

Inspire ME Academy

A proposed Public Charter School for Grades 4-8



Our mission is to **Inspire Greatness**. We believe every student is capable of reaching his or her potential when provided with a meaningful education. We are committed to student success.

Charter School Application 2015



For more info, check out our website at www.inspiremeacademy.org

Follow us on **Facebook** or Twitter: @inspireMEmaine

PO Box 122, Springvale, ME 04083

Maine Charter School Commission
Executive Summary

Applicant Instructions *(All relevant information must be provided as indicated)*

Name of proposed Public Charter School _____ Inspire ME Academy _____

Name of entity that will hold the charter _____ Inspire ME Academy _____

Primary contact _Renee Morin _____

Title/Relationship to entity ____ President _____

Mailing Address ___ PO Box 122, Springvale, ME 04083 _____

Telephone (Primary) 207-282-3557 __ Telephone (Secondary) _____

Email address _info@inspiremeacademy.org _____

Education Service Provider (if applicable) None _____

Partner Organization (if applicable) _None _____

Physical address of school _undetermined _____

School administrative unit in which the school will be located- Sanford Public Schools _____

Intended opening date August 31, 2016 _____

Proposed grades and initial enrollment Grades 4, 5, and 6 initial enrollment of 75 _____

School Description (150 word maximum)

Attach a brief description of your school that includes the mission, grades served and other information that you would like to include to describe the unique program and student body you intend to serve.

Application Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation of a charter after its award. The person named as the contact person for the application is so authorized by the Board to serve as the primary contact for this application on behalf of the organization.

Signature Renee P. Morin Date 9-1-15

Printed Name Renee P. Morin Title (Position) Chair

At Inspire ME Academy our mission is to *Inspire Greatness*. We believe every student is capable of reaching his or her potential when provided with a meaningful education. We are committed to student success. Inspire ME Academy will offer a comprehensive, enriched educational opportunity with more school days and a longer school day; giving students more time for learning. We will have a rigorous academic program. We will teach character education with the same enthusiasm as we would teach academics. Inspire ME Academy will have a positive rewards based discipline structure that encourages strong self-esteem. Foreign Language, Science, Social Studies, PE and the Arts will be included daily. Inspire ME Academy aims to include all children in an environment where they can be successful. Kindness and community will be celebrated. The respectful partnership of Teachers, Students and Parents guarantees our students success.

Greatness is not measured by what a man or woman accomplishes, but by the opposition he or she has overcome to reach their goals.

--Dorothy Height, Civil Rights Activist 1912-2010

Inspire ME Academy

A. Education Plan

A.1 Mission, Vision, Identification of Targeted Student Population and the Community the School Hopes to Serve

Mission:

At Inspire ME Academy, our mission is to *Inspire Greatness*. We believe every student is capable of reaching his or her potential when provided with a meaningful education. We are committed to student success.

Vision Statement:

Inspire ME Academy will offer an enriched educational opportunity where students are expected to master and exceed educational standards. We will have a rigorous academic program with an extended day that allows for a variety of learning opportunities. Character education will be taught with the same enthusiasm as academics. A strong focus on Literacy and Math, with Science, Social Studies, Foreign Language, the Arts and PE/wellness enriching each day. Inspire ME Academy will have a positive rewards based discipline structure that encourages strong self-esteem. Student progress will be assessed often ensuring students are constantly progressing and meeting goals. Inspire ME Academy aims to include all children in an environment where they will be successful. We believe a respectful and nurturing partnership of Teachers, Students, Parents and Community will guarantee our students success. Individual academic ability, kindness, and community will be celebrated.

Essential Elements of our Vision:

- (1) A firm commitment to student success
 - School, teacher, and Head of School evaluations will be based on student progress.
 - Our goal is to close the achievement gap as well as challenge already achieving students to exceed expectations.
 - Our students will be fully prepared for high school with strong academic knowledge and inspiration to become college and career ready.
- (2) Rigorous standards based academic curriculum
 - An accelerated **common core standard** will be the basis for all curriculums.
 - Proven curricula implemented across the school will assure quality instruction.
- (3) Progress monitoring and strategic use of performance data
 - Students' achievement will be monitored every six weeks in all core subjects.
 - Teachers will work in a Professional Learning Team (PLT) and participate in a "data day". This data will drive instruction; decide which subjects need to be retaught and where there is room for enrichment.
- (4) Extended Learning Time
 - The school day at Inspire ME Academy will run from 7:45am to 3:30 pm and will include 1.5 additional instruction hours beyond the traditional public school.
 - The school calendar will be made up of 184 full instruction days, 9 more days than the local school districts.
 - Within the school day, students will have 2.5 hours of literacy instruction as well as 1.5 hours of math instruction.
 - Tutoring will be offered before and after school for any students who need extra support.

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(5) Strong and Collaborative Leadership

- The Head of School, with oversight from the Board of Directors will have control of the schools hiring, evaluation, and termination of employees as well as setting the school budget to fit the needs of our students.
- The primary focus of the Head of School will be to analyze student achievement, develop curriculum, coach and support teachers, and plan meaningful professional development.
- The Head of School will be active throughout the school with daily classroom walkthroughs.
- The Head of School will promote a high achieving school culture and will be support for student, family and staff.

