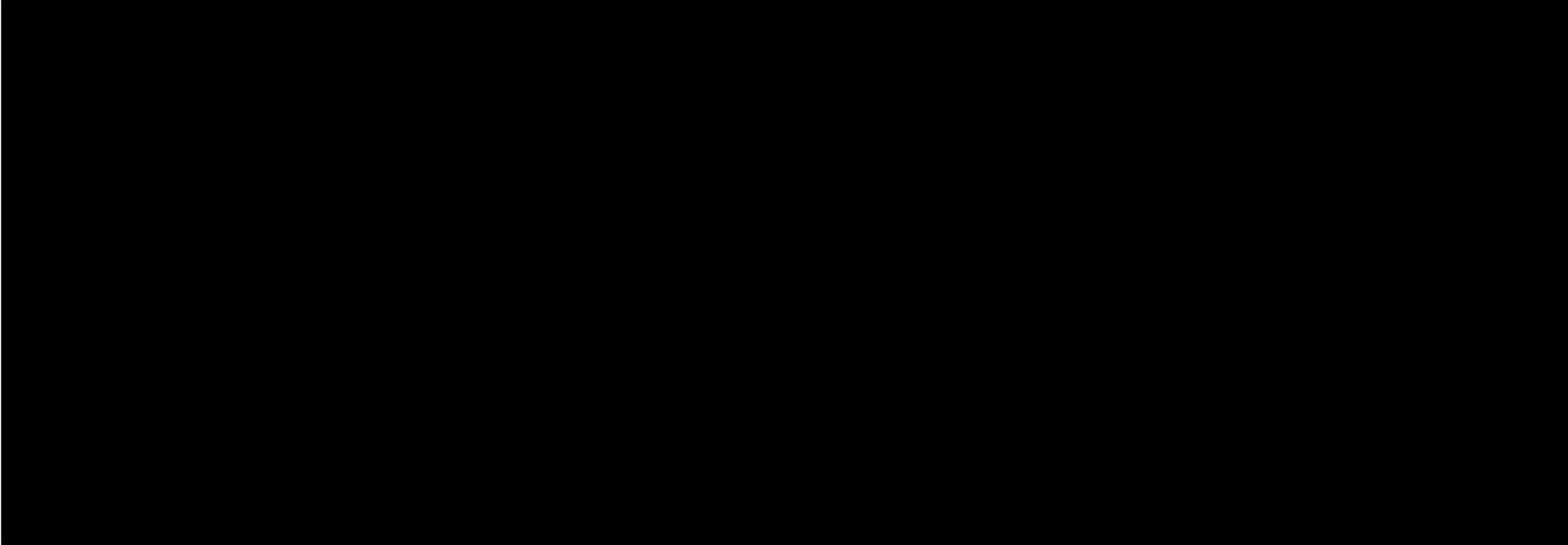
3 Old Orchard Road, Buxton, Maine 04093

[REDACTED] [www.rhrsmith.com](http://www.rhrsmith.com) [REDACTED]

PR/Award # 16-0282B200011

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**Acadia Academy  
Reconciliation of Audit Adjustments to Annual Financial  
Data Submitted to the Maine Education Financial System  
For the Year Ended June 30, 2019**



# Program Evaluation Proposal for Acadia Academy

June 12, 2020

Prepared by:

Wendy Betts, Principal  
The Shadow Group, LLC  
Casco, Maine  
[www.shadowgroupmaine.com](http://www.shadowgroupmaine.com)



## **A. Purpose of the Evaluation**

Acadia Academy is a PreK-Grade 5 public charter school located in Lewiston, Maine. It presently serves 228 students and will add another 32 students in the fall of 2020. The school is in its third year of operation. It is presently submitting a federal grant application to the U.S. Department of Education seeking funds to add the sixth grade, obtain various equipment, materials and supplies, including instructional materials, to boost student learning, and to provide professional development for instructional and administrative staff. Minor building repairs are also a part of the request.

The Shadow Group is providing an evaluation design to help guide the implementation of the project and collect data associated with the activities intended to address project objectives to determine the effectiveness in achieving the desired project outcomes.

## **B. Proposed Evaluation Design**

The evaluation will focus on the impact that project activities have had based on the following four objectives:

- Increase School Safety
- Increase Student Academic and Social / Emotional Skills
- Increase Teacher and Staff Knowledge and Skills, Job Satisfaction and Retention
- Increase Student Health & Wellness

The four objectives will be measured as follows:

### **Outcome 1: Improving School Safety**

#### **Performance Measures and Targets:**

- 1) Qualified third-party inspection verifies proper functioning of classroom locksets. The measure of success will be defined as a verification received from a qualified inspector ensuring the proper installation and function.
- 2) Staff responds to accidents / injuries 95% of the time using appropriate resources. Measure of success will be obtained by collecting and analyzing the change in the number of accidents and injuries (have they increased, decreased, or stayed the same and coding response as Appropriate / Inappropriate. The goal is to have an increase in the number of appropriate responses and a decrease in the number of accidents and injuries. Baseline data will be collected from the 2019-2020 school year (this year will show only partial in-school student attendance due to school shutdown related to the coronavirus pandemic) and 2018-2019 if feasible. Proportions of accidents / injuries will be used to

- account for the change in the number of enrolled students over time.
- 3) 90% of staff will complete trainings. The measure of success for this item is a simple count of the number of attendees obtained from the training log for each training session.

