Maine Charter School Commission

Renewal Application for a Public Charter School

Submitted by

Maine Academy of Natural Sciences
13 Easler Rd, Hinckley, ME 04944

Primary Contact: Tonya Arnold, Principal, 207-238-4100, tarnold@gwh.org

Application approval by the school's governing board: September 23, 2016

Application submission date: September 29, 2016

Maine Charter School Commission
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Maine Charter School Commission

Maine Public Charter School
Renewal Application Form

Name of public charter school_____Maine Academy of Natural Sciences_____

Name of entity that holds the charter__Maine Academy of Natural Sciences_____

Name/title of primary contract person_____Tonya Arnold, Principal_____

Mailing address _____PO Box 159, Hinckley, ME 04944_____

Telephone _____207-238-4100_____

Email address _____tarnold@gwh.org_____

Physical address of school ___13 Easler Rd, Hinckley, ME 04944_____
Name of Board Chair ____Gordon Donaldson_____

School's Initial opening date ___October 1, 2012_____

Current Grades Enrolled _____HS grades 9-12 _____

Grade levels to be served per *current charter contract* _____Grades 9-12_____

Maximum projected enrollment *per current charter contract* ____165_____

Proposed grade levels to be served at full enrollment for *second charter term*____9-12_____

Proposed maximum projected enrollment at full growth for *second charter term*__210*(see pg 3)

Renewal Application Certification:

Signature of School Leader _____ Date _____
Please print name: _____Tonya Arnold_____

Signature of Board Chair _____ Date _____
Please print name: _____Gordon Donaldson_____

Charter Renewal Applications must be submitted to the Maine Charter School Commission in both print and electronic (on a thumb drive) form by 5:00 PM, Friday, September 30, 2016.

Table of Contents

Application Renewal Form	1
Table of Contents	2
Introduction to the School	3
Executive Summary	4
Looking Back: The Academic Record of Performance	7
Looking Back: The Financial Record of Performance	11
Looking Back: The Organizational Record of Performance	13
Looking to the Future	17
Addressing Special Issues	24
Appendix A Governing Board Turnover	25
Appendix B Staff Turnover	26
Appendix C Student Turnover	28
Appendix D Projected Budget	29
Appendix E Threshold Program Description	32
Appendix F MeANS Board of Directors	41

Introduction to the School

This renewal application for public charter school status is filed by the Maine Academy of Natural Sciences (MeANS). We are a school built on strong relationships through regular positive communication with families and consistent collaborative problem solving among stakeholders. Our environmental themes, common values of respect, responsibility and community, and dedicated staff help all students find a sense of belonging here with more hope for the future than when they enrolled. While we are a home for all students, non-traditional students thrive in this environment. For many, this is the first time they have experienced success in a public school.

MeANS is a Maine nonprofit corporation with purposes that are consistent with Internal Revenue Code §501(c)(3). MeANS was formed by its organizers, the Board of Good Will-Hinckley Home Association d/b/a Good Will-Hinckley (GWH). GWH opened Maine Academy of Natural Sciences (MeANS) as an independent school (without separate entity) in 2011, and received charter status for MeANS in 2012. MeANS continued the mission of GWH, which has since 1889 provided a home and helping hand to boys and girls in need, on its campus in Hinckley, Maine.

Through our continued partnership with GWH, Maine Academy of Natural Sciences in the capacity of an independent §501(c)(3) nonprofit corporation leases the historic Moody School Building which was recently renovated with state of the art solar panel systems designed to supply all power, including heating and cooling, on a net positive basis. Through this lease, the broader natural resources, including three greenhouses, on the GWH campus are available to us. This location is ideal for project-based experiences and individualized learning that is tracked by the Personal Learning Plan, which lies at the heart of a MeANS education.

Table A – Introductory Information

Maine Academy of Natural Sciences			
Year Opened as Charter	2012	Current Enrollment	147
Maximum Enrollment	210*	Current Grade Span	9-12
Chartered Grade Span	9-12	Students on Waitlist	29

*Estimated maximum enrollment over the next 5 year charter, contingent upon developing our program in the ways described in this document. We anticipate a gradual increase of 20-30 students per year until we reach our target maximum.

Executive Summary

MeANS has adopted a new mission statement, approved by the Charter Commission as a material amendment in the spring of 2015, to guide the program in its next five years:

> MeANS offers the public a student centered, staff guided high school whose purpose is to inspire and engage students. We welcome a diverse range of students including those whose previous learning environment has not inspired them to fulfill their potential as learners, those who have become profoundly disconnected from their education as well as those who have a passion for the school's themes of agriculture, forestry and sustainability.
>
> MeANS expects to graduate young adults who have developed positive habits of heart and mind, and greater self-direction. MeANS' students will complete their education more responsible, more hopeful, and healthier than when they enrolled, and with a plan that includes work, further education, training, adventure and/or service to others.
>
> MeANS accomplishes its purpose by:
>
> - building strong, positive relationships between students and staff, and fostering a tight-knit school community rooted in mutual respect among all members;
> - utilizing hands-on learning, the natural sciences, and a highly individualized curriculum to challenge each student to stretch to his or her full potential, and to develop personal interests;
> - utilizing the natural world, our local community, and access to the Community College System as motivating and enriching learning environments.

MeANS uses a model emphasizing relational learning. While we are a school serving a diverse range of learners, non-traditional students in particular thrive in this environment. A relational approach is particularly effective for the much higher than average percentage of students we have with IEPs, 504s, or other demonstrated deficiencies in their previous school experience. Using individually modified learning methods and personal support, we are better able to engage the student in learning. Our advisory system is a key element in creating a strong sense of school connectedness. A central function of advisories is to get to know students well and to create strong relationships with their families. Through daily connection with advisees and weekly contact with parents, advisors develop strong productive relationships with their advisees over four years. The continuity and depth of these relationships enhances the goal setting and reflection processes documented by the Personal Learning Plan, and helps students to build a sense of individual responsibility. For many of our students, MeANS is the first school in which they have experienced success.

MeANS students are actively involved in mastering the Maine Learning Results, Common Core Standards and other unique MeANS graduation goals, and do so using an innovative curriculum grounded in the themes of agriculture, sustainability, and the environment. This includes integrated Science Technology and Math (STEM) as it relates to these themes and natural resource based units. MeANS uses Empower as its standards tracking software which provides students, parents and teachers a powerful tool to understand student progress in the standards based context. This curriculum is taught using a highly individualized approach by experienced teachers with both subject matter expertise and skills in dealing with the non-traditional student. Small classes have a student to teacher ratio of 12:1 or less.

MeANS has developed multiple connections to local business, agricultural, and public service partners. Through the use of internships, field trips, job shadows and community service experiences, MeANS students have access to and experience in a variety of community contexts. MeANS has adapted an experiential learning model from Expeditionary Learning (EL) schools, and currently offers ninth and tenth graders 6 separate "intensives" and eleventh and twelfth graders two intensives which cover an engaging range of content areas. A broad spectrum of parents and community members volunteer in different capacities at MeANS as well. The community outreach program which places students in internships and helps them to find work and career aligned experiences was noted as exceptional in MeANS' 2015 audit by the Federal Department of Education.

MeANS has developed a robust connection with KVCC and Maine's Community College System. Students who wish to develop their skills in a college context can apply for Concurrent Enrollment (previously known as Dual Enrollment) and Dual Enrollment (previously known as Tuition Waiver) classes that meet their academic goals. For the last two years MeANS has offered math classes through the Concurrent Enrollment programs, helping students work through technical math and Algebra in a college context. This has proven to be an excellent option for academically higher performing students as well as students with a clear career plan in place. Another offering for advanced students is a privately funded advanced math/science program for students interested in STEM careers.

Because many students arrive at MeANS "uninspired by their previous education" or "profoundly disconnected from their education", our approach to student behavior is critically important in developing these students' sense of connectedness to school. MeANS uses two primary approaches to achieve its goals for individual social-emotional growth and school climate. Restorative practices are used throughout the school week, both in group and individual processes including such applications as student agreements, community circles, conflict resolutions, in class reflection circles, etc. Positive Behavioral Interventions and Supports (PBIS) are in place to promote pro-social student behavior through teaching appropriate behavior and expectations about how to demonstrate community value with praise and providing rewards in the form of golden tickets, community field trips, certain in-school privileges and use of tickets as currency. It is our commitment that every student will have one or more staff members to whom they may comfortably discuss personal and progress issues.

Our school community is led collaboratively. Staff meets collectively on a daily basis; the whole staff meets for a few minutes each morning and on Wednesday afternoons, and then groups of staff organized by team or topic meet at least two other hours per week to plan. We have one administrator in the building. We have also formalized three teacher leader positions; Team Leader for the under class team, Team Leader for the upper class team, and Professional Development Leader. In addition to these roles, teacher leadership on initiatives such as new student orientation, winter carnival, community service, and other events is encouraged, valued and recognized. We also have standing teacher committees such as wellness, restorative practice, PBIS, and RtI committees. The new School Counselor and Leader position is designed as a leadership role to support and facilitate the vision and mission of the school in addition to supporting our students' social, emotional, academic, and career needs.

We have exceptionally strong ties with our school board. The Academic Affairs committee of the board visits the school for a full day three times a year. This includes classroom observations and meetings with staff, students and school leaders. In addition to a strong academic plan, the Maine Academy of Natural Sciences stands uniquely well-suited to maintain long-term financial sustainability and operational effectiveness. The school builds upon its partnership with GWH. The mission and governance of the two

organizations align tightly. GWH will provide material and financial resources to MeANS as a core component of its endeavors. A Memorandum of Agreement for contracted services promises to place the relationship of the two organizations on a sound and clear footing.

This application for the renewal of MeANS charter seeks to build on our first four years, strengthening the components of the MeANS learning environment described above.

Table B – Current Year Enrollment and Demographic Information

Enrollment	15-16	16-17
# of Students Enrolled	126	147
# of Students on Waiting List	23	
Sex		
# Male	78	93
# Female	48	54
Ethnicity/Race		
# White	125	146
# Black	0	0
# Hispanic	1	1
# Asian	0	0
# Other	0	0
Special Populations		
# Students with Disabilities	42	61
# English Language Learners	0	0
# Homeless Students	4	0
# Eligible for Free/Reduced Lunch	63	74

Looking Back: The Academic Record of Performance

Using the results contained in the Performance Framework, MeANS has met nearly all of its performance expectations during the 4 years in operation. For all years, MeANS has met every goal in the areas of Governance and Operations, Fiscal Performance, Adequacy of Facilities in Support of Program.