(6) Recruitment and development of highly-qualified staff

- Quality teachers who are dedicated to the mission are the most important factor of student success.
- Quality school leaders will guide our teacher's success.
- All school employees will undergo extensive training in best practices across all subject areas.
- Every Friday three hours will be dedicated to professional development, which will include principal and teacher collaboration that is student driven and related to best practices.

(7) School Culture

- Provide an inclusive environment for students of all learning abilities where no student is singled out or made to feel inferior.
- Great behavior and good character will be taught/modeled with enthusiasm.
- Our students will take part in an environment where it is "cool to be smart and treat others well".
- Uniforms will be provided and worn by students to establish a sense of pride for their school and themselves.
- Inspire ME academy has a high expectation for student conduct and places a strong emphasis on our GREAT values (Generosity, Respect, Enthusiasm, Achievement, and Tenacity).

(8) Parent and Community Involvement

- At the beginning of each year teachers, students, and parents will sign the Home-School Agreement stating that everyone will do their part to help our students succeed.
- Parents will be required to attend parent teacher conferences three times a year. Teachers will be flexible in meeting times.
- The school will encourage the formation of a parent advisory group.
- We will hold special events and invite families and students to attend these school wide events (i.e. monthly family breakfast, student performances, etc.).

These elements of our vision will ensure all students' needs are met. More time on task and excellent caring staff are two very important factors of student success. Our calendar allows for 184 school days, unlike most current schools, which only incorporate 175 days. With our extended day and 9 additional days, we gain an additional 346 hours of instruction, equal to 55 traditional school days. This difference will allow all our students to excel.

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Targeted student population and catchment area

Inspire ME Academy hopes to establish itself in the Sanford/Springvale community, which is centrally located in York County. Our goal is to offer an educational option that provides a supportive yet challenging environment. We believe every student is capable of reaching his or her potential when provided with a meaningful education. Our goal is to educate and challenge our students to be proficient in all areas of academics, particularly in math and reading, as they are foundations of education. The Annual Yearly Progress goals for the district are lacking. For the year 2012-2013, only 35% of the fourth grade students were proficient in math and only 50% were proficient in reading. In the same year, less than half of the eighth grade students were proficient in math. When looking at that same eighth grade population when they were in fifth grade, *more* students were proficient in math in fifth grade than they are today. Keeping fourth through eighth graders inspired, challenged, and engaged is a key foundation to success in high school. At Inspire ME Academy, we want to provide an option for great gains in educational success to the community. We want to inspire students to want to learn more. We want to *Inspire Greatness!*

Sanford maintains a high population of economically disadvantaged students (currently averaging 66% of students receiving free and reduced lunch). Within this population, there are no real options for families. Many of which are interested in better educational opportunities. At Inspire ME Academy, we aim to provide an option for these families as well as any community member looking for an A+ educational offering regardless of economic status. **We will break down barriers created by economic status by providing free meals (breakfast, lunch, and snack) for all students, uniforms will be required and provided, a longer school day giving students more access to education and resources they may or may not have at home, and an environment where all students will feel safe and cherished.**

Sanford also has a high population of students with special needs, currently averaging 21% that are performing below their typically developing peers. **With our individual focus on student achievement and inclusive environment, we believe we can bring this student population to a greater level of performance and maximize their potential.**

Our target is for any student who wants a more comprehensive and challenging education, in a location that gives easy access to low-income and underperforming students.

College Preparatory is not a high school term; it needs to be the focus from the start.

Inspire ME Academy aims to be a model of excellence in the community and grow to include grades four through eight. We want to add social capital to a wonderful community with students who are well educated and community leaders. Inspire ME Academy, will share best practices with any educator in our community who seeks the knowledge to do better by their students. The future is as bright as our youth is educated. Education is the key to ending poverty.

By year 10, Inspire Me Academy will be a full inclusion, K-8 college preparatory school that is high achieving and serving the community well. We also intend to support our eighth graders once they leave our school and follow their progress through High School. We will have an accelerated Common Core Standards based curriculum of at least one full year's instruction. Our aim is to provide a "world-class" education.

Note: Statistics were obtained from Maine.gov DOE Data Warehouse and can be found in appendixes.

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Target Area: York County

Catchment Area: Sanford/Springvale

TAB 1



Catchment Area

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A.2 Academic Program

At Inspire ME Academy, our mission is to *Inspire Greatness*. In order to achieve greatness we will develop curriculum that not only bridges gaps in students learning but also challenges them to go beyond what is asked of them. Our curriculum will be developed directly from the **Common Core standards** and taught through rigorous standards based unit design. Progress monitoring will be given every six weeks in core subjects and the data will be analyzed to make sure students are achieving. During instruction time, our classes will be ability grouped based on the results of progress monitoring with the idea that groups are ever changing depending on the needs of the students at any given time. A longer day allows for more time on academics and gives teachers more opportunities for differentiation throughout a lesson. Students will be in an environment where our GREAT values (Generosity, Respect, Enthusiasm, Achievement, and Tenacity) are explicitly taught and practiced, to help provide a safe and caring environment where all students feel capable of success. Our leaders and teachers will educate with the belief that all students are capable of learning. This belief will drive curriculum development, instruction, and classroom environment that will instill a high expectation for learning.

For curriculum development and instructional strategies, we will adopt some of the proven methods currently practiced successfully at Achievement First schools as the basis for our educational plan.