## **Outcome 2: Increase Student Academic and Social / Emotional Skills**

### **Performance Measures and Targets:**

- 1) Improve student academic achievement. The measure of success will be determined by student achievement test scores (NWEA) and change from fall to spring administration. The fall score will serve as the first measure for comparison purposes and spring test score will serve as the second measure. The desired target is to see an increase in 10% of the number of students achieving projected growth from baseline (previous year's growth vs. project year growth) in both English Language Arts scores and in Mathematics scores.
- 2) Improve student social / emotional skills. Project activities will contribute to a 10% increase in social / emotional growth that will be measured by changes in the amount and type of behaviors recorded in daily Behavior Charts. These charts are kept by each of the instructional staff on a daily basis where they record behavior incidents (referencing student names, a brief description of the concern, methods used to address concerns and the outcome of the intervention). Baseline measure will be determined by data from the previous year. Analysis will include the amount of incidents, severity, type and intervention. The overall goal will be to identify changes in the number and severity of incidents as well as tracking the type of interventions used, with the goal of seeing increased appropriate implementation of intervention skills on the part of instructional staff.

Note: Project Objective 2 and 3 will likely contribute to increases in academic achievement and social / emotional skills. When staff are trained in new methods, their increased knowledge and skills will have a positive effect on students. Additional resources, such as curricula, technology and other tools, which are specifically intended to assist academic and social / emotional learning will also make a positive contribution to student success. The evaluation is not intended to explore the contribution that each individual resource contributed to successful student outcomes.

### **Outcome 3: Support Educator Growth & Development**

#### **Performance Measures and Targets:**

- 1) Improve teacher satisfaction by 10%. The measure of success will be determined by teacher satisfaction ratings recorded on the annual School Climate Survey (Panorama Education Staff Survey - teacher responses). The benchmark will be the overall satisfaction rating from 2020. The survey will be implemented in late spring 2021 and results will be compared to 2020.
- 2) Improve retention of high-quality educators by 5%. The measure of success will be determined by analyzing staff retention from a baseline of August 2020 to August 2021.

### **Outcome 4: Improve Student Health and Wellness**

#### **Performance Measures and Targets:**

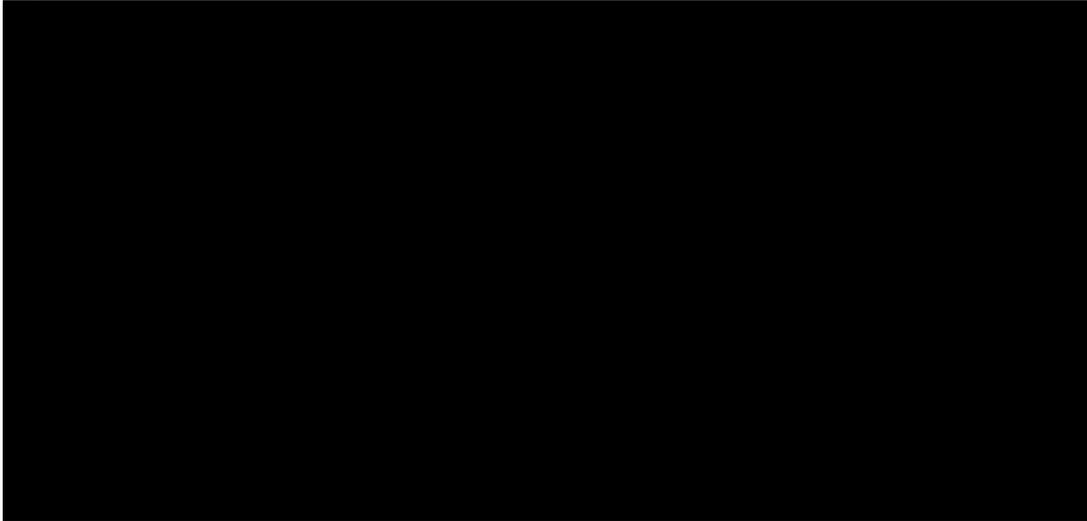
- 1) Increase physical health / wellness by 50%. The measure of success will be determined by analyzing each student's achievement of physical fitness goals that are set at the beginning of the school year and recorded in the school's MAPS data system. The data will be collected and analyzed at the end of the school year in June 2021 to determine the number of students who have met their prescribed fitness targets.
- 2) Decrease absenteeism / Increase attendance by 5%. By increasing physical wellness one assumes that there will be a corresponding decrease in illness and absences due to illness. Changes in student attendance will be compared between 2019, 2020, and 2021 attendance rates at the end of each school year (accounting for school closure related to Covid-19 when students were taught via distance learning methods vs. classroom).

### **C. Scope of Work**

The evaluator will perform the following tasks:

- 1) Review all data collection tools to determine if any need to be revised prior to data collection. Should revisions be required, the evaluator will design new tools and instructions for recording needed data as defined in the project outcome measures.
- 2) Use standard data analysis techniques to show changes in results over time.
- 3) Report progress toward evaluation activities on a quarterly basis, or more frequently if requested.
- 4) Provide a summary evaluation report that includes data summaries and assessment of whether performance targets were met.

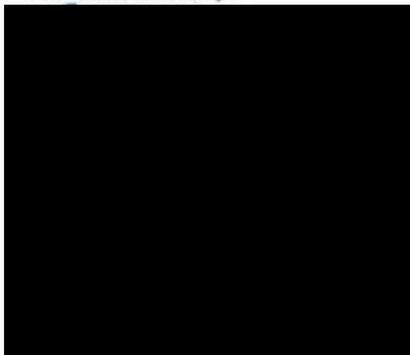
- 5) Perform all tasks in compliance with the highest ethical standards to maintain data integrity and confidentiality, as described by the American Evaluation Association.
- 6) Provide the school with electronic copies of data collection tools, periodic reports and the final report.
- 7) Work with designated school staff to ensure the integrity of the data and data collection processes.