A. Academic Performance

1. Evidence of performance related to the Performance Framework

For the 15-16 school year academic progress goals:
A. 45% of students are completing standards and/or credits at the rate necessary for the year based on their annual academic planning goals.
Exceeded - 74% at or above pace as of 8/5/16

B. 35% are completing standards or credits below the rate based on their annual academic planning goals. (Within 10-30% below the planned for rate of completion) Exceeded- Only 24% are below pace, but not significantly, as of 8/5/16

C. 20% are completing standards or credits at a rate (more than 30%) significantly below the planned rate of completion.
Exceeded - Only 2% significantly below pace as of 8/5/16

Overall strong results for NWEA 2015-16, demonstrated by 89% of our students who tested on all three assessments (math, reading, language usage), met or exceeded the NWEA generated growth target in at least one area.

o Growth - NWEA
50% of students will show a year's growth or more on NWEA math measures;
Spring 2016 – Exceeded -60% (with 47% exceeding recommended growth)
50% of students will show a year's growth or more on NWEA reading measures;
Spring 2016 – Partially Met - 45% (with 38% exceeding recommended growth)
70% of students will show a year's growth or more on NWEA language measures;
Spring 2016 – Partially Met - 62% (with 48% exceeding recommended growth)
o Gaps in Growth – NWEA
50% of students in the "far below" performance band, regardless of their category, will exceed typical national growth norms for students with their original (fall) RIT scores.
Spring 2016 – Exceeded - 55% (with 47% exceeding recommended growth)

Closing the gap goals 2016 Subgroups for NWEA growth: Met
Math 69% of Economically Disadvantaged met or exceeded target growth.
Math 55% of Students with Special Ed (SE) met or exceeded target growth.
Math non-subgroup 63% met or exceeded annual target growth.

Reading 42% of Economically Disadvantaged met or exceeded target growth.

Reading 50% of SE met or exceeded target growth.
Reading non-subgroup 46% met or exceeded annual target growth.

Lang Usage 68% of Economically Disadvantaged met or exceeded target growth.
Lang Usage 63% of SE met or exceeded target growth.
Lang Usage non-subgroup 55% met or exceeded annual target growth.

Evidence of Progress in Performance Targets Related to Academic Performance and Academic Growth:

MCSC encouraged MeANS to increase the outreach to nearby higher education institutions and other community resources to address areas of curriculum, interests expressed by students and for internships. MeANS has developed a close relationship with KVCC including offering Concurrent Enrollment Courses at the School, and we have 20% of our students taking Dual Enrollment courses at KVCC. Colby has opened its courses up to our first student, and we have a student working for them in their food service program. We have had several student teacher interns from Unity College, Colby College, and one from Bates. This is an important step towards recruiting new staff.

In response to recommendations in the Monitoring Plan, the School has incorporated several approaches to working with academic weaknesses including a regular review of student academic progress through the BARR (Building Assets and Reducing Risk) program, more detailed use of information available from NWEA testing, and greater access to actionable student data through Empower software. An intricate data tracking system is used internally to track student missing assignments, behavior, and accolades. "Gertrude," as it is referred to, serves as the basis for determining community status and response to intervention collaboration for both academic and social/behavioral support.

KVCC and the Maine Community College System have been strong partners for MeANS in providing academic opportunities at a deeper level than currently available within the school. Through private funding, fourteen students this year have completed Concurrent Enrollment math classes such as Tech Math and College Algebra, and more than 20 students have taken at least one Dual Enrollment class at KVCC this year, as well as two students who earned their welding certification through KVCC. MeANS has established a scholarship fund to help students who cannot afford the fees associated with Community College classes including books, fees and materials. The connection with the Community College System includes a $25,000 scholarship for up to eight financially qualified graduates to attend any College in the system on a full scholarship for two years.

In 2015-16 we added an advanced Math and Science Teacher to offer advanced science, technology and engineering and math (STEM) related classes through a generous gift. In addition, we have two electives that are incorporating robotics, STEM and introductory programing skills into the curriculum.

In 2014-15 the School worked with the Great Schools Partnership to articulate our standards and targets in user friendly language. This effort then formed the basis of our curriculum and standards tracking efforts through Empower software. Over the last year students and parents have gotten

more familiar with the program and are beginning to use it to get a clearer idea of where they stand in relation to completing the necessary standards for graduation.

In 2014-15 teachers and MeANS' Great Schools Partnership consultant also developed the framework that underlies the creation of experiential multi content learning units called "Intensives". The School currently has seven units developed that can be used; in 2016 four new units were developed. Intensives combine hands on field work with team teaching and offer the opportunity for engaged students to complete needed targets and standards.

We are proud of the outcomes that highlight this success. We continue to hear stories at IEPs, 504 meetings, and Student Led Conferences of the significant transformation that families have seen in their child. These include drop outs who have joined school again and love it here, students who had severe behavior problems for which they were suspended, expelled or were in the legal system who have grown both academically and into strong community members in and outside our school environment.

We see many incoming students who have lacked self confidence and were disengaged in the past taking charge of their own learning. Previously underperforming students are either working on pace toward a specialized post secondary goal, working to graduate early to start their own business or enter a specialized endeavor, or looking to take their time to maximize the combined credits offered by dual credit through our partnership with Kennebec Valley Community College.

We also have several students who have been offered substantial scholarship opportunities, including the George Mitchell Scholarship fund, the Maine Community College Scholarship which is designated for graduates of MeANS. Families recognize and value our staff as instrumental to these changes. Two of our teachers have been nominated for Maine Teacher of the Year this year through parent involvement. In addition, our Agriculture Specialist is a former Teacher of the Year. Our Student Support Specialist was nominated for a national Life Changer Award.

Evidence of Meeting Performance Targets Related to Attendance:
Over the last 4 years, student average daily attendance has **exceeded** the 80% target; 90% in 12-13, 92% in 13-15, 88% in 14-15, and 91% in 15-16.

Evidence of Meeting Performance Targets Related to Reenrollment:
Over the last 4 years, student re-enrollment has **exceeded** the 80-85% target; 90% in 12-13, 95% in 13-15, 100% in 14-15, and 100% in 15-16.

Evidence of Progress in Process Goals Related to Post-Secondary Readiness:
2015-16 results:
What percent of students with Graduation as a PLP goal, graduated: 100%
What percent of students taking KVCC classes passed: 97%
What percent of juniors and seniors taking the Accuplacer passed all three elements:
N/A test was not utilized in 2016.
What percentage of graduates were working full time or enlisted within 8 months of graduation: 42% (as of August 2016)
What percent of graduates have enrolled in post-secondary program within eight months of graduation: 42% currently (August 2016)

Evidence of Progress in Relation to Performance Targets Related to School Climate: Over the last 4 years, the students have commented on how valued they feel and they continue to be in a much safer educational environment with Teachers who really care about them. 95% of students give the school climate positive ratings.

In response to MCSC recommendation to widen the scope and application of the school's restorative justice program with more staff training, staff training continues on a yearly basis in restorative justice. In 2015-16, we have scheduled regular reflection circles to address class climate and have incorporated a weekly cycle of i-time activities through the Building Assets Reducing Risks (BARR) program. Moving forward, we intend to make the language of restorative practices more explicit to students so they understand that the community circles, agreements, and making things right after a problem are part of a "restorative practices" approach.

2. Academic performance-related evidence, supplemental data or contextual information

From our annual surveys used to inform our growth and provide evidence for Annual Monitoring Reports, parents (67%) state that their student learns more at MeANS than in other school experiences. 97% of students are satisfied with how much they are learning at MeANS, 85% report learning more in one or more areas than learning in prior school experiences, and 31% state that they are learning more in all areas than they did in other schools.

100% of parents participate in student led conferences, with 67% giving the experience the highest positive rating as always helpful and enjoyable.

Supplemental Data

- Of 39 KVCC classes taken in 2015
    - 13 students in KVCC dual-enrollment College Algebra this spring 2016
    - 26 students are in KVCC tuition waiver courses this spring 2016
- Extensive work to fully implement the philosophy of the school in the use of "Empower" for standards tracking purposes has been accomplished.
- Students are provided multiple pathways to achieve success.
- MeANS has strong teacher leadership most recently evidenced by their role in laying out the new school.
- For a third year in a row all students are planning on returning.
- Project- based learning is well evidenced with more than 7 intensive units this year, up from 3 last year. Every day, there is one period set aside for electives which include 10-15 options students can choose to explore for the quarter including high interest, hands-on learning opportunities designed to meet graduation standards.
- Our students with IEPs continue to demonstrate more work production and proficiency than they produced in previous schools
- This year, 15 students took the PSAT compared to 1 last year
- This year, 30 students took the SAT compared to 3 last year

3. Evidence of outcomes related to any mission-specific academic goals and measures

The schools' program is based on individualized personal learning plans that are developed in the context of the advisor-advisee relationship. The teaching staff work hard developing positive meaningful relationships with each student. They go above and beyond to make sure the students' needs are being met. The student population is diverse and has varied academic needs. We have approximately 34% of our students with active IEP's requiring low student/teacher ratios. The advisory program is essential to the maintenance of strong relationships with each child and his/her family.

Evidence Related to Meeting Academic Growth Goals:
As evidenced by the survey results in our previously submitted Annual Monitoring Reports, we continue to fulfill our mission with 100% of parent and 99% of student respondents identify MeANS as a good fit for their child, 62% of whom state the this is the best fit of all school experiences so far. Student attendance rates continue to be excellent.

Restorative practices that teach self-reflection, alternative approaches to solving problems, and the value of respect, responsibility and community have been successful as evidenced by the 88% of parents who reported that the discipline process at MeANS works well for their student. 93% of students report that the discipline process works for them, and 63% of those state that the system works very well compared to previous schools. In terms of commitment to building positive relationships, parents give 95% approval for school climate, with 85% rating in the highest levels. 93% of parents are very pleased with the responsiveness of Administration in helping to resolve any questions or concerns, as well as the relationship they have developed with the Advisor. 100% of parents approve of the school-parent communications, with 80% providing the highest rating. 91% of students ranked their relationship with their advisor in the highest two ratings.

Strong positive relationships result in more students attending school on a regular basis. Our attendance statistics as reported in the Performance Framework bear this out; including a rate of **91%** attendance despite the increase in size and scope of the school in 2016.

We continue to implement a proficiency-based system with clear record keeping showing student attainment of standards. The School has dedicated itself to mastering the Empower software used by the Maine Coalition for Customized Learning and has developed a set of standards and targets that meet the Maine Learning Results and the Common Core. MeANS has been issuing standards based student progress reports for all students.

Looking Back: The Financial Record of Performance

B. Financial Performance

MeANS is current in meeting its liabilities, including but not limited to payroll taxes, debt service payments, and employee benefits.