Achievement First (A.F.), established in 2003 by the founders of Amistad Academy, a nationally acclaimed public charter school in Connecticut, is a network of 30 non-profit, high-performing, college-preparatory, K to 12 urban public charter schools in Connecticut, New York and Rhode Island with the mission of providing equal educational opportunities for all A.F. students. The graphs below provides data as to how A.F. schools' Connecticut Mastery Test scores compare to other Connecticut schools

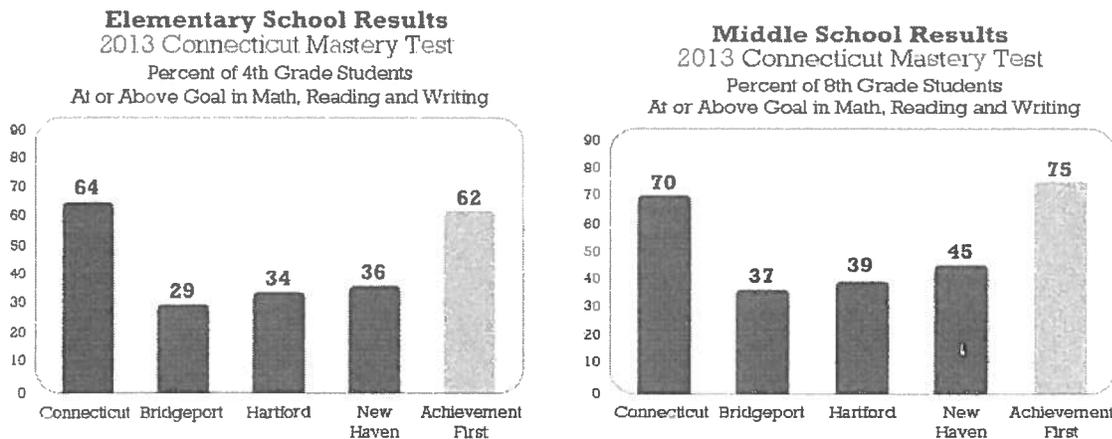


Figure A.2 (Achievement First, 2015). <http://www.achievementfirst.org/results/in-connecticut/>

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Five Achievement First research-based instructional strategies we will adopt include: "measurable, standards-aligned classroom aims;" "modeled and guided practice;" "independent practice;" "standards-aligned assessments, and data-driven analysis and planning"

Fundamental Elements of Quality Instruction used by Achievement first and others that we will adopt:

- (1) Inclusive Setting
 - All students learn together
- (2) Great Aims
 - Rigorous, manageable, and measurable, standards based objectives and goals
- (3) Assessment of Student Mastery
 - Exit tickets/progress monitoring
 - Systematic and successful review of previously mastered skills
- (4) Content-Specific Knowledge and Strategy
 - Content Knowledge/multiple strategies
 - Pacing and urgency
- (5) Modeling/Guided Practice (I/WE/YOU)
 - Mini-Lesson
 - Guided Practice/Scaffolding
 - Visual Anchor
 - Check for understanding
- (6) Sustained, Successful Independent Practice
 - Many successful "at bats"
- (7) Classroom Culture
 - High expectations, Clear routines
 - Joy Factor
 - Student ownership
 - Teachable character moments
- (8) Student Engagement
 - 100 percent
 - Variety of engagement strategies
- (9) Academic Rigor
 - Teacher talk : student talk ratio
 - Planned, rigorous lessons
 - Higher level Bloom's questioning, for deeper understanding
 - Academic Productive Talk (APT)
 - Top quality oral and written responses
- (10) Differentiation
 - The needs of every student are met
 - Fair is not equal

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We will hold high expectations for our Head of School as well as our teachers. Teachers are the biggest factor of student success. We want quality educators that are willing to go the extra mile for their students: teachers that love teaching and love their subject matter.

Rigorous Standards-Based Unit Design

Committed to these 10 fundamentals, teachers and leaders in our school will work collaboratively to design rigorous Common Core standards based units that will be consistent throughout grade level. Each unit will be developed through the *Understanding by Design* (UbD) model. In *Understanding by Design*, teachers plan “backwards” when designing a unit. The teacher picks out an end goal that comes **directly from the Common Core standards**. After the goal (**standard**) is determined, the teacher builds their curriculum and resources around what they want to achieve. Teachers go through three stages of unit planning. First, they identify desired results, then determine the assessment evidence, and finally plan learning experiences and instruction.

The *Understanding by Design* (UbD) model is widely accepted practice in aligning lessons with the **Common Core Standards**. Understanding by Design is also well supported for teachers using this method of planning. There are two excellent websites that help administrators, teachers and subject coaches assess their own work.

Achieve.org has a wealth of support for CCS learning and teaching. EQUIP is a section where any one can submit an UbD or similar lesson and have it evaluated. There is no cost and they will give a comprehensive review with suggestions. If the UbD is determined to be Exemplar, it will be posted on the website for anyone to use. There are currently varieties of lessons free to the public that have been rated Exemplar.

An additional great resource is EngageNY.org. At this site, there is a wealth of CCS information and they have lessons for every grade in ELA and Math for no charge (<https://www.engageny.org/common-core-curriculum>). This is an excellent resource for CCS learning and teaching.

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Understanding by Design	
Stage 1: Identify Desired Results	<ul style="list-style-type: none"> • What should students know, understand and be able to do? • What essential questions will be applied in depth and provide focus for all learning
Stage 2: Determine the Assessment Evidence	<ul style="list-style-type: none"> • How will we know if students have achieved the desired results? • How can students apply their learning in real world settings?
Stage 3: Plan learning experiences and instruction	<ul style="list-style-type: none"> • What materials can be used to help me get my students to the desired results? • How will we teach the material in ways to approach all learners • How will we support learners as they come to understand important ideas and processes? • How will we prepare them to transfer their learning?