**E. Evaluator Qualifications**

Lead Consultant, Wendy Betts will be responsible for all tasks defined in this project. Ms. Betts has worked in the organizational development and policy analysis arena for 25+ years conducting program design, implementation and evaluation services for nonprofit and public agencies in Maine and the U.S. Please see attached resume.

Acadia Academy



Director  
Title

6/18/20  
Date

Principal  
Title

6/18/2020  
Date

Project Evaluator Resume

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*Research - Develop - Implement - Evaluate*

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**PROFESSIONAL EXPERIENCE**

**Lead Consultant**

**The Shadow Group, Casco, ME**

2000-present

Founder and lead consultant of consulting firm specializing in organizational development of non-profit, for-profit and public organizations. The Shadow Group provides a variety of services, including:

- Program planning, design, implementation, evaluation and operations/compliance
- Systems design and analysis
- Conduct funding research, and prepare and submit grant proposals (federal, state, foundations and corporations)
- Design and conduct program evaluation and quality improvement activities
- Design and conduct applied research: design data collection tools (surveys, forms, interviews, focus group); conduct data collection and analysis; design and conduct organizational and topic-specific needs assessments; prepare and deliver reports/summaries/presentations for various audiences

**Executive Director**

**Campfire Boys & Girls/Camp Ketcha, Scarborough, ME**

1998-2000

Managed the operation of one of Maine's oldest youth-development organizations with five programs and a \$500,000 budget. Seasonal and year-round programs included a ten-week summer camp serving 300+ children per day; an adventure-based education program for youth; adventure-based team building for businesses and corporations; school vacation camps; and after-school programming. Managed all administrative and programmatic functions of this non-profit agency. Obtained new foundation grants and United Way funding for programs and special projects, including new and existing programs and facilities.

**Vice President of Operations**

**Youth Alternatives, Portland, ME**

1995-1998

Member of senior management team, worked with clinical directors, department managers, and senior administration to initiate systems change in support of best practice in a 9-program, \$6 million non-profit, human service agency. Oversaw all aspects of agency compliance, and grant & contract development; developed new and strengthened existing programs through quality assurance systems including designing and conducting various data collection methods (i.e., needs assessments, surveys, interviews), conducted program evaluation and systems design; managed agency-wide human resources department; collaborated with statewide service providers and federal and state government staff to develop, coordinate and improve client services. Directed and prepared agency self-study for successful application to the Council on Accreditation of Services for Children and Families. Coordinated agency-wide strategic planning and implementation in partnership with Board of Directors. Member of Board of Directors Human Resources Committee. Served as Member and Chair of state Child Welfare Advisory Committee advisory group.

## Research Assistant

Edmund S. Muskie School of Public Service, Portland, ME

1987-1995

Reported to Director of Institute for Child and Family Policy. Conducted research on child and family, health, aging and policy issues and practice at the local, state and national levels, including: participate as team member in research design; designed and conducted model/demonstration and training programs; designed and conducted program & training evaluations; designed data collection methods including surveys, in-person and telephone interviews, and focus groups, data extraction tools and other methods; conducted comprehensive topic-based literature searches and reviews; prepared project reports and manuals; assisted in curriculum design. Trained and supervised project staff. Prepared computer documentation and developed training materials and manuals. Performed data processing and statistical analysis, including database management and design; and processing and analyzing data using the statistical analysis software packages, relational databases and spreadsheets. Coordinated and staffed committees, aided various community agencies within Maine and across the U.S. Identified sources of project funding and assisted in proposal writing.

## EDUCATION

**MA, Public Policy and Management**, concentration in Organizational Management and Public Financial Management. Edmund S. Muskie School of Public Service, University of Southern Maine. Phi Kappa Phi.

**BA, Sociology**. University of Maine.

## PUBLICATIONS

1995-96 Maine KIDS COUNT Data Book (1996). Portland, Maine: University of Southern Maine, Muskie Institute of Public Affairs. (Contributing author.)

1994 Maine KIDS COUNT Data Book (1995). Portland, Maine: University of Southern Maine, Muskie Institute of Public Affairs. (Contributing author.)

Betts-Bessey, Wendy. (1994). Child Welfare Field Instruction Unit Manual. Portland, Maine: University of Southern Maine, Muskie Institute of Public Affairs.

Betts-Bessey, Wendy. (1994). Rural Youth at Risk: an Annotated Bibliography. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.

Hitchcock, Jan and Betts-Bessey Wendy. (1994). "Seeking Shelter in the City." In L.Coleman & D. Porter (Eds.), Working with Rural Youth. Portland, Maine: University of Southern Maine, Muskie Institute of Public Affairs.

Bessey (Betts), Wendy. (1992). Intervening Effectively with Substance Abusing Families and Their Children: An Annotated Bibliography. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.

National Resource Center for Management and Administration. (1992). Oregon Child Protective Services Performance Study. Portland, Maine: University of Southern Maine, Muskie Institute of Public Affairs. (project staff)

Hornby, Helaine; Bessey (Betts), Wendy and Gaspard, Craig (1990). Child Abuse Prevention. Model Programs and Practices: A Review of the Literature. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.

Bessey (Betts), Wendy and Hornby, Helaine. (1990). Community Assessment of Child Abuse Prevention. Summary Report - Part 1: Cumberland and Franklin Counties. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.

- Bessey (Betts), Wendy and Hornby, Helaine. (1990). Community Inventory of Child Abuse Prevention Programs. Summary Report - Part 2: Cumberland and Franklin Counties. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.
- Hart, S., Barringer, R., Bessey (Betts), W., Coburn, A., Colgan, C., Leighton, A., and Pagano, P. (1990). Maine Public Policy Survey. University of Southern Maine: Human Services Development Institute, Public Policy and Management Program.
- Marks, J., McDonald, T., Bessey (Betts), W. and Palmer, M. (1989). Risk Assessment in Child Protective Services. Risk Factors Assessed by Instrument-Based Models: A Review of the Literature. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.
- McGuire, Catherine; Bessey (Betts), Wendy; and Hart, Suzanne. (1989). Hospital Information Systems: The Planning Process for Small Hospitals. University of Southern Maine: Human Services Development Institute, Public Policy and Management Program.