1. Assurance that school is current in meeting its liabilities.

With the assistance of grants and funding from GWH, MeANS has had a balanced budget since its inception. Becoming more independent of this support is an important goal. Currently, staff and students are generating revenue-producing ideas many of which are related to agricultural and sustainability curriculum. The Board of Directors is pursuing new avenues for fund-raising and the new President position at GWH now emphasizes development for both organizations. Beginning in fall of 2016 the President/Director of Development for GWH will work closely with the MeANS Board of Directors and Academy faculty on the implementation of a comprehensive and ongoing fund-raising and development campaign. This campaign will focus on twin goals of increasing financial independence and expanding resources for instructional activities.Current and planned growth, while maintaining best-practice staff-student ratios and class size, will contribute to meeting our financial sustainability goal as well.

2. Financial performance-related evidence, supplemental data, or contextual information

Maine Academy of Natural Sciences follows Maine public school accounting guidelines and has internal accounting controls in place to safeguard assets. We maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP).

Despite economic and other challenges many families help MeANS in the following ways:

- parents share stories about how our school has changed student lives with new families
- volunteering,
- serving on committees
- making food for events,
- providing supplies,
- helping us make connections with experts,
- donating for our own activities or GWH events.
- Support student attendance at KVCC when MeANS is not in session

Commendations from the Maine Charter School Commission:

- The school has been able to maintain a balanced operating budget through the first ten months of its fiscal year. This practice has continued.
- The Maine Academy of Natural Sciences (MeANS) has improved its capital equipment and resources through its acquisition and installation of its new greenhouses, including the aquaculture/hydroponic greenhouse that will bring state of the art technology into a hands-on learning environment.

We have complied with Charter Commission recommendations to develop a financial reporting system that both aligns with the School's academic year and also meets the contract requirements of a July-June fiscal year. Our Treasurer has worked to set up the reporting systems required to connect best to the DOE financial system for determining regular disbursements. Going forward financial reports will include the appropriate allocations of fees, supports and services provided between MeANS and GWH; for what and how much MEANS is paying directly to GWH, and adjustments will be reviewed between the Boards annually.

MeANS seeks additional avenues of funding beyond the major source of funds from the Good Will-Hinckley Foundation. The budget has been balanced each year with the gift amount from GWH declining.

Our extraordinary percentage of students with IEPs and other students whose historical performance in other schools was poor behavior or low attendance continue to require small class sizes as well as services that exceed the amount covered through the EPS funding formula. These issues combined with the need for small groups to safely and successfully engage students in hands-on outdoor projects create a need for additional funding beyond the state per student funds from the ED 279.

We will be looking to add an official fundraising component to the program. MeANS will place more emphasis on fundraising in the coming years both directly through its Board of Directors and through the efforts of Good-Will Hinckley.

Our community partnerships, are not only essential to the success of our students through experiential exploration and learning, but also provide important cost savings through shared resources supporting small group learning. While continued growth will be critical to financial sustainability given all the demands placed on public charters, more gradual growth is essential to maintaining the mission and climate without shocking the system or burning out staff.

Looking Back: The Organizational Record of Performance

C. Organizational Performance

1. Organizational performance-related evidence, supplemental data or context information

MeANS implemented the MCSC's suggestions to further its effort to appropriately integrate technology into the curriculum. In 2015, the School invested in Chromebooks to reach a 1:1 student to laptop ratio. This has enhanced student use of appropriate technology to both produce work, as well as track their progress through Empower.

In response to student requests, MeANS was encouraged to consider an extension of the school day and expand school-related activities during after-school hours. In 2015, the School has partnered with GWH who operates a grant through the 21st Century program to provide after school programing for our students beyond the regular school day, and offering high interest activities to a diverse range of students while providing transportation home at no cost to students or families.

Charter Commission commendations:

- Outreach to the regional substance abuse program, the Maine Department of Labor SCC Youth Programs and the University of Maine Cooperative Extension program and services is very good, as is the involvement of the Board in the local agriculture community.

- The school's budget demonstrates a commitment to continuing staff professional development.

2. Evidence of outcomes related to any school-established organizational goals

Student attendance:
Average Daily Attendance; 13-14 was 92%, 14-15 was 88%, and 15-16 is 91% (with a 67% growth in students enrolled)

Recurrent enrollment data, enrollment records, and annual attendance:
We have been very successful retaining and recruiting students, we continue to have 100% of our student submit an intent to re-enroll for the following year. We have a waiting list to start each school year. We have had less than 10% leave the program.

Recurrent enrollment is robust with enrollment figures of 66 students for 2013-2014, which is within the contract agreement. A waiting list existed if the school wishes to enroll more students up to its 90-student capacity under the contract. Enrollment in 2014-15 was 76 with a waiting list. Enrollment for 2015-16 was 126 with a waiting list. In anticipation for 2016-17, we had all 15-16 students intending to re-enroll and just enough new students committed on our assigned lottery date so that we did not need to use the lottery process at that time. Since that date, interest has continued to grow in our school and a wait list has been building. As of this submission, we have 147 students enrolled with 29 students on the waiting list.

Large growth in size of the student population creates the same pressures as a first year start up all over again. In 2015 we grew through combining 80 new students with 50 returning. While continued growth may be critical to financial sustainability given all the demands placed on public charters, more gradual growth is essential to maintaining the mission and climate without shocking the system or burning out staff. Our community partnerships, essential to the success of our students through experiential exploration and learning, are expanding. These need to grow at the same or faster rate than our population. As a team, we weathered the stretch together while staying true to the founding philosophies through collaboration and mutual support. However, that kind of pressure should be avoided in the future if we wish to continue with a stable staffing model.

Parent and Community Support and Involvement:
Despite the challenges related to rapid growth and a move to a new building, we met our Parent and Community Support & Involvement goals:

- 93% percentage of student's parents/guardians heard from the school's advisor at least once a week.
- 100% percentage of parent/guardians participated in student-led conferences.
- 70% percentage of parents and families participate and/or volunteer in school activities and events, this is 100% if you include student led conferences as one of the events/activities.

School Climate:
Our efforts, to re-establish the small community culture that had developed before the 80 new students were integrated with our 50 returning students and our staff doubled in size, have been successful.

Bullying data for 2015-16 included 0 incidents that meet the legal definition of bullying. Major behavior incidents have not increased, despite the drastic increase in enrollment.

For 15-16, we had 8 teachers. We also had 6.5 Ed Tech IIIs, outreach coordinator, curriculum director, custodian, secretary, then a variety of GWH staff who work with us by contracted service. 16 "staff" members responded to the Panorama "teacher" survey as there was some error in the process initially intended to be two different surveys. Our internal survey, which was consistent in wording from previous years, yielded very positive results consistent with previous years. It is evident that the staff is in tune with the students. Staff perception is a bit more tempered than students in terms of the perception of the academic challenge and the sense of safety. For example, staff perceived students as 6% always feeling safe and 81% usually, while students self reported with 40% with the highest rating and 37% in the usually level. One explanation may be that the majority of our staff have never taught or worked in any other school, while the majority of our students have come from other high school environments in which they were searching for something better. Compassion, caring and connection show through as consistent themes with all three survey groups (parents, students, and staff), and consistency in discipline and improvement in differentiation to meet all student needs are the typical areas on which to focus moving forward.

Instructional Quality:
We have a strong core of staff who have been with us since the beginning, and lower turnover in teaching staff than a typical school. This core of professionals has been essential to the development of our instructional model and curricular choices that serve our diverse mission. The MeANS instructional model "Learning and Teaching at MeANS" was adopted by the Board of Directors in January, 2015. As we grow, we look to add additional teaching staff. We continue to follow all policies put into place for hiring and recruiting staff.

For 16-17, we are hired two additional teachers, moving from 8 to 10 teachers. We continue to have 6.5 Ed Tech III positions.

Our Ed Tech III staff have been directed by administration to follow lesson plans provided by, or created in collaboration with, a certified teacher for the content area in which they work. Each Ed Tech III has a supervising teacher and mentor. The legal parameters of the role of an Ed Tech III have been shared with staff. This direction complies with the DOE regulation related to Ed Tech IIIs being able to introduce new learning or review and implement learning previously introduced, this includes performing instruction in small classes or community-based programs with indirect supervision from a teacher.

The certified teacher assigned to supervise has been directed to meet regularly with their designated Ed Tech III. In addition, all new staff were assigned a mentor staff member during the initial staff inservice days and they have been directed to meet regularly. An assigned time will be scheduled for this collaboration in 16-17.

There are Ed Tech III's who do not hold full teacher certification, but who are aspiring to become certified teachers. Some have been trying to get DOE approval to count time in their current position toward student teaching.

All staff including Teachers, Ed Techs and other roles, act as advisors to a small group of students. Out of respect for the differentiation between staff of various professional levels, Ed Techs have almost half of the advisees compared to the average teacher.

MeANS also continues to have an outreach coordinator, curriculum director, custodian, and secretary. Two of our staff members are being promoted into other positions for which they have worked toward certification, and there are three new teacher leadership stipend positions created for 16-17; Team Leader of 9/10 team, Team Leader of 11/12 team, and PD Leader. In addition, we are adding a full-time School Counselor and Leader and an Americorp VISTA Volunteer Development Coordinator. All of our teaching and ed tech staff will meet the certification criteria, either full professional status or through targeting need alternative plans.

Our staff experienced training together in restorative practices and the Building Assets Reducing Risk programs. Training in these areas will be part of our initial four days of staff orientation and planning in 16-17, and annually thereafter as will our Board adopted and DOE approved Teacher Evaluation Program, and PEPG system.

We meet daily, work collaboratively, and use community circles among staff in the same way we use them with students. We work to ensure the integration of new staff through mentor partnerships among staff, and combined training for new hires from HR, admin coaching, creating observation opportunities, guided co-teach practice, and other peer support for the most unique work we do, such as advisory, community circles, technology tools, and student led conferences. This has helped not only to maintain the original philosophies, but helps all staff further develop and hone skills.

Our school year calendar is unique and offers many challenges related to the typical timing of agencies like DOE or other education related partners. Therefore, our 3rd quarter financials will not be available and reviewed by the Board until the beginning of May. On the other hand, having a year round schedule works for the agriculture aspect of our school. Another big plus is the continuity in student academic growth without major losses over a long summer vacation. Benefits to staff for the schedule are more year round consistency in income for ed techs, and those who need two jobs to survive can keep year round weekend work and still have one day off to rest before the new school week begins. Students cite the schedule as one of the features that they like most about the school, helping in their increased attendance and academic progress.

Looking to the Future

This section provides the opportunity to detail the school's plans for the next charter term.

In the near future, we propose to augment our educational program in two ways: 1. diversifying the schedule options for our students to permit afternoon and evening learning; and 2. reaching out to a severely underserved population of homebound adolescents.