During stage 3, teachers will plan how they can teach the material to accomplish the desired results (Common Core Standards). In order to teach these units teachers will follow a structured lesson plan format. This lesson plan format is research based and has proven to be successful. Each part of the lesson takes on a different approach; some are more teacher led while others are more student driven.

Lesson Plan Formats			
<u>General</u>	<u>Writing</u>	<u>Reading</u>	<u>Mathematics</u>
Quick Questions Aim and Agenda Interesting Idea Lesson Summary Class Points Homework	Quick Questions Aim and Agenda Handwriting Mini-Lesson Writing Practice Summary/Share Class Points Homework	Quick Questions Aim and Agenda Vocabulary Before Reading During Reading After Reading Class Points Homework	Quick Questions Aim and Agenda Problem of the day Basic Facts Review Other Review Lesson Summary Class Points Homework

For research supporting the use of UbD, please see: <http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/UbD-Research-Base.pdf>

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UbDs can be used for any subject matter and samples are included at the end of this section. The goal of using proven unit and lesson design formats will be to gain consistency across classrooms and grade levels. The power of consistency will allow students to know what is expected of them throughout the day and across subjects. **The combination of our 10 fundamental elements, UbD units, and the structured lesson plan format gives teachers the ability to use their creativity to prepare unique lessons and materials aligned with the CCS, but still stay within the structure of the daily plan used by all colleagues.**

English Language Arts:

Literacy is the foundation for all learning. Therefore, it will be a primary focus as indicated in the 3.25 hours of Reading and Writing instruction. **Our teachers will cover all reading skills including phonemic awareness, phonics and decoding skills, oral language skills, knowledge of concepts of print, knowledge of basic comprehension skills, and reading stamina. All students will read for a minimum of 30 minutes during literature class each day.** Books will be challenging, yet accessible enough that students do the hard work of reading for themselves.

Reading at least 20 min at home each night--aloud to a family member and/or silently to themselves-- will provide students with the opportunity of expanding their literacy and sharing the joy of reading with their families.

Inspire ME Academy will :

- make instructional decisions that positively impact student learning;
- design differentiated instruction that reflects the importance of students' academic, social, and emotional needs; background knowledge; and cultures;
- choose materials that respond to students' interests and that broaden and deepen students' understanding;
- provide students with choices that increase motivation, promote engagement, and encourage personal responsibility;
- engage students in experiences with multiple forms of literacy; and
- use multiple measures of student learning, including classroom-based assessments, to monitor student progress and guide instruction (NCTE, 2015)

Ensuring all students have mastered state standards is essential. We will work with every student to be sure of their success. We will use **Fountas and Pinell assessments** as an initial diagnostic to gauge each student's reading level (as well as ongoing progress) and we will set an ambitious goal for each student. We will use progress monitoring to ensure goals are being met or if additional instruction is needed. Beyond basic skills, reading comprehension practice is vital.

Progress Monitoring can be in many forms such as exit tickets, classroom lessons, homework, unit tests, or performance based. Any format that will help the teacher know that the student is getting the information.

We will use processes that leverages strong **Common Core Standards** aligned mini-lessons with targeted student practice. Once a skill has been taught through the mini-lesson, students then practice this skill using short fiction, non-fiction, poetry and task passages. Students will also be asked to answer questions and to defend and prove their answers during classroom discussions, helping to build analytical

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skills. All students will be well prepared to enter high school and to take on a rigorous, college preparatory course load.

Mathematics:

We will first ensure all students have mastered addition, subtraction, multiplication and division facts at 95 percent accuracy. These are Common Core Standard for ending third grade. For our fourth graders who are not meeting this standard we will have focused instruction to help them master these basic skills. Mastering the basics is essential in success at higher-level math. (Our first year fifth and six graders also)

Our math lessons will start with a problem of the day. This can be used as a review or a think outside of the box problem. Teachers will use the I-WE-YOU structure for daily lessons. This structure includes modeling a new concept or skill, solving problems with students during guided practice and then allowing students to independently tackle problems. Concepts will be introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes. Exit ticket assessments will be used at the end of each class to see how well students have mastered the concepts and to plan the next day's instruction. Curricula will be planned by the Head of School and staff in an "above standards" format with the goal that all students will have mastered Algebra by the end of eighth grade. This will allow students to be well prepared for high school and a rigorous college preparatory course load.

If additional support for guided curriculum is found to be necessary in Math, we will consider using Eureka Math "A Story of Units," followed by "A Story of Ratios" from Great Minds. This is one of the only math programs directly aligned with the CCS.

*As extensive as these resources are, Eureka Math is not meant to be **prescriptive**. Rather, it is offered as a basis for teachers to hone their own craft. Great Minds believes deeply in the ability of teachers and in their central, irreplaceable role in shaping the classroom experience. To support and facilitate that important work, Eureka Math includes:*

Scaffolding Hints—helping teachers support Response to Intervention (RTI).

Embedded Video—demonstrating classroom practices.

Consistent Lesson Structure—allowing teachers to focus energy on engaging students in the mathematical story.