### **OTHER SELECTED MATERIALS**

- Maine Charter School Commission, Year End Report - 2018, Baxter Academy for Technology and Science.
- Maine Charter School Commission, Year End Report - 2017, Baxter Academy for Technology and Science.
- New England Association of Schools and Colleges (NEASC), Five-year Evaluation Report: L'Ecole Française du Maine - 2017.
- Maine Charter School Commission, Year End Report - 2016, Baxter Academy for Technology and Science.
- Maine Charter School Commission, Year End Report - 2015, Fiddlehead School of Arts & Science.
- Maine Charter School Commission, Year End Report - 2014, Fiddlehead School of Arts & Science.
- New England Association of Schools and Colleges (NEASC), Initial Self-Study: L'Ecole Française du Maine - 2012.
- Evaluation of the Student Intervention and Reintegration Program (SIRP), 2014-2015 (2016).
- Evaluation of the Student Intervention and Reintegration Program (SIRP), Retro-active Analysis of the Parent, Champion and Steering Committee Components: 2012-2013 (2014).
- Evaluation of the Student Intervention and Reintegration Program (SIRP), Three Year Evaluation: 2010-2012 (2013).
- Evaluation of the Student Intervention and Reintegration Program (SIRP), 2008-2009 (2009).
- Healthy Oxford Hills, Healthy Maine Coalition (2008). Report for community education of the prevalence and prevention of substance abuse.
- Evaluation of the Student Intervention and Reintegration Program (SIRP), Final Report. (2008).
- Evaluation of the Youth Empowerment Project-2007, Final Report. (2007).
- Evaluation of the Youth Empowerment Project-Year 3, Final Report. (2005).
- Evaluation of the Youth Empowerment Project-Year 2, Final Report. (2003).
- Evaluation of the Portland Partnership for Homeless Youth, Pilot Project for Homeless Youth, Final Report (2003).
- Evaluation of the Youth Empowerment Project-Year 1, Final Report. (2002).

- Youth Alternatives, Inc. self-study report to the National Council of Accreditation of Services for Children and Families (1998). Youth Alternatives, Inc., Portland, Maine. (Project director and contributing author).
- Project Reach ME: Maine's Birth to Five Early Intervention Outreach Project. (1991). Early Intervention Institute Monograph 1: Family Focused Intervention. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.
- Project Reach ME: Maine's Birth to Five Early Intervention Outreach Project. (1991). Early Intervention Institute Monograph 2: Programming Strategies. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.
- Project Reach ME: Maine's Birth to Five Early Intervention Outreach Project. (1991). Early Intervention Video: Programming Strategies. University of Southern Maine: National Child Welfare Resource Center for Management and Administration.
- Deatrick, Deborah; Bessey (Betts), Wendy; Knox, Cathryn Brandeen, and Rhoades, Chuck. (1991). Using Market Research to Identify Adolescent Preferences for School-Based AIDS Education Programs. Paper presented at the 119th Annual Meeting of the American Public Health Association, Atlanta, Georgia, November, 1991.

### COMMITTEE AND ORGANIZATION MEMBERSHIPS

- Member, American Evaluation Association.
- Member, Maine Philanthropy Center.
- Member, Maine Association of Non-profits.
- Member, Board of Directors, L'Ecole Française du Maine, 2006-present.
- Member, Board of Directors, NotFar.org, 2008-present.
- Member and Treasurer, Scout Troop 800 Council, Raymond, Maine, 2011-2015.
- Member & Vice Chair, Board of Visitors, Edmund S. Muskie School of Public Service, 1995-2002.
- Member & Chair, Child Welfare Advisory Committee of the Maine Department of Human Services, 1995-2002.
- Member, Maine DHS Task Force to Review Child Protective Services, 2000-2001.
- President, Alumni Association, Edmund S. Muskie School of Public Service, 1995-1997.
- Member, Board of Directors, Maine Women's Lobby, 1994-1996.

### REFERENCES

Kelli Pryor, Executive Director  
 Baxter Academy for Technology and Science, Portland, Maine  
 kelli.pryor@baxter-academy.org  
 (207) 329-7194 (mobile)  
 (207) 699-5500 (work)

Elizabeth LeBihan, Co-founder and Director of Admissions  
 L'Ecole Française du Maine, South Freeport, Maine  
 (207) 865-3308 (work)

Peter Nielsen, Entrepreneur-in-Residence  
 Saint Joseph's College, Standish, Maine  
 (802) 598-4819

**Part 8: Intergovernmental Review of Federal Programs (Executive Order 12372)**

Maine does not have a Single Point of Contact (SPOC), therefore this application is being submitted directly to the U.S. Department of Education via Grants.gov, per instructions in the Fiscal Year 2020, Applications for New Grants Under the Expanding Opportunity Through Quality Charter Schools Program (CSP) - Grants to Charter School Developers for the Replication and Expansion of High-Quality Charter Schools. Approved OMB Number: 1894-0006.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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[View Mandatory Budget Narrative](#)