We will work to meet individual student needs through flexibly scheduled programing. For students who may be at-risk of failing or dropping out of a regular public school program (Title 20-A, §4729 Sec 2) we intend to offer afternoon or evening classes at MeANS to accommodate student or family needs that impede attendance for the student during the regular day.

We plan to expand opportunities for our students to participate in programs offered by the regional Career Technical Education centers (Title 20-A, §8306-B.4 and Chapter 229), as another component to individualize learning plans for students as a compliment to the rest of our curriculum. In addition we plan to expand both in person and online dual enrollment in the UM and MCC systems.

In collaboration with our social service partnerships, we plan to work with students who for a variety of reasons cannot participate on our campus, and need a home-based approach to complete their education. (See Threshold Program description, Appendix E)

A. Adjustments to the Performance Framework, if any

In 2014-15, the Board updated (MCSC approved April 2015) our Mission and Vision.

Mission

The Maine Academy of Natural Science has revised its mission as follows:

MeANS offers the public a student centered, staff guided high school whose purpose is to inspire and engage students. We welcome a diverse range of students including those whose previous learning environment has not inspired them to fulfill their potential as learners, those who have become profoundly disconnected from their education as well as those who have a passion for the school's themes of agriculture, forestry and sustainability.

MeANS expects to graduate young adults who have developed positive habits of heart and mind, and greater self-direction. MeANS' students will complete their education more responsible, more hopeful, and healthier than when they enrolled, and with a plan that includes work, further education, training, adventure and/or service to others.

MeANS accomplishes its purpose by:

- building strong, positive relationships between students and staff, and fostering a tight-knit school community rooted in mutual respect among all members;

- utilizing hands-on learning, the natural sciences, and a highly individualized curriculum to challenge each student to stretch to his or her full potential, and to develop personal interests;

- utilizing the natural world, our local community, and access to the Community College System as motivating and enriching learning environments.

Vision

Our vision is that MeANS will provide a life changing personalized educational experience for our students through productive interactions with the natural world and through developing meaningful relationships both inside our school community and with the broader community.

Students will grow as critical thinkers and problem solvers by developing habits of heart and mind that lead to them to take responsibility for their own actions, as well as for the welfare of their community and environment. Students will graduate from MeANS proficient in the graduation standards, having completed at least one college-level course, and/or an internship, apprenticeship, or community service experience in the community. They will graduate with a plan for their next steps as young adults completing their education more self-directed, more hopeful and more healthy than when they enrolled.

The targeted population would remain as written in the original application:

MeANS will be open to high school students residing throughout the State of Maine.
Applicants will fall into the following two categories:

1. Under-engaged students at risk of not completing high school who are motivated by individualized, project-based learning, and/or
2. Students interested in the study of the environment or the use of applied science, technology, engineering or math to solve problems related to our interaction with the world around us.

In accordance with the law, should we not have enough Maine applicants by June 1 for the following school year, we may open our enrollment to students outside of Maine, who will reside in the student housing available to us through GWH. These enrollment opportunities will be for one year only. Subsequent enrollment will be subject to continued school enrollment not reaching the limit set for total enrollment.

Continuation of Academic Program:

In all programs, we will continue the organizing principles as originally written in 2012:

1. Student ownership of the educational process through standards and a Personal Learning Plan
2. Actively engaged students - a project-based orientation
3. Using the community and the natural world as the classroom
4. Building supportive relationships to create a strong sense of community; using Restorative Practices to create ownership of school values and behavioral expectations.
5. A collaborative and reflective teaching model
6. Strong ties built between school and parents

MCSC Commendations and Recommendations related to Culture:

1. We would like MCSC to note that in the fall of 2015, we began working on the cultural disruption based on the influx of new students right from the beginning of the year with inservice days used for planning staff, new student, and all student combined orientation activities. This included 10 returning students who served as student leaders during new student orientation, multiage advisories combining new and returning students, and elective courses and other activities in which students of all grades and years at MeANS learned together.

Our annual plans include team building, PBIS, community values, and restorative practice training for all new students with returning student leaders. We will spend one day in community building activities with all students to integrate new students with returning students on each team. Then, we will re-evaluate the student orientation process each year.

2. As soon as we became aware of the large clusters of new students coming from the same area who had significant behavior issues with one another, we began using conflict resolution practices to defuse incoming previously existing conflicts. We reevaluated routines, tracking systems, and shored up restorative practices implementation with specific groups of students, in order to deal with the ensuing issues that presented themselves. Staff collaboration to improve and adjust continued throughout the year, but most adjustments were required in the first half of the year in order to establish an environment where we could work more proactively than reactively. One specific example was a teacher's leadership in establishing a regular routine for reflective restorative practice circles in every classroom. Classroom based collaborative problem solving circles together with the resulting agreements, have been a very important aspect of our work in a culture that includes a voice for all.

Work with themes of agriculture, forestry, and sustainability:

The revised MeANS mission includes "sustainability" as well as agriculture and forestry; this broader definition of our curriculum includes a number of activities we've strengthened over the past year. In short, these important aspects of the MeANS learning experience are alive and well.

Students want to have more hands-on experiences beyond the one period every day through the elective class after lunch, and the 3 sets of 3 week intensives. Based on this, we have continued to expand our hands on, experiential and agricultural experiences during the 15-16 school year as follows:

In 15-16, we more than doubled the number of intensive units, from 3 to 7:

- Apple Unit (forestry and agriculture)
- Farm Unit (new agriculture)
- Maple Sugaring Unit (forestry and agriculture)
- Forestry Unit (new forestry)
- Invasive Species (new forestry and agriculture)
- Beekeeping (agriculture)
- Archeology/Anthropology (new natural resources related including elements of ag and forestry)

We are using more land and greenhouse space than ever before for student related project work.

- Students created a garden for pollination,
- Students created a pumpkin patch,

- Students created raised beds for experiments, and maintained raised beds for a homeless shelter.
- Students wrote grants for aquaponics expansion
- Students worked on the aquaponics system
- Students created an automatic fish feeder for our system in STEM/Robotics
- We have paid student interns working the greenhouses
- We have an Agriculture elective that is working greenhouse 2 - our inground greenhouse
- We have a recycling group offered through elective period
- We have an animal science elective that is working to bring animals on campus.

We have an active Envirothon competition group that has participated annually in this event 11/12 students have more opportunities for KVCC classes, including a number of hands-on options like timber framing, welding, culinary arts, linemen, EMT.

Our 11/12 students have more opportunities for modified schedules to include volunteer work, internships (ex. outdoor survival, equestrian, farming, blacksmithing, etc) or job placement.

Students have been involved in the Camden Conference annually as well – another experiential learning opportunity.

All students select quarterly from many hands-on outdoor electives that meet 3 days a week. Examples of those electives include: robotics (they build automated fish feeders), agriculture, animal sciences, sugarbush management, outdoor ed, organic farming, recycling, and internships. There is also PE, Health, career, filmmaking, world languages, art, yoga, and academic support.

In addition, we have plans to create a maker-space and expand our STEM opportunities for students. While we will encourage the creativity of topics for exploration that our students want to pursue, we will use a base of connections to applying STEM to concepts related to sustainability. We look forward to developing a strong partnership with the new Maine Technology Museum that will be coming to campus.

Work with special education students, interventions and parental engagement:

- In the next 5 years, we plan to increase professional development funding, which we have already begun with progressive increases in the 15-16 and 16-17 budgets.

- Mainstreaming special education students: We operate an inclusive model that has taken the least restrictive environment requirement, as required by law, to heart. Through this approach, we have seen very extensive growth in students which includes students becoming responsible community members and academically above pace students with us when they were not successful and isolated in programs in other schools.

- Behavioral interventions. We use a wide array of interventions for both behavior and academics, that are based on research about what works better than the zero tolerance and isolating approaches our students experienced in other settings. We have new staff this year with expertise in this area, we have access to new resources including an intervention reference manual, a process to use for determining the type of root cause of certain behavior, and we developed new consistencies in response to intervention stages combining the previous methods used here with more structure

from the BARR process and the legal requirements related to RtI tier levels.

- Parent engagement. We continue to meet our goals for parental engagement and exceed the amount of parent engagement in most schools. A 100% of parents hear from the advisor on a regular basis and participate in student led conferences. While we are proud of this accomplishment, especially with a significant proportion of our population coming from situations in which the family and student were no longer communicating positively (or at all) with the previous school, we continue to implement additional contact between content area teachers and parents and positive calls home every week with compliments about students from the Principal. In addition, this year we began a parent advisory committee, and parents were involved in the structuring and implementation of our Wellness Day. This is an all-school exploration of health related issues from nutrition to alcohol abuse to impaired driving.

- Blending agriculture and forestry. We do hear from some students that they thought, based on our brochure, that they would never be in a classroom. We plan to include pictures of some classroom work in the brochure, as it is not possible to meet all the standards dictated by the DOE through MLR and CC through experiential, hands-on work alone. In terms of integrating academic coursework with agriculture and forestry themes, our intensive units are 9 weeks out of the year in which all academic content teachers integrate content standards with agriculture and forestry themes. Other courses make connections to these topics in the regular classrooms as well as outdoors when the learning standards and targets fit easily together with onsite outdoor resources. Further, most of our electives are designed to practice and provide evidence for standards across multiple content areas.

In summary, we are looking to extend our intervention and parent engagement work on individualizing educational experiences to increase engagement of all our student populations, as we reach out through the flexible scheduling design and the Threshold program.

B. Describe, if applicable, plans to change the school's current model as it relates to the topics below. Include a timetable for plan implementation.

MeANS intends to implement a system of flexible programming options for students who are struggling with barriers to participating in our traditional school day. Our experience with students who have social/emotional needs such as social anxiety, students who have financial needs and must work, students who have transportation/family issues and can't get to school early in the morning, students who have chronic conflicts with peers and are risking suspension due to their behaviors, is that they will benefit from a flexible schedule which allows them to come later in the day and stay into the early evening in a smaller group setting. For some this will be a preventive approach, keeping them from getting into further conflict with peers and/or teachers while they maintain their academic progress; for others this will be a bridge experience leading back into participation in the day program. This option will also help students to reintegrate into the day program after a suspension, drop-out, or other cessation of participation at MeANS.

Other academic pathways provided by our flexible programming options will include: enrollment in local CTE programs for students with particular career interests (this is new!); expansion of our enrollment in dual enrollment classes through the UM and MCC systems – both online and in person. With regards to how these options affect our staffing - as we add students to these programs we will keep to our 1:10 advisor to advisee ratio. Class sizes for students involved in our extended day programming will be at a

maximum 1:12 teacher-student ratio, and these students will continue to carry the same advisor they have been assigned throughout their stay at MeANS.

Substantive changes, including, but not limited to, grade span served, program delivery, or target population will require additional data analysis and research-based evidence <u>after the initial charter is renewed</u>.