Convenient Interactivity—progressions-based search functionality to permit navigation between standards and related lessons, linking all lessons in a particular standards strand or mathematical progression, and learning trajectory. This functionality also helps teachers identify and remediate gaps in prerequisite knowledge, implement RTI tiers, and provide support for students at a variety of levels.

(<http://greatminds.net/maps/math/overview>)

Science:

At Inspire ME Academy, Science instruction is very important. We will use UbDs to create our own curricula using the Maine Learning Results/Next Generation Science Standards (NGSS) as the basis. Achieve.org's EQuIP is prepared to evaluate UbDs that are based on the NGSS. Science instruction will focus on mastery of core vocabulary and conceptual knowledge with the application of scientific principles in a laboratory setting. Science instruction will also reinforce key mathematical concepts like graphing and measurement skills. We will use fieldtrips to help engage students in actively learning and

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reinforcing the concepts learned in class. Maine has a wealth of Science resources at our doorstep and we plan to investigate these resources as often as possible.

Social Studies:

Social Studies will be presented in an engaging and challenging manner. As for all the academic disciplines, we will use the Common Core Standards/Maine Learning Results as the basis for our social studies' curriculum, focusing on critical thinking, key concepts and vocabulary. Inspire ME Academy students will read and analyze primary sources, debate different points of view, and make cause-and-effect connections, solving "real world" problems in preparation for college, career, and civic life. Students will develop and use non-fiction reading skills to learn important content and apply it in written essays and oral presentations. At the seventh and eighth grade levels, we will have a strong focus on civics and community involvement. CCS ELA standards are used in conjunction with Nonfiction Social Studies Text.

Foreign Language:

Inspire ME Academy will have comprehensive Foreign Language instruction. We will offer Spanish and/or French. Curricula will be developed in combination with the Head of School and Teacher, but will include both traditional instruction as well as many forms of conversational instruction (i.e., songs, movies, cultural events). Our goal is to have students fluent in the language upon graduating eighth grade.

PE:

Fitness and Healthy lifestyles will be the basis of instruction. All Children will have 40 min of PE four days a week. We will use the CATCH-PE Curriculum. This Curriculum features using continual motion and PE games to build athletic skills and an appreciation for lifelong fitness. It also teaches students how to play different sports and games and reinforces messages about nutrition, teamwork and fair play. The CATCH-PE curriculum also has a health program that will be used in the classroom to reinforce healthy living.

Visual and Performing Arts:

Inspire ME Academy believes the arts are a great way to add fun and creativity to learning. We will offer a very strong performing arts program incorporating Music, Art, Dance and Theater. History and literacy of all art forms will be included in the curriculum. We will offer Choir, Band and Theater and participation in at least one will be required. The Arts will also be used in conjunction with learning in the classroom to help enrich classroom learning in a fun way, (i.e. doing a play on one of the books read). All State standards will be met or exceeded in Music and Art.

Technology:

Students need to be technologically literate. We will focus on using the computer the way professionals do in the work force. We will teach typing and keyboarding. Word, Excel, PowerPoint, Explorer and Outlook as well as any newer widely accepted programs will be introduced in grades seven and eight. Computer-based learning will be used as a supplement to the traditional based curriculum and for research. We hope to provide teachers with excellent technology to aid in teaching lessons.

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Character Ed:

We will use a similar model to AF, using a clear, school-wide expectation for student behavior that is clearly defined by our GREAT values (Generosity, Respect, Enthusiasm, Achievement, and Tenacity). This simple acronym, which students will hear and see everywhere, makes it easy for teachers, students, and parents to remember and communicate what is expected. With this as a guide, good behavior will be taught like academics: by **modeling, practicing and reinforcing**.

We will have a time on Fridays to do a mini lesson on good character. This could be a lesson on one of our values, what character is or it might be around something that happened that week that needs addressing. A great video on character and our philosophy is captured quite well in a video *The Science of Character*. Check it out: <http://www.letitripple.org/character>
Letitripple.org has a wonderful collection of activities that celebrate character and help teach what character is all about. We will use this resource for this purpose. It is positive, encouraging and enthusiastic.

Co-curricular Activities:

Inspire ME Academy will offer co-curricular activities on “Fun Fridays”. For a three-hour period on Friday afternoons, the students will be able to select from a variety of activities. We will use community involvement to staff these activities while teachers use this time for staff development. We will request proposals from community members who wish to share their talents with the students. We will offer small stipends to compensate them for their time and to bring in quality talent. We will consider all proposals from quilting to football. We will also survey the students to see what they are interested in learning about and try to accommodate the student interests. These mini-courses will run for 6 to 8 week periods so the students will be able to try a few different things throughout the year. We will also use this time to incorporate the arts into our schedule.

A typical day at Inspire ME Academy will start with breakfast provided for all students. The first 15min of the day will start with a community circle for the entire school body. This will be a time for acknowledging successes, reading a quote or poem and getting excited for the school day. The day will then consist of 2.5 hrs. of ELA, 1.5 hrs. of Math, 45 min of Writing, and 40 min each of Lunch, PE, Science/Social Studies, and a Foreign Language.

The next several pages are samples of lessons from a variety of sources: Chelsea, MA Public Schools, EngageNY (Odell Education), Achieve.org/EQuIP, and AF.

All of these resources are available to anyone at no cost. The ones chosen show how integration between ELA and Social Studies can be accomplished, while another shows how a lesson can be formatted for several different text options while accomplishing the same standard.