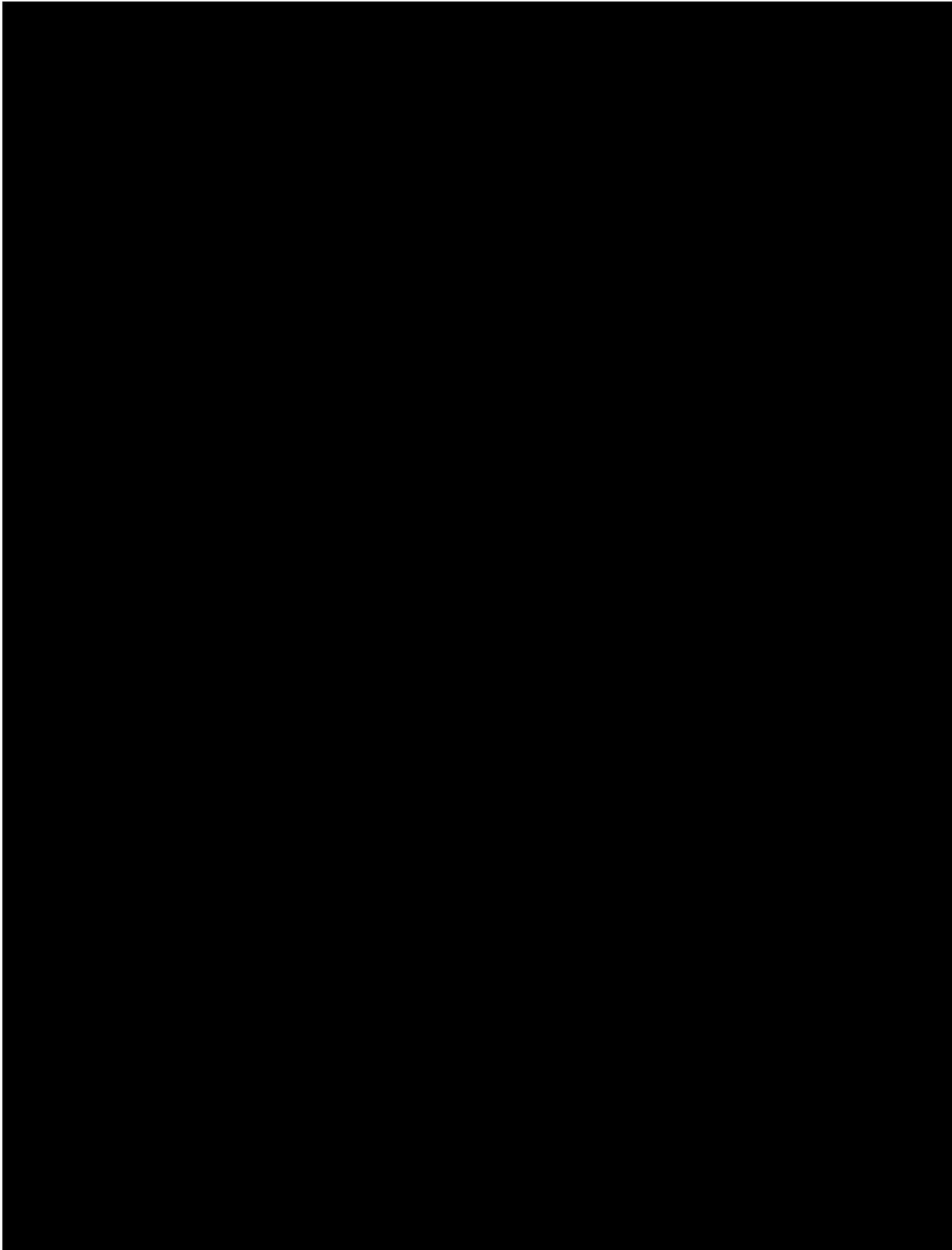
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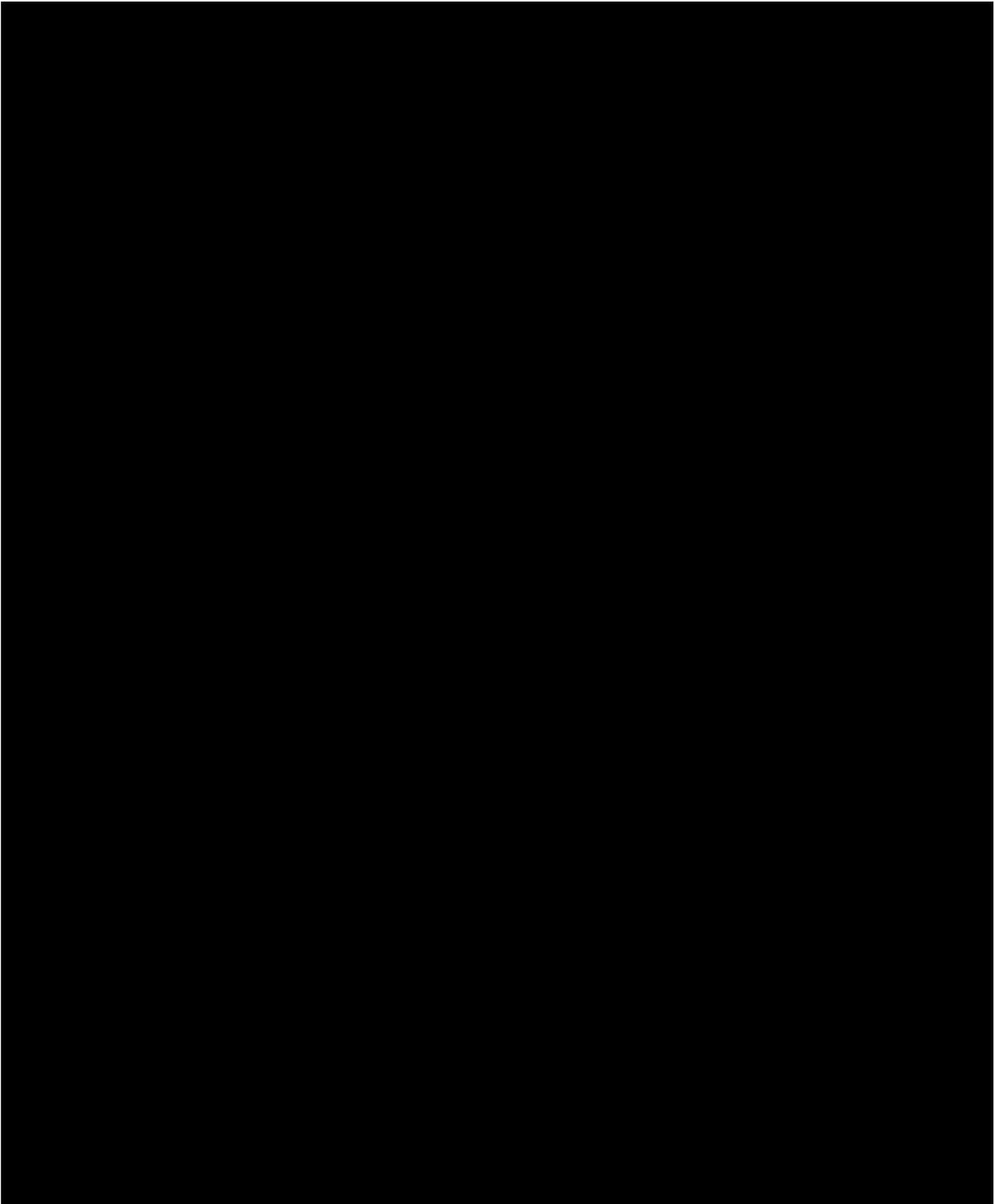
To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