MeANS is proposing a substantive change to be considered after the initial charter is renewed. This includes an off-campus program called Threshold, for homebound students, who are pregnant or parenting or suffer from a physical or psychological handicapping condition and cannot attend day school due to multiple barriers which may include medical/psychological conditions, transportation, and child care. (For a detailed description of the program see Appendix E.)

1. Education Plan
   a. Mission, Vision, Identification of targeted student population and the community the school hopes to serve

      The Mission and Vision of MeANS will apply to Threshold. We will continue to serve the same communities currently served by MeANS.

      Targeted population is homebound students including pregnant and parenting students who cannot attend day school due to multiple barriers which may include medical conditions, transportation, and child care.

   b. Academic Program:

      The curriculum for Threshold students will be the same as for on-campus Means students; it will be standards-based and use the standards MeANS currently has developed to meet Common Core and state requirements. To the extent possible, themes of agriculture, sustainability, environment and STEM will be used as a context for learning. . (More in Appendix E).

   c. Special Student Populations:

      Students will be accepted who are homebound, have not completed high school, are high school aged, and who are pregnant or parenting or suffer from a physical or psychological handicapping condition. We have referenced Piaget's research, with Powers 2004 and Greenwald 2003, for justification of the importance of using immediate environment and local community in place-based education to help develop the intrinsic motivation in these students. (More in Appendix E)

   d. Assessment:

      <u>Threshold</u> - Students will be assessed in the same fashion as all MeANS students, and will be required to participate in all DOE and Charter mandated testing and surveys.

   e. School Climate and Discipline

      <u>Threshold</u> - Restorative and Positive Behavioral Supports will continue to be employed with regard to Threshold Students. Behavior during group sessions will be governed by our three values: community, respect, and responsibility. Restorative work will be applied to real-life situations outside of school.

2. Organizational Plan

a. School Calendar and Daily Schedule

On-site Mondays, with academic work online and in the community, and 1:1 tutoring will create a total learning year equivalent to 175 school days. (Research shows that 1 hour of tutoring is the equivalent of 3 hours of class-time.)

b. Student Recruitment and Enrollment

Advertising and recruitment through partnerships with local agencies who serve homebound students and/or teen parents. A certain number of slots in a separate pool for this alternative programing that match the staff scheduling capacity will be set aside for these students as allowed under the law. After enrollment through MeANS's regular process, students who need an alternative plan to be successful may be offered the option to be placed in this program if there is space as an alternative to truancy or dropping out.

c. Staffing and Human Resources

Each student will have a strong relationship with an advisor. There will be a 10:1 student to staff ratio, similar to our goal for MeANS. Instruction and specialized services will be delivered through in-home or in-neighborhood visits, through on-line programming and via google video chat, skype or similar technologies.

d. Management and Operation

The MeANS Board and School Administrator will oversee these services. Teacher leadership stipend positions will be developed for new programing options.

e. Parent and Community Development

The same events and approaches to parent and community involvement will apply. Partnership with the new Maine Technology Museum and Regional Career and Technical Center available for enhancement of learning for all MeANS students. In addition, more place-based community partnerships will be developed within the geographical community of residence and with specialized social service support partners.

3. Governance Plan

a. Governing Body - No changes required for these programs to operate
b. Governing Board Composition - No changes required for these programs to operate

4. Business and Financial Services

a. Budget - resources for these programs will fall within the operating budget of MeANS, with internal tracking to differentiate among the HS level programs.
b. Financial Management - Similar to MeANS current process.
c. Facilities - Use of MeANS, renovated Moody School building, greenhouses, gardens, trails and other campus facilities for on-site work on Mondays or during after school hours.
d. Transportation - Where possible these same systems and partnerships would be used on Mondays for the alternative programs. Tutors and home visits will use school vehicles or be reimbursed mileage.
e. Insurance - Same policies as in existence for MeANS.

f. Food Service - Same contracted service as in existence for MeANS.
g. Closure Protocol - Same protocol as in existence for MeANS.

5. Education Service Providers - Expansion of contracts and partnerships already in place, and other providers TBD.

Addressing Special Issues

This section provides the opportunity to address special issues that the school foresees may have a dramatic impact on the school's educational programs, facilities, services, or budget.

Initial enrollment projections for MeANS and its facility anticipated serving up to 210 students on site. Our first four years have taught us that this target is very challenging. Our students' diverse needs require careful personalized learning and an emphasis on strong relationships between staff, students, and families. Further, operationalizing our mission of agricultural/environmental-centered learning experiences compounded by meeting the proficiency demands placed on all Maine high schools has required smaller and more flexibly grouped classes. These translate to a teacher-student ratio in the vicinity of 1:12, a ratio that is very difficult to maintain for an enrollment of 210 students in our current structure. These realities undergird our current strategies to create flexible programming options for our students and to develop the Threshold program. Multiple pathways of this nature would permit us to expand enrollment without overtaxing our facilities.

Therefore, we are exploring a variety of alternate programing structures to expand our enrollment. These programs would extend the MeANS learning opportunity to the goal of 210 by reaching out to new populations dramatically underserved in Maine.

First, MeANS will reach out to pregnant, parenting and other homebound adolescents with multiple barriers, which may include medical conditions, transportation, and child care, preventing them from participating in traditional school programs. Following a feasibility study, we will work to design an individualized plan to allow the high school-aged adolescent to continue or re-engage in their education.

Finally as a longer term option, we are considering exploring the idea of starting a small middle school program on campus in a different building. The student population served by this program would be preteens and early adolescents who meet the description of our target population outlined in our mission statement.

Appendix A: Governing Board Turnover

Governing Board Turnover

Please complete the Governing Board Turnover table below. List the number of board members joining and leaving the board in each school year of the current charter period.

School Year	Total Membership	Members Joining	Members Departing
2012-13	9	3	3
2013-14	9	2	3
2014-15	8	1	1
2015-16	11	4	1

Appendix B: Staff Turnover

Staffing and Staff Turnover

Please Complete the Staffing and Staff Turnover table below. List the following information for each year of the current charter period: the number of administrators, teachers, and other staff (actual number and FTE) and the number of departures of administrators, teachers, and other staff during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

	2012- 2013	2013 - 2014	2014 - 2015	2015 - 2016
Administrators				
Number and FTEs	1-Co-director .5-Co-director	1-Co-director .5-Co-director	1-Principal .5 - Dir Curr	1 - Principal 0.8 - Dir Curr
Departures during school year	0	0	0	0
Departures at end of school year	0	0	1 - Retirement	0.8 - Changed to Contracted Service
Teachers				
Number and FTEs	2.5	6.5	6.5	8 1-0.75_Grant funded
Departures during school year	0	1	0	0
Departures at end of school year	0	0	0	1 & 0.75_Grant funded
Other Staff				
Number and FTEs	2- Ed Techs 3- Americorp 1- Secretary	2- Ed Techs 2-Americorp 1- Secretary	5.5 - Ed Techs 1-Outreach Co 1- Secretary 1- JMG Spec	6.5- Ed Techs 1 -Outreach Co 1 -Custodian 1- Secretary
Departures during school year			1- Secretary 1- Ed Tech	1 -Ed Tech 1 -Custodian
Departures at end of school year	1 - Ed Tech 2- Americorp	1 - Ed Tech 1- Secretary 2-Americorp	1 - Ed Tech	1 - Ed Tech

Explanation of Staff Turnover
15-16 Administrator departure due to his desire to cut back on hours, but he will be continuing working with us through a consulting contract for 78 days of service to help provide continuity through the transition from the final charter year into the first of the renewal years.
15-16 Teacher departure is a retirement, and the 0.75 is for health/sabbattical.
15-16 Ed Tech departure during the school year was for higher paying position closer to home to increase time with own child. Ed Tech departure at the end of the school year was to take a teacher position out of state.
15-16 Custodian departure is a retirement.
14-15 JMG was advancement as a MeANS teacher for 15-16
14-15 Secretary left to another job
14-15 2 Ed Techs; One ed tech was hired as a teacher in another school, and one ed tech was asked to leave mid year.
14-15 Director of Curriculum did not teach in 15-16 in conjunction with the expansion of teaching staff but continued 0.8 time in administrative role.
13-14 One teacher left mid year to start her own business
13-14 Secretary was coached to position, then took a position closer to home
13-14 Ed tech moved on to another position
13-14 Americorp program funding ended (2 positions)
12-13 Ed tech moved on to another position at GWH- campus life
12-13 Americorp assignments ended (2 positions +1 hired as MeANS teacher)

Appendix C: Student Turnover

Student Turnover

Please complete the Student Turnover table below. List the following information for each year of the current charter period: the number of students and the number of departures of students during and at the end of each school year. Provide a brief explanation of student departures.

	2012- 2013	2013 - 2014	2014 - 2015	2015 - 2016
Number	44	69	73	126
Departures during school year	1	3	6	8
Departures at end of school year	0	3	2	0

Explanation of Student Turnover
12-13 - Enrollment in local public school. 13-14 - One student graduated early (11/13); one switched to a small private school (10/13); one student moved to Aroostook County. Additionally, three students completed the year but chose not to return the following year (one to local public school; one to pursue GED; one to be homeschooled) 14-15 - Five students moved beyond reasonable commuting distance; one in trouble with juvenile corrections and chose not to return; one to a residential facility; one just stopped attending despite the best efforts of parents and MeANS; one returned to her local public school. 15-16 - Three students moved beyond reasonable commuting distance for the family, four left to transition to GED programs, and one went to Job Corp.

Appendix D: Projected Budget

Please go to http://www.maine.gov/csc/resources.html to download the budget template that must be completed and submitted for Appendix D.