An in-depth review of Eureka Math programs can be found at file:///C:/Users/rpmorin/Downloads/how_to_implement_a_story_of_units.pdf

Also included is a review by *Education Week* on Math Programs with regard to Common-Core Alignment.

Stage 1 – Desired Results

ESTABLISHED GOALS

MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Transfer

Students will be able to independently use their learning to...
 Interpret and calculate area and perimeter in rectangular shapes. Solve problems related to area and perimeter using strategic thinking and expressing answers with a degree of precision appropriate for the problem context.

Meaning

UNDERSTANDINGS

Students will understand that...

the perimeter is the distance around the outside of an object.

the area is the measurement of the amount of space inside an object.

ESSENTIAL QUESTIONS

Why is it important to know the perimeter of an object?

Why is it important to know the area of an object?

How do you know when to find the area or perimeter of an object in a problem?

How does knowing the perimeter of an object helps to find the area?

Acquisition

Students will know...

area is measured in square units.

perimeter is measured in linear units.

to find the area of a rectangular shape you multiply the length times the width.

to find the perimeter of a shape you need to add the measurement of all the sides.

to find the missing side of a rectangle you can use the area multiplication equation for the unknown factor.

Students will be skilled at...

finding the perimeter of a rectangular shape when given the length and the width.

calculating the measurement of the missing side when given the total perimeter and the measurement of one side and writing a multiplication equation with an unknown factor.

finding the area of a rectangular shape when given the length and the width.

finding the length of a rectangle when given the width and the area and writing an equation with an unknown factor.

finding the width of a rectangle when given the length and the area.

Stage 2 – Evidence

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

Goal: To build a new sandbox for your neighbor's 1 year old baby, Jake as a birthday present.

Role: You and your neighbor are going to build a new sand box as a first birthday present to her son, Jake.

Audience: Your job in the project is to decide how much plastic your neighbor will have to purchase for the lining of the sandbox. The lining will go under the sand box to prevent any dirt and plants from mixing with the sand.

Situation: You and your neighbor are building a sandbox for her son. Before you had a chance to meet with your neighbor about the project, she went to the Home Depot and bought the wood needed to make the sandbox. Your neighbors purchased 20 yards of wood.

Product Performance and Purpose:

1. What are all the possible rectangular sandboxes that could be made from the 20 yards of wood?
2. What rectangle would be the best choice if you wanted Jake to have the most room to play in? Why?
3. How much plastic would your neighbor need to purchase to line the bottom of the sandbox with the largest area?
4. The Home Depot is selling plastic for 95¢ per square yard. Lowes is selling plastic for 28¢ per square foot. Which store is giving the best deal? Show the total cost of the plastic at each store for the sandbox with the largest area.
5. Baby John has a rectangular sandbox with a perimeter of 58 feet. Is the area of John's sandbox bigger or smaller than the area of Jake's sandbox is going to be? Explain

OTHER EVIDENCE:

- Exit Tickets
- Homework
- Classwork

- Class Discussions

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Samples of work are given as a reference so you can differentiate the rigor according to the ability of your students. Some lessons may take more than one day.

Lesson 1

Objective: Students will be able to make a variety of rectangles with the same perimeter and different areas.

Activity A:

Materials needed:

Popsicle Sticks: Sets of 20 (1 set per 3 students) and 1 group of 12 sticks to model the lesson.

Chart paper and markers.

Using a total of 12 popsicle sticks, teacher makes a rectangle using all the sticks and placing them end to end. Teacher records the length and width of the rectangle (Ex, Rectangle 1 has a length of 4 units and a width of 2 units). Teacher asks students to think of a different combination where all 12 popsicle sticks can be used (remember a 2 by 4 is the same rectangle as a 4 by 2). Students might come up with a rectangle with a length of 5 units and a width of 1 unit. Teacher records the length and width of the second rectangle. *Possible misconception: students might not suggest a 3 by 3 because that will make it a square and not a rectangle; remind them that a square is a rectangle.* After all 3 rectangles have been recorded (5 by 1, 4 by 2, 3 by 3) divide students into groups of 3 and have them come up with all possible rectangles using 20 popsicle sticks. Students should come up with a 9 by 1, 8 by 2, 7 by 3, 6 by 4, and 5 by 5. Once students had enough time to experiment looking for all possible combinations, review their findings and record them to show all the possible rectangles that can be made with a perimeter of 20 units.

Activity B:

Materials needed:

Computer

SmartBoard, Brightlink or similar

Use the following video to show how to find the perimeter of a rectangle:

<http://learnzillion.com/lessons/3047-find-perimeter-using-the-standard-formula>

Make sure students are aware that when a problem refers to the border, fence, around a shape, etc., it is asking for the perimeter of the given figure/shape.

Lesson 2:

Objective: Students will be able to make a variety of rectangles with the same area and different perimeters.

Activity A:

Materials needed:

1 inch tiles: Sets of 24 (1 set per 3 students) and 1 group of 12 tiles to model the lesson.

Chart paper and markers.

Using a total of 12 tiles, teacher makes a rectangle using all the tiles. Teacher records the length and width of the rectangle (Ex, Rectangle 1 has a length of 4 units and a width of 3 units). Teacher asks students to think of a different

UbD Area and Perimeter

combination where all 12 tiles can be used (remember a 3 by 4 is the same rectangle as a 4 by 3). Students might come up with a rectangle with a length of 6 units and a width of 2 units. Teacher records the length and width of the second and third rectangle.