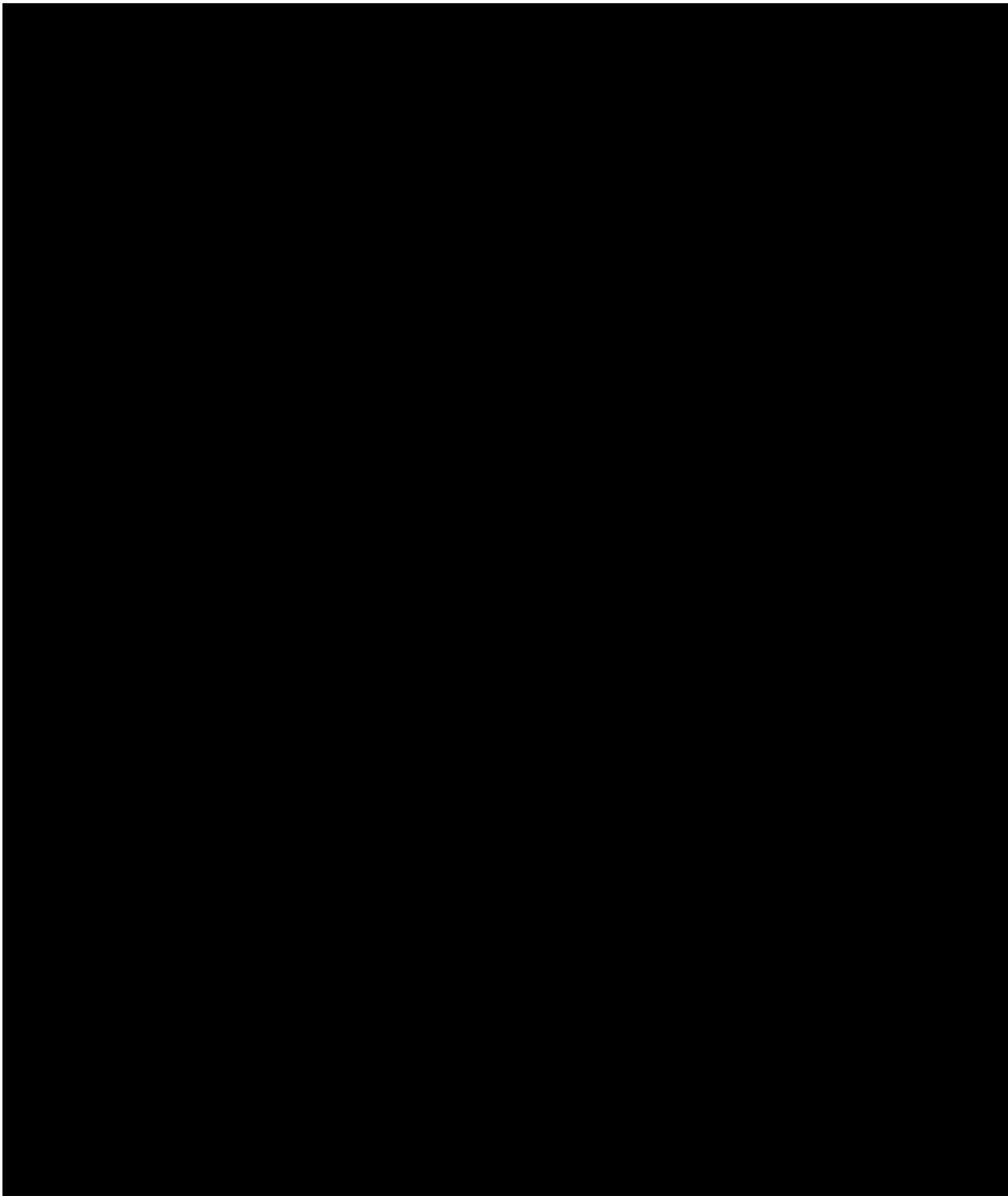
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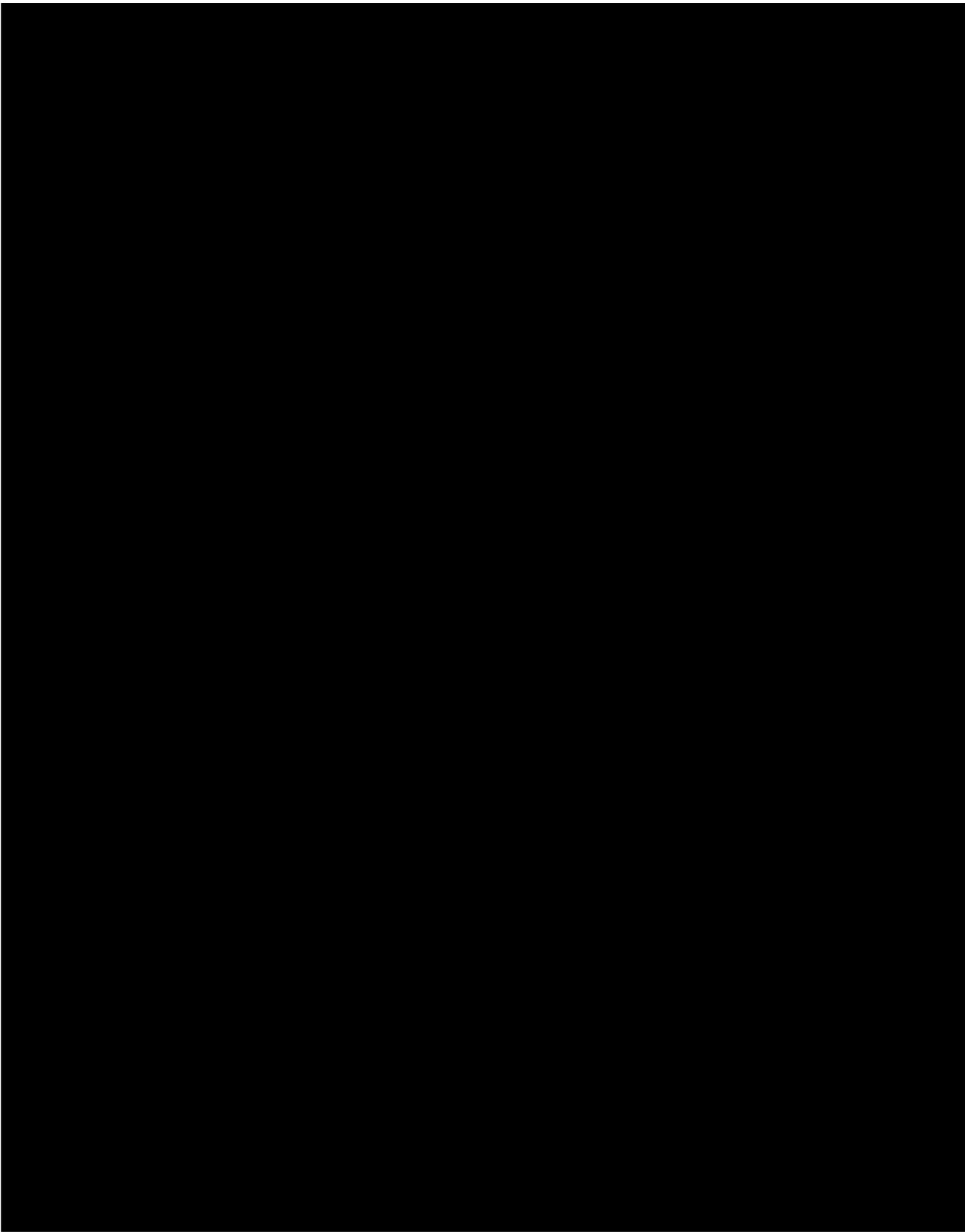