MeANS PROJECTED BALANCE SHEET			Prepared by: DMF				
8/14/16, 8/15/16, 8/19/16							
ASSETS	unaudited		projected		projected		projected
	fy15/16		fy16/17		fy17/18		fy18/19
Cash and Short Term Investments							
CHECKING	$253,127.83		$315,932.26		$371,390.98		$399,613.59
Total Cash and Short Term Investments	$253,127.83		$315,932.26		$371,390.98		$399,613.59
Other Current Assets							
PREPAID ITEMS	$2,107.11		$2,149.25		$2,192.24		$2,236.08
ACCOUNTS RECEIVABLE	$3,384.17		$0.00		$0.00		$0.00
GRANTS REC-	$157,653.13		$85,185.50		$48,342.50		$49,384.63
Total Other Current Assets	$163,144.41		$87,334.75		$50,534.74		$51,620.71
Total Current Assets	$416,272.24		$403,267.01		$421,925.72		$451,234.30
Total Assets	$416,272.24		$403,267.01		$421,925.72		$451,234.30
LIABILITIES AND STOCKHOLDERS' EQUITY							
Current Liabilities							
ACCOUNTS PAYABLE	$25,192.00		$28,970.80		$29,550.22		$30,141.22
ACCRUED PAYROLL	$36,007.63		$37,087.85		$38,200.50		$39,346.51
Me PERS W/H	$3,666.72		$0.00		$0.00		$0.00
STATE WITHHOLDING PAYABLE	$22.26		$0.00		$0.00		$0.00
UNEMPLOYMENT COMP PAYABLE	$478.21		$0.00		$0.00		$0.00
OTHER BENEFITS PAYABLE	$606.39		$0.00		$0.00		$0.00
ANNUAL FUND-W/H	$155.00		$0.00		$0.00		$0.00
DUE TO GWH	$169,472.92		$154,233.67		$141,514.52		$144,370.23
ACCRUED PTO	$16,563.92		$13,500.00		$13,635.00		$13,771.35
DEF'D REV- TUITION	$131,040.08		$136,407.58		$165,958.37		$190,537.88

Total Current Liabilities	$383,205.13		$370,199.90		$388,858.61		$418,167.19
Total Liabilities	$383,205.13		$370,199.90		$388,858.61		$418,167.19
Stockholders' Equity							
UNRESTRICTED NET ASSETS	$93.33		$33,067.11		$33,067.11		$33,067.11
Net Income (Loss)	$32,973.78		$0.00		$0.00		$0.00
Total Stockholders' Equity	$33,067.11		$33,067.11		$33,067.11		$33,067.11
Total Liabilities and Stockholders' Equity	$416,272.24		$403,267.01		$421,925.72		$451,234.30
	$0.00		$0.00		$0.00		$0.00

MeANS PROJECTED STATEMENT OF CASH FLOWS					Prepared by: DMF		
8/14/16, 8/15/16, 8/19/16							
	unaudited		projected		projected		projected
	fy15/16		fy16/17		fy17/18		fy18/19
Cash Flows from operating activities							
change in net assets							
adjustments to reconcile change in net assets to							
net cash (used) provided by operating activities	$32,972.11		$0.00		$0.00		$0.00
(increase)decrease in							
tuition and accounts receiv.	-$870.11		-$42.14		-$42.99		-$43.84
prepaid expenses	-$3,384.17		$3,384.17		$0.00		$0.00
grants receivable	-$82,839.13		$72,467.63		$36,843.00		-$1,042.13
increase(decrease) in							
accounts pay. & accrued exp	$7,091.00		$3,778.80		$579.42		$591.00
accrued payroll & related liab	$12,195.13		-$6,912.28		$1,247.63		$1,282.36
deferred revenue	$39,694.08		$5,367.50		$29,550.80		$24,579.51
net cash (used) provided by operating activities	$4,858.91		$78,043.68		$68,177.86		$25,366.90

cash flows from financing activities									
net advances from related party			-$53,955.08		-$15,239.25		-$12,719.14		$2,855.71
net increase in cash			-$49,096.17		$62,804.43		$55,458.72		$28,222.61
Cash beginning of year			$302,224.00		$253,127.83		$315,932.26		$371,390.98
cash, end of year			$253,127.83		$315,932.26		$371,390.98		$399,613.59
Cash account balance per projected balance sheet			$253,127.83		$315,932.26		$371,390.98		$399,613.59
			$0.00		$0.00		$0.00		-$0.00

Appendix E: Threshold Program Description

Fit with MeANS Mission and Vision:
The MeANS' mission includes the following statements: "We welcome a diverse range of students including those whose previous learning environment has not inspired them to fulfill their potential as learners, those who have become profoundly disconnected from their education… MeANS expects to graduate young adults who have developed positive habits of heart and mind, and greater self-direction. MeANS' students will complete their education more responsible, more hopeful, and healthier than when they enrolled, and with a plan that includes work, further education, training, adventure and/or service to others."

Threshold is mission and vision relevant. Recruiting teen parents who have left school and become disconnected from their education, clearly would be a priority for this effort, and helping them to meet their responsibilities to themselves and their children will result in more responsible, hopeful, and healthier students.

Trips to campus will include exposure to the greenhouses, gardens, and agricultural efforts currently underway at MeANS. Students will be encouraged and supported to have beginner gardens at home to experience the benefits of home-grown food for themselves and their children. Food Corps volunteers in counties that have them, will work with Threshold students on meal planning, growing food, buying local foods, and both child and adult nutrition.

As will be reflected in the educational program description below, Threshold students will learn through the core principles that underlie the MeANS' educational approach. Students will be: 1. "Motivated by individualized, project-based learning; and/or
2. Interested in the natural sciences through the study of agriculture, forestry, and the environment;" 3. Engaged with, understand, and feel ownership of their educational process of progressing through targets, standards and a Personal Learning Plan; 4. Engaged in designing, implementing, and presenting projects that have high relevance to their interests – learning through a strong project based orientation; 5. Use the community and the natural world as their classroom – especially with relationship to their task as new parents;
6. Building supportive relationships with their teachers, family and community members to create a strong and positive sense of community – wherever applicable using restorative practices to resolve conflicts and redress harm. (see pages 3 and 4 of original charter application)

Teachers in the program will operate through a collaborative, relationship based, reflective teaching model, and will build strong ties with students' parents if parents are accessible, and help to build a larger community of supports for Threshold students.
As a MeANS program, Threshold will bring much needed services to students who are highly challenging to serve within the traditional public school framework. The program will have the capacity to help MeANS meet its state-wide focus by serving students in counties where services are not already available for this population

Threshold Overview:
Threshold operates as an alternative program (§4729, Title 20-A, Alternative Education Programs) of the Maine Academy of Natural Sciences. Students in this program work to complete high school graduation

requirements through a weekly home visit by a certified teacher, daily attendance for an equivalent of a 6 hour school day and 24 hour school week which uses the same calendar as On Campus students; full use of the internet for daily communication with their teacher, for a variety of learning resources available on the internet, and take online courses where appropriate (both high school and college level). Depending on their learning styles these students may also be working with textbooks in certain areas such as Math or Social Studies. A major focus of their curriculum will be on the issues facing them as young parents, as well as the developmental needs and challenges their children will encounter as they grow.

Threshold will primarily serve homebound pregnant and parenting teens, and other teens whose issues with transportation, daycare and housing make coming to school challenging, who are not thriving in traditional school or have dropped out. Where appropriate, students will take part in the dual enrollment and concurrent enrollment programs that enable MeANS Juniors and Seniors to take dual enrollment courses through the UM and MCC systems tuition free.

The program will first target Somerset County which has high rates of teen pregnancy :

- Second highest in the state for the 18 – 20 year old group;
- Fourth highest in the state for the 15 – 17 year old group;
- Between 2012 and 2015 there were 146 births to teens (15-19) in Somerset County and 271 in Kennebec County;
- For more information about Somerset County go to teen pregnancy prevention.

Somerset County has some of the most concerning child welfare statistics in Maine:

- Children living in poverty 2009-2013 = 24.9%;
- High school graduation rate = 83.9% (state rate 86.5%);
- Children enrolled in Mainecare = 52.3%;
- Student sad or hopeless feelings for two weeks in a row in high school 22.1%
- Student seriously considered suicide 14.4 %;
- Children second hand smoke exposure for youth 46.6%;
- The highest rates in the state of child abuse and neglect.

As the program grows it will target neighboring counties first and then go to the counties where the greatest need exists. A three-year start up plan will include starting with 20 students and two teachers the first two years and expanding to 40 students in at least two counties in the third year.

Student Population:

Threshold serves high school aged students who are homebound, have not completed high school, are high school aged, who are pregnant or parenting and/or suffer from a physical or psychological handicapping condition.

Students will be accepted in a separate pool from the 9 – 12 graders at MeANS; this pool will be limited to 20 students for the first year, with the possibility of enlarging by 10 – 20 students should the demand exist in the second year; students who are homebound, have not completed high school, are high school aged, and who are pregnant or parenting or suffer from a physical or psychological handicapping condition. Threshold will be promoted to service providers who work with pregnant and parenting teens including but not limited to: Maine Home for Little Wanderers, Educare, Somerset County Health Initiative, KVCAP head start programs, etc. In our second year we would maintain our number of 20 students and in our third year increase by 20 and add a new catchment area.

The Educational Experience:
One certified teacher will visit, teach, and advise 10 students on a weekly basis. Students will progress academically by: logging in daily to their computers to work on their current project(s) through Google Docs and/or Google video chat – a platform that will allow the teacher to monitor their progress on a daily basis; attending the weekly home visit, participating in some classwork at MeANS through a virtual connection where applicable, working with professionals on nutrition, family literacy skills, career and health skills and building these experiences into their academic plan with their teacher by targeting standards and targets that can be met through these experiences and their reflection on them. On Mondays when MeANS is not in session, Threshold students will be brought to campus in small groups to learn in the greenhouses, woods, museum and trails.

The curriculum for Threshold students will be the same as for on-campus Means students; standards-based and use the standards MeANS has developed to meet Common Core and state requirements.

Threshold teachers will draw on the MeANS curriculum that suits the learning levels and styles of students. They will be supervised by MeANS teachers in each content area in which they do not hold certification. Students in Threshold will meet the same graduation requirements that all MeANS students are required to meet.

In addition each student will complete a capstone project that will involve researching, creating, and reflecting upon an issue of utmost importance to that student. An advisory team of teachers, community members and content area experts must approve the capstone project. This approach parallels the approach of multidisciplinary intensives used at MeANS currently.

Particular focus will be paid to the parenting issues that all teen parents must face in completing their education: child nutrition, healthy relationships, transportation, child development, child safety, accessing health services, executive functioning, and developing a career plan. For homebound students with other issues attention will be focussed on overcoming the effects of those issues and developing goals that will enable these students to graduate and play a productive role in society.

Students and their children will attend bi-monthly workshops that address key parenting issues that connect with health standards and targets required for graduation. Students graduating from Threshold will have met all of MeANS' graduation requirements.

An important aspect of Threshold will be its "two generation" approach. The program will focus on connecting students with agencies that can provide early education for the teen's child. Threshold will collaborate with local and statewide programs such as Educare in Waterville, the Maine Educational Opportunity Center, Vocational Rehabilitation, Head Start, and Parents as Teachers. This kind of wrap-around support has been correlated in many studies with greater success for the younger generation in school.

As a part of MeANS, Threshold will open college opportunities for its students through the concurrent and dual enrollment programs open to all public high school students.

Support letters for implementing Threshold have already come from a Health teacher in Madison, KVCAP which runs the Headstart and Educare programs in the area as well as outreach to teen parents, a graduate of a home-based teen parent program, a Colby College professor of education, and Catholic Charities.