After all 3 rectangles have been recorded (4 by 3, 6 by 2, 12 by 1) divide students into groups of 3 and have them come up with all possible rectangles using 24 tiles. Students should come up with a 1 by 24, 2 by 12, 3 by 8, and 4 by 6. Once students had enough time to experiment looking for all possible combinations, review their findings and record them to show all the possible rectangles that can be made with a perimeter of 24 square units. Review that area is expressed in square units and that it refers to the inside of a shape/figure. When a problem asks about tiles, flooring, carpeting, amount of space, etc., it refers to the area of the shape.

Make sure students understand that different rectangles can have the same area but different perimeters. Also make a connection to Lesson 1 where conversely different rectangles can have the same perimeter but different area.

Activity 2:

Materials needed:

Computer

SmartBoard, Brightlink or similar

Use the following video to show how to find the area of a rectangle:

<http://learnzillion.com/lessons/2535-find-the-area-of-a-rectangle-using-the-standard-formula>

Lesson 3:

Objective: Students will be able to find the measurement of the missing side when the perimeter or area is provided to them.

Activity 1:

Materials needed:

Computer

SmartBoard, Brightlink or similar

Use the following video to show how to find the measurement of the missing side of a rectangle when the area is given:

<http://learnzillion.com/lessons/2425-find-missing-side-lengths-using-the-formula-for-area>

After students watch the video, teacher provides other rectangles for the students to practice finding the missing side length in a rectangular shape when the area and the measurement of one side are provided.

Example 1	Example 2
<p style="text-align: center;">6 m</p> <div style="border: 2px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p style="margin: 0;">Area = 24 sq m</p> </div> <p style="text-align: right; margin-right: 20px;">W</p> <p>W =</p>	<p style="text-align: center;">L</p> <div style="border: 2px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p style="margin: 0;">Area = 35 sq in</p> </div> <p style="text-align: right; margin-right: 20px;">5 in</p> <p>L =</p>

Activity 2:

Materials needed:

Computer

SmartBoard, Brightlink or similar

Use the following video to show how to find the measurement of the missing side of a rectangle when the area is given:
<http://learnzillion.com/lessons/3048-find-missing-side-lengths-using-the-formula-for-perimeter>

After students watch the video, teacher provides other rectangles for the students to practice finding the missing side length in a rectangular shape when the perimeter and the measurement of one side are provided.

Example 1	Example 2
<p style="text-align: center;">6 m</p> <div style="border: 2px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> </div> <p style="text-align: right; margin-right: 20px;">W</p> <p>Perimeter = 18 m</p> <p>W =</p>	<p style="text-align: center;">L</p> <div style="border: 2px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> </div> <p style="text-align: right; margin-right: 20px;">5 in</p> <p>Perimeter = 24 in</p> <p>L =</p>

- See Attachments 1 and 2 for extra practice

An example that students need to be familiar with is the following:

Mike has a pool that is 12 feet by 14 feet, which expression can be used to find the perimeter?

- A. $(12 \times 2) + (14 \times 2)$
- B. 14×12

C. $2 \times 12 \times 14$

D. $2 (12 \times 14)$

Lesson 4:

Objective: Students will be able to solve a variety of real world word problems by applying their knowledge of area and perimeter.

- See Attachment 3 for examples.

Lesson 5:

Objective: Students will demonstrate their knowledge of area and perimeter by completing their CEPA.

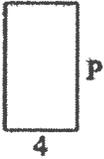
Finding Side Length (Given Area)

Name: _____

Determine the value of 'P'.

Answers

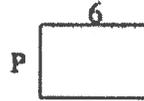
1) Area = 28 u^2



2) Area = 6 u^2



3) Area = 24 u^2



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

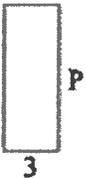
12. _____

13. _____

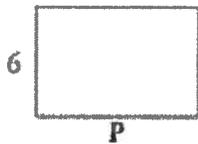
14. _____

15. _____

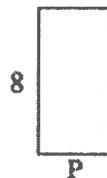
4) Area = 24 u^2



5) Area = 54 u^2



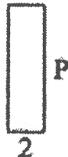
6) Area = 32 u^2



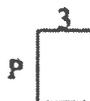
7) Area = 21 u^2



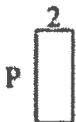
8) Area = 14 u^2



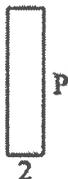
9) Area = 12 u^2



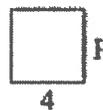
10) Area = 10 u^2



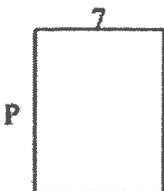
11) Area = 16 u^2



12) Area = 16 u^2



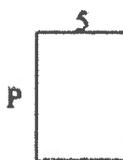
13) Area = 63 u^2



14) Area = 12 u^2



15) Area = 35 u^2





Finding Side Length (Given Perimeter)

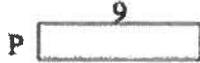
Name: _____

Determine the value of 'P'.