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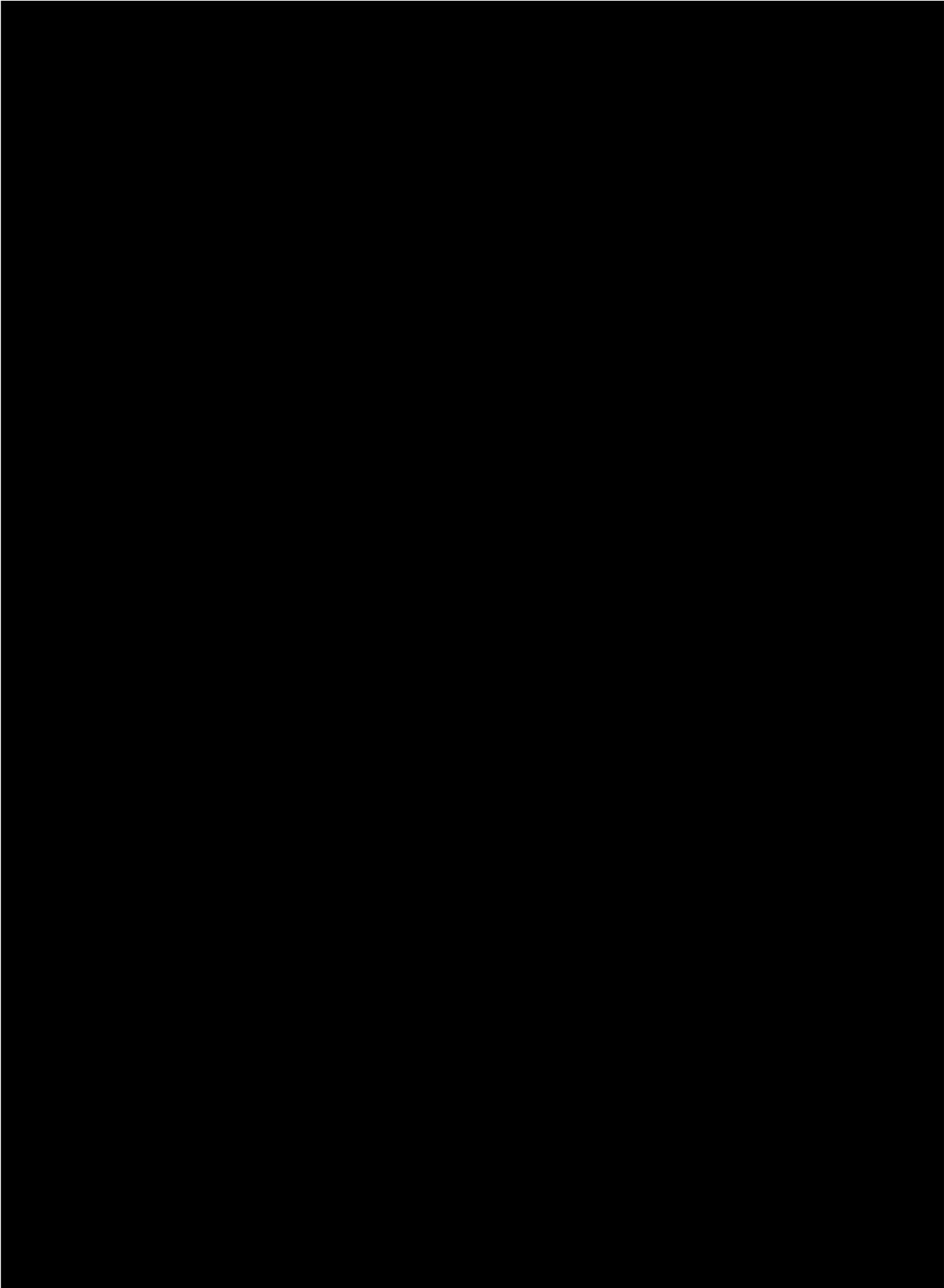