Institutional Support:
Threshold teachers will be supervised directly by the MeANS Principal. Appropriately certified teachers at MeANS will oversee Threshold Teachers' work with students in content areas in which they are not certified. Administrative services for Threshold will be part of the package of services negotiated between MeANS and GWH. Threshold will operate as a program of MeANS and as such will be overseen and evaluated by the MeANS board.

Start Up Funding:
Though the program will generate enough funds through tuition to cover basic ongoing operational expenses, MeANS will seek-start up funding for this program from funders interested in Threshold's primary target population. The model's success will enhance educational opportunities for a significantly underserved population in Maine while meeting MeANS core mission, and supporting its vision as a state wide educational provider.

How the program might look to an observer:
We meet Charlotte the Threshold lead teacher at MeANS in the room designated for Threshold teaching materials and files. Charlotte is at her computer checking the logins for her 10 students – she is seeing that 7 have already logged in before 7 – babies tend to get up earlier than teen agers usually do! – and 6 have responded to notes Charlotte left them last night on their projects.

Charlotte explains that each student has a folder on Google Drive that keeps all of their current work. She can work with a student on any shared files, and can keep track of the progress each student is making academically as well as being able to see their calendar for appointments, tutorials, and meetings with other professionals who are providing support and learning experiences.

Charlotte lists the current agencies that are participating in Angelique's learning plan – a student whom she has worked with for the past 18 months. "Right now she is working on parenting skills with KVCAP, and our Food Corps volunteer on nutrition for her 1 year old," Charlotte adds, "we have designated three targets in our health standards that she can complete through these meetings and a presentation she is going to design and make to other Threshold students at one of our monthly workshops."

Charlotte packs up her computer and waves to us to follow her. We walk through the lively halls of the MeANS new building and head out into the parking lot. "We are going to visit Jenni who has just joined us this fall; she lives about 35 minutes from here in Madison." We drive through Skowhegan and take a right onto a dirt road that comes off the main route. Five minutes down an increasingly less maintained road lands us at a trailer surrounded by woods. A small front lawn is nicely mowed and everything looks well taken care of.
When we go up the steps of the trailer the door opens before we knock and a small man of about 40 opens the door with a lit cigarette in his hand; "Hi teach he says cheerfully, just going out for a smoke – I know you don't like it when you're teaching, and like I always say – I want the best for Jen and Willow (her daughter)….Charlotte motions us to come in and we enter a reasonably spacious trailer with a large table that has our student Jenni and her 6 month old daughter, Willow, in a car seat next to her. Jenni has

her Chromebook out and looks up with a small smile and greets Charlotte. "Didn't get much sleep last night" she says quietly, "Willow's been changing her sleep patterns and is up every two hours! Who's that?" she says pointing to us. "Oh this is an observer from the Charter Commission who wants to see what students do in the Threshold Program." "Oh cool, yes you told me you were coming with someone, didn't you?"

"Yep," says Charlotte, "let's get to work here so that you can get some rest in before the night time challenge begins again…let's take a quick look at the essay you are writing on the mill shutting down in Madison, and what the effect has been on this community…." In the course of 90 minutes Charlotte and Jenni go over: editing strategies on her essay, planning out her calendar for the week, reviewing where she stands in Empower on her ELA standards, as well as researching together strategies to work with sleep deprivation for moms and a few breaks to interact with Willow who has woken up and wants to be held and consulted while her mom talks with two strangers to her world.

On the way to Charlotte's next student we talk in the car. "Jenni has come a long way you know, dropping out of school in the middle of tenth grade with one credit, and not much support at home for schooling…her dad dropped out in 9th grade and went to work in the Mill, and her mom dropped out in 10th grade to have Jenni…they both would love to see her graduate, but she has a lot to catch up on."

When asked what is the toughest part of teaching in Threshold, Charlotte answers: "It's really when my students have challenging relationships with their partners and their parents; it's so hard for them to focus on school work because the issues they are facing are so all-encompassing and emotionally draining…they make progress and then things become super-chaotic again…but we will hang in there with them but it takes a lot to maintain hope in those situations," Charlotte continues, "But having seen them make it through the program, graduate, get their diplomas, break the cycle of despair and dropping out of school is so incredibly energizing – I keep coming back to these students with hope and energy – together, we can do this!"

Attendance:
Students will record their engagement in the learning process, production of evidence towards standards, and time with educators in a daily log that is viewable through the internet - most likely a Google Docs Spreadsheet. Through the daily log, they will acquire initials from the educators responsible for reviewing the products of their learning. Student academic work times during the day will be flexible but will amount to an equivalent of a 175 day school year. All attendance will be monitored by Threshold teachers and communicated to our administrative assistant for daily attendance tracking purposes.

Threshold Letters of Support:

Letter One: From a Maine Graduate of a Teen Parent Program
March 14, 2016

To Whom It May Concern:

I am writing to support the development and implementation of the Threshold program for teen parents at the Maine Academy of Natural Sciences. Today I am: a thirty-two-year-old Thomas College junior with a 3.86 cumulative GPA and plans to complete my MBA, a successful full-time employee for Pride Manufacturing's purchasing department, the mother of two amazing young men, Andrew (15 years old)

and Ben (12 years old), and most importantly a confident woman of great integrity and self-reliance. However, I have not always been this person. At the age of fifteen I had dropped out of high school, by the following year I was pregnant. I had no self-confidence, no direction, and an unhealthy support system at home. I grew up with two alcoholic parents, who had already raised five children before me, and were not concerned with what I was going to do with my life. I knew only one thing, a new baby meant I needed to be more than I was. I needed direction, because I wanted my baby to know a better life than I had.

A social worker who had become involved when I dropped out of high school had attempted to find a solution to keep me in school. She offered me the option of going to the local technical center without having to attend regular high school classes, but I quit that program after only a few months. The social worker continued to meet with me and when she learned I was pregnant, she talked with me about the Community School Passages program. All I had to do was apply. My one-to-one teacher, now a cherished friend, Deidre Sousa was assigned to me by the Community School. A woman like none I had ever experienced before, Deidre was, and still is, bold, gentle, subtle, and caring. Most importantly, she believed in me - even when I couldn't believe in myself.
The lessons I learned from Deidre reached far beyond that of your typical classroom experience. She patiently reminded me over and over again that I was more than nothing, that the environment I grew up in was not the only option, that alcoholism is a disease, and that I could do anything I set my mind to. She did all of those things without ever once making me feel ashamed of who I was or where I came from. The lessons weren't always easy to learn, sometimes they frustrated me, often they pushed the boundaries of my comfort zone, but I recognize now that they were invaluable. The one-on-one, positive attention had a dramatic impact, allowing me to develop my first healthy relationship with an adult.

Today, no one would know I was a troubled, teen parent with no idea what I was doing only fifteen short years ago. Instead, people know me as a strong, independent, dedicated, intelligent,
involved, and successful individual. Many of my siblings haven't fared as well, struggling with alcoholism, drug addiction, and anger management issues. My children know a home of love, appreciation, respect, and expectations. They're successful in a traditional school environment - my oldest is already talking about what colleges he wants to apply to next year. I wouldn't have been able to raise my children to be the confident, passionate, and considerate individuals they are, without first being taught those skills myself.

When I heard of the opportunity you have to present teen parents with the same opportunities that were afforded to me, through your Threshold program, it was important for me to share how much the Community School impacted, not only me, but my children as well.

Sincerely,
Christie Heath

Letter Two: (Below)

KVCAP

Building Stronger
Individuals, Families and Communities

Kennebec Valley Community Action Program

March 8, 2016
Gordon Donaldson, Chair
Board of Directors
Maine Academy of Natural Sciences
PO Box 159
Hinckley, Maine 04944

Dear Mr. Donaldson,

On behalf of the Kennebec Valley Community Action Program (KVCAP), I offer this letter of support as you seek funding from the Maine Community Foundation's Western Mountains Fund for the Threshold program at Maine Academy of Natural Sciences. Our Chief Operating Officer, Michele Prince, spoke with Emanuel Pariser about your plans to develop a Threshold program to address the unmet academic needs of parenting teens in Somerset and possibly Northern Kennebec Counties. KVCAP has served pregnant and parenting teens for well over forty years and we applaud your work to develop this innovative approach to increase graduation rates for a very vulnerable group of teens.

KVCAP's mission is "to partner with area residents, organizations, and local, state and federal entities, creating solutions to the conditions of poverty in order to strengthen individuals, families, and communities". The goal of the Threshold program clearly fits well with our mission. We are eager to partner with MeANS to ensure that all parenting teens in the service area have a chance to complete their high school education and explore post-secondary education and/or career paths. According to research cited by the National Campaign to Prevent Teen and Unplanned Pregnancy, roughly 4 in 10 teen mothers under 18 years old achieve a high school diploma by age 22 and less than 5% achieve a college degree by age 30. This lack of educational achievement greatly increases the likelihood that their children will be raised in poverty, as economic achievement is highly correlated to educational level.

The KVCAP Child and Family Services department and the Maine Families program would be natural partners for the work that you are proposing. C&FS offers Head Start, Early Head Start and child care throughout the region, including at Educare in Waterville and at the Skowhegan Early Head Start center for infants and toddlers. Their work over the years with the Maine

Children's Home and Kennebec Valley Community College has reinforced that accessible, affordable child care can improve graduation rates. The C&FS Director, Kathy Colfer, can assist

26 Mary Street
Skowhegan, ME 04976
Phone 207.474.8487
Fax 207.474.6614

97 Water Street
Waterville, ME 04901
Phone 207.859.1500
Fax 207.873.0158

22 Armory Street
Augusta, ME 04330
Phone 207.622.4761
Fax 207.623.2391

United Way

All locations toll free: 1.800.542.8227 • www.kvcap.org

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MeANS to reach out to the Department of Health and Human Services to determine if the Threshold program would qualify as an approved educational activity, allowing the families to

be eligible for child care vouchers. In addition, there may be some opportunities for the families to participate in a partnership with KVCC on the Good-Will Hinckley campus, which is looking to develop and promote an outdoor exploration center, playgroups and even a potential child care resource, depending upon needs.

The Maine Families program serves pregnant and parenting teens and their children through home visitation. The frequency of home visits is determined based upon need. This evidence-based program is delivered by trained specialists to promote safe and healthy growth and development for babies and young children and to provide key connections to needed services. Home Visitors would welcome the opportunity to help teen parents who are not in school to connect to an academic program such as Thresholds. Lanelle Freeman, Social Services Director looks forward to meeting with MeANS staff to explore ways that the two programs could work together to increase resources for young parents. One possibility may be to offer academic credit for teen parents based upon their work with Maine Families, which utilizes the Parents As Teachers Too curriculum.