**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**  
See Instructions.

**Applicant Information**

**Legal Name:**

Acadia Academy

**1. Project Objective:**

1. (Year one) Ensure School Safety by installing classroom safety locks; purchasing safety supplies and equipment for classrooms and buses; train staff in the access and use of safety equipment and supplies and deliver Safe Schools Online Training; and repair school building roof.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
By the end of year one, the school building will be safer, as measured by inspection from qualified third party that ensures proper functioning of classroom lock sets.	PROJECT	1	/		

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
By the end of year one, staff will respond to accidents / injuries using appropriate resources 95% of the time, as measured by annual summary of incident reports.	PROJECT		95 /	100	95.00

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
By the end of year one, 90% of staff will have completed Safe Schools safety training, as measured by training attendance log.	PROJECT		90 /	100	90.00

1.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
By the end of year one, 90% of staff will be trained in the access and proper use of safety equipment and supplies, as measured by training attendance log.	PROJECT		90 /	100	90.00

**2. Project Objective:**

2. (Year one) Increase Academic Achievement - by purchasing and placing into use equipment/technology, materials & supplies for the sixth grade; providing technology for grades K-2; and providing resources in literacy, science, art and social / emotional learning for all grade levels.

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**U.S. Department of Education  
Grant Application Form for Project Objectives and Performance Measures Information**

2.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By the end of year one, student proficiency levels in English Language Arts will increase by 10% from the previous year, as measured by the number of students attaining growth target on NWEA ELA	PROJECT		10 / 100	10.00

2.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By the end of year one, student proficiency levels in mathematics will increase by 10% from the previous year, as measured by the number of students attaining growth target on NWEA mathematics	PROJECT		10 / 100	10.00

2.c. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By the end of year one, student social/emotional learning will increase by 10%, as measured by daily behavior charts (decrease in challenging behaviors)	PROJECT		10 / 100	10.00

**3. Project Objective:**

3. (Year one) Support Educator Growth and Development - Increase educator knowledge / skills to increase student academic and social/emotional growth by providing instructional staff with Reading Assessment Training for the Fontas and Pinnell Benchmark; and training all staff in Positive Behavior Intervention & Support (PBIS) system.

3.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By the end of year one, teacher satisfaction will increase by 10%, as measured by the annual Panorama school climate survey	PROJECT		10 / 100	10.00

3.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By the end of year one, teacher retention will increase by 5%, as measured by staff exit statistics	PROJECT		5 / 100	5.00

**4. Project Objective:**

4. (Year one) Improve student health and wellness - by purchasing and using equipment, materials and supplies for structured and unstructured student physical activities.

PR/Award # S282B200011

**U.S. Department of Education  
Grant Application Form for Project Objectives and Performance Measures Information**

4.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By the end of year one, 50% of students will reach their physical fitness goals, as recorded in MAPS system	PROJECT		10 / 100	10.00

4.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By the end of year one, student attendance will increase by 5%, as measured by student attendance data recorded in student information system	PROJECT		5 / 100	5.00

# INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

## PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

## GENERAL INSTRUCTIONS

### Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting [www.Grants.gov](http://www.Grants.gov).

### Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).

# DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Acadia Academy

\* Street 1: 12 Westminster Street    Street 2: \_\_\_\_\_

\* City: Lewiston    State: ME: Maine    Zip: 04240-3532

Congressional District, if known: ME-02

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

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
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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 N/A Street 2 \_\_\_\_\_

\* City N/A 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 N/A Street 2 \_\_\_\_\_

\* City N/A 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: Wendy Betts

\* Name: Prefix Mrs. \* First Name Brittiny Middle Name \_\_\_\_\_  
\* Last Name Rae-Perron Suffix \_\_\_\_\_

Title: Director Telephone No.: \_\_\_\_\_ Date: 06/19/2020

**Federal Use Only:** \_\_\_\_\_ Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)