We wish you the best in your quest for funding and we pledge our support to work with you to develop this unique program. Michele Prince, COO will serve as the contact person and will ensure that the appropriate staff members are included in the planning phase. Michele can be contacted at 207-859-1583 or michelep@kvcap.org. I look forward to hearing about the progress in bringing this idea to fruition.

Sincerely,

Suzanne Walsh
KVCAP Chief Executive Officer

Letter Three: Support Letter Threshold

Colby

COLBY COLLEGE
4420 Mayflower Hill
Waterville, Maine 04901-8844
TEL 207-859-4420

EDUCATION PROGRAM

April 5, 2016

Dr. Emanuel Pariser – Director of Instruction
Maine Academy of Natural Sciences
at Good Will-Hinckley
Hinckley, ME 04944

Dear Emanuel,

I have read through the proposal you have prepared for an off-campus high school program that will be associated with the Maine Academy of Natural Sciences (MeANS). The program – Threshold - which plans for a home and site-based educational program for teens and young adults who are pregnant or parenting, will undoubtedly offer an opportunity to students for whom few education options exist. My former experiences as a school board member and secondary educator in Somerset County inform me that pregnant and parenting teens are a challenge to educate in traditional school environments. One important roadblock is transportation. Young parents who live in rural areas face long school bus rides and, of course, infants and toddlers are not permitted to ride to school with their parents in public school buses. Certainly there are numerous other obstacles that young parents who have not graduated from high school face.

I endorse the Threshold proposal and I am happy to act in an advisory capacity for the program as it becomes established. Furthermore, Colby College students of education with whom I work may explore the Threshold program as a site for civic engagement and research once the program is established.

Best wishes with your proposal for Threshold, and please keep me informed of stages you accomplish as you work toward creation of the program.

Sincerely,

Karen Kusiak

Karen Kusiak, Ed.D.

Appendix F: MeANS Board Of Directors

July 2016 MeANS BOARD OF DIRECTORS

Gordon Donaldson, Chair
9 Martin's Cove Ln
Lamoine, ME 04605
Home: (207) 667-2382
Gordon.Donaldson@umit.maine.edu
2017 (2nd Term)

Cheryl Gwadosky, Vice Chair and Chair Finance
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pmattos@aos92.org
2019 (1st Term)

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2017 (Replacing RA)

Tom Edwards
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2018 (1st Term)

Stephanie Johnson
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Steph.johnson.630@gmail.com
2019 (1st Term)

Sen. Scott Cyrway
363 Albion Rd.
Benton, ME 04901
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scyrway@roadrunner.com

2018 (1st Term)

Donna Ferenc, VP of Finance
Treasurer of the Board
Good Will Hinckley
Work: (207) 238-4012
dferenc@gwh.org

GWH Staff/Non-voting member

Revised 9.23.16

MeANS Board Member Bios - July 2016

Cheryl N. Gwadosky has been associated with Good Will Hinckley for several years, first serving as a volunteer on our Finance Committee. She eventually joined the Board in 2004 and remained an active member until the fall of 2010. She joined the MeANS Board in 2013 and is currently serving Chair of the Finance Committee. Outside of her volunteer work with our Board, Cheryl is employed by Sappi North America. She fills the role of Financial Controller at the Somerset Plant located in Skowhegan, Maine. She is responsible for financial controls, data integrity, financial reporting, analysis and planning.

Cheryl is an active participant in the site operating decision-making process as a member of the Mill Leadership Team, utilizing her financial expertise and overall business skills. In addition, she leads the training and development of the entire Sappi finance organization across North America. She began her finance career in the banking industry in Portland and Waterville and has more than 30 years' experience in finance. She is also a past Mother Advisor of the Order of the Rainbow for Girls and current member of the Fairfield United Methodist Church. Cheryl resides in South China, Maine and enjoys spending time traveling with family.

Mara Tieken is currently an Assistant Professor of Education at Bates College in Lewiston, Maine. Mara has written many books on education. She has a manuscript in progress about Interest Convergence across Geography: *Shared Interests Across the Rural/Urban Divide*. She is currently a consultant at the Annenberg Institute for School Reform, Brown University, Providence, RI. She provides support to districts and community organizations on rural education and community organizing for the Nellie Mae Education Foundation District Level Systems Change grant initiative. Mara has also been involved with academic presentations and community and campus presentations.

Mara has been awarded many different awards and grants. She has also participated in editorial and review activities with the Journal of Research in Rural Education, Professional Affiliations, Services at Bates College and also services to her community at large. She is also a member of the MeANS Board.

Gordon Donaldson Jr. is an emeritus Educational Leadership professor from the University of Maine. He has authored many books on the topics of Education and Cultivating Leadership in Schools. An accomplished and well-respected writer on these subjects, Gordon has also edited journals, written many scholarly articles, and presented on these topics. Gordon is currently serving on the Network Team and Advisory Board, International Network of Principals' Center, Harvard Graduate School of Education. Prior to this he was on the Editorial Board, *New Directions in Educational leadership* a Jossey-Bass quarterly journal. Gordon also currently serves on the MeANS Board.

Stephanie Johnson has fifteen years' experience in the strategic organizational leadership of multifaceted nonprofit organizations. She is the Director of Finance at Skills Inc. She has also served, in the past, as Chief Financial Officer at Care and Comfort and as the Director of Finance for Good Will-Hinckley/Good Will Home Association. Stephanie will join the MeANS board in July of 2016.

Troy Frost earned his Master's Degree in Educational Leadership from the University of Maine in 2004 and a Bachelor of Arts in Psychology from the University of Maine in 1986. Troy holds a State of Maine K-12 Professional Administrative Certification and is trained in Restorative Practices. He is a member of the Maine Principals' Association and the National ASCD. Troy was recognized in 2013 with the Commissioner's Award for dedication and years of service working with at-risk students and their families and helping students attain academic success. In 2014, he was nominated for Principal of the Year. And during his long tenure at Good Will – Hinckley, Troy earned many awards and recognition, most notably the Glenn Stratton Memorial Award in 2000, an annual award voted on by employees and former award winners for a peer who demonstrated the highest character and integrity in their work with students and colleagues. Troy worked for Good Will-Hinckley from 1986-2015. He now serves on the MeANS Board.

Pamela Mattos has been working in the Waterville school system since 1993-present where she began her career as an Ed Tech and tutor. She went on to become a teacher and eventually joined the ranks of administration, where she is now the Director of the Waterville Alternative School. Pam earned her Master of Science in Educational Leadership from Thomas College in 2015, graduating with a cumulative GPA of 4.0. She holds a second Master of Science degree in Educational Technology, which she earned in 2001, also from Thomas College. Her undergraduate degree work was done at Thomas College as well, earning a Bachelor of Science in Professional Studies. Pam has been recognized with the Above and Beyond Award in May of 2015, the Commissioner's Recognition Award for work with at-risk Students in the State of Maine in May, 2006 and the Teacher Renaissance Award in May, 1998. Pam is a Waterville High School Department Chair, a member of the Summer Leadership Team, and has been a member of the Waterville Public School Drop-out Prevention Committee since 2004. She is now serving on the MeANS Board.

Donna Ferenc has enjoyed a rewarding career in financial leadership, management and accounting, that all began with the conferring of her Associate's Degree in Accounting from the University of New Hampshire. Moving forward Donna went onto add a Bachelor of Science Degree in Accounting from the University of Maine which was followed by a Master's Degree in Public Administration, also from University of Maine. She later returned to the University as an Adjunct Professor, teaching at the graduate level for the school's Public Administration program.

Previous to joining Good Will Hinckley as the VP of Finance, Donna spent a number of years as the Chief Financial Officer and Director of Operations at the Maine Central Institute in Pittsfield. Donna is a Maine State Notary Public, a member of the Society of Human Resource Management, the National Honor Society and a past member of the Institute of Internal Auditors and the Association of Government Accountants, of which she presided as President. Donna began a lifelong commitment to community service as a high school student in Japan, tutoring English to Japanese junior high and high school students at Johnson Air Force Base High School. Donna is the Treasurer of the MeANS Board.

Donna enjoys reading, gardening, kayaking and camping. She lives in Skowhegan with her fiancé Robert and two rescue dogs Sophie and Molly… and a rescue cat, who thinks she is a dog.

Douglas Carr brings his forty two years of experience and familiarity with Maine's political and business worlds to bear on his integrated practice of Administrative Law, business transactions, exempt organizations, retail and health care, and government relations. He serves as General Counsel to a number of small Maine businesses and several not for profit foundations in the education, environmental and business research areas. Doug currently serves as a Board Member of the Center for Grieving Children (2010), Good Will-Hinckley, Maine Academy of Natural Science (2011), and Maine Center for Enterprise Development (2007). He has been a presenter of seminars on governance of non-profit organizations under the Sarbanes-Oxley Bill (2007); a presenter of Seminars on Legal and Financial Aspects of Tax-Exempt Organizations (2007, 2008 and 2009) and Maine Pharmacy Association, Legislative Review (2006, 2007, and 2009). Doug is a Fellow of the Maine Bar Foundation. He is A V Peer Review Rated for Ethical Standards and Legal Ability by Martindale-Hubbell. He is married to Deidre O. Carr, a teacher at Freeport High School. Doug enjoys reading, art, golf, downhill skiing, travel, food, and antiquing.

Scott Cyrway, Maine State Senator District 16 has been the D.A.R.E. Training Coordinator for the State of Maine since July 2013. He has also served as Marshall to the Kennebec County Courts since February 2013. Over the years, Scott has filled many roles for the Kennebec County Sheriff's Office. He has been the Tobacco Compliance Agent with Howe, Cahill and Company since October 1998. Scott graduated from Lawrence High School in Fairfield, Maine in 1973. He went on to college at the University of Maine at Orono, where he earned his Associate of Science Degree with a minor in Forestry Management. He graduated from the university in 1976. Scott went on to the 72nd Maine Criminal Justice Academy Municipal Basic Police Training School in Waterville, Maine. He graduated in December of 1992. Scott has also worked in the insurance and real estate industries, as an insurance agent for New York Life and a real estate broker for the ERA McCann and Davis Agencies. Scott has also volunteered for the Gagne and Son's Christmas Float for approximately 15 years; escorting the float to neighboring towns to nursing homes and hospitals. Scott is a member of the MeANS Board.

Thomas Edwards has been an Assistant Professor in the School of Education and Human Development at the University of Southern Maine, Gorham campus since 2006. He was the Principal of Freeport High School from 1996-2006 and the Superintendent of the Portland Public Schools from 1990-1995. He is the Founding Director, coach and Chair of the Portland Hockey Trust, a free program created to teach skating and hockey to Portland 3rd, 4th, and 5th graders. Tom founded this organization in 1993 and is still active with the program today. He has written many scholarly articles in various educational leadership publications. Tom serves on both the Good- Will Hinckley and MeANS Boards.