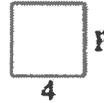
1) Perimeter = 26



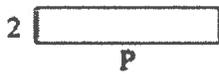
2) Perimeter = 22



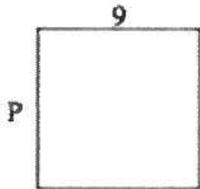
3) Perimeter = 16



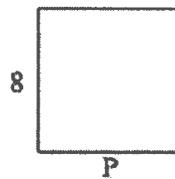
4) Perimeter = 24



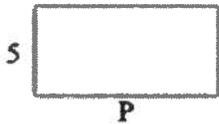
5) Perimeter = 36



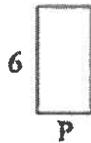
6) Perimeter = 32



7) Perimeter = 30



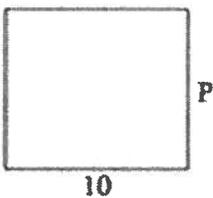
8) Perimeter = 18



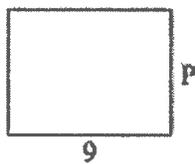
9) Perimeter = 20



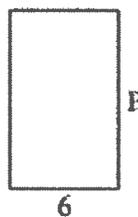
10) Perimeter = 38



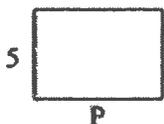
11) Perimeter = 32



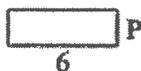
12) Perimeter = 32



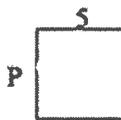
13) Perimeter = 24



14) Perimeter = 16



15) Perimeter = 20



Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Attachment 3

Classwork

Name: _____

Solve the following word problems related to area and perimeter

1. A swimming pool was 10 meters wide and 23 meters long. What is the area of the pool?
2. A lawn had a length of 13 feet and a width of 15 feet. What is the perimeter of the lawn?
3. At the playground, the new sandbox was 300 cm wide and 500 cm long. What is the area of the sandbox in centimeters and meters?
4. At the playground, the new sandbox was 18 meters wide and 17 meters long. What is the perimeter of the sandbox?
5. A piece of sheetrock was cut so its length was 6 feet by 4 feet. What is the area of the piece of sheetrock?
6. A rug has a perimeter of 76 feet. If the length is 22 inches, what is the width of the rug?
7. Adam was painting a wall in his room. The total area was 240 sq ft . If the wall was 10 feet wide, how tall was it?
8. A rectangle has a length of 6 inches and a perimeter of 72 inches. What is the width of the rectangle?
9. A backyard has an area of 36 sq meters. What are all the possible dimensions for the backyard? Hint: There are 6 possibilities
10. The perimeter of a bulletin board is 24 feet. What are all the possible dimensions for the bulletin board? Hint: There are 6 possibilities
11. The size of Laila's bedroom is 18 feet by 12 feet. If she picks out a rug that is 180 sq feet, is it big enough? Explain.
12. Tia has a flowerbed that is 8 feet by 10 feet. If she plants $\frac{1}{2}$ of the garden with tulips, what is the area planted with tulips?

Attachment 4

Homework

Name: _____

Solve the following word problems related to area and perimeter.

1. A bathroom had a length of 9 feet and a total area of 54 square ft. What is the width of the bathroom?
2. A restaurant added a new outdoor section that was 19 feet wide and 9 feet long. What is the area of their new outdoor section?
3. A piece of sheetrock was cut so its length was 7 feet and its total area was 63 square ft. What is the width of the sheetrock?
4. A rectangular island in the Indian Ocean was 17 miles wide and has a perimeter of 58 miles. What is the length of the island?
5. A rectangle had a length of 18 inches and a width of 17 inches. What is the area of the rectangle?
6. At the playground, the new sandbox was 7 meters wide and 19 meters long. What is the area of the sandbox?
7. Nancy bought some wrapping paper for Christmas that was 9 inches long and the area is 117 square inches. What is the width of the wrapping paper?
8. A window had a length of 32 feet and a width of 16 feet. What is the perimeter of the window?
9. A farm was a perfect square and had an area of 81 square meters. What is the length of the farm? What is the perimeter of the farm?
10. The area of a rectangle is 75 square units, and one of its sides is 5. Find its perimeter.

Stage 1 – Desired Results

Transfer	
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • RL.4.2: Determine a theme of a story, drama, or poem from details in a text; summarize the text. • RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions). • RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. • RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. • W.4.4 Produce clear and coherent writing in which 	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • Assess how point of view or purpose shapes the content and style of a text. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Meaning	
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Comprehension occurs when a reader combines explicit details and inferences • A detailed summary demonstrates comprehension. • The story elements help develop the specific details in a text. • The point of view from which a narrative is told can change the meaning of a text. • A story can be changed depending on the presentation of the text. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How does the development of the story elements help comprehension? • How can inferences be used to support conclusions? • How does the point of view from which a narrative is told affect the plot? • How does the presentation of a text change the plot?
Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Students will know that details from a text and a students' background knowledge can help make an inference. • Students will know that a summary can be made using details and examples from a text. • Students will know that details and a character's thoughts, words, or actions can help a student visualize a character, setting, or 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Students will be skilled at summarizing a text using main ideas. • Students will be skilled at referring to key details when explaining a text. • Students will be skilled at making inferences based on their background knowledge and events from the text. • Students will be skilled at drawing on specific

- Review 4 vocabulary words for section 1 (ch. 1-11) using pictures: *perseverance, desolate, descendants, stifling*
- Read Chapter 4-6 together. As you read, stop to discuss predictions, clarify words, ask questions, describe visualizations, and make connections
- Review mini lesson: Making Summaries.
- Students complete graphic organizers for summaries and share with the class.
- Response Journal Question: *What is a flashback sometimes included in a story? What was the purpose of the flashback in Chapter 6?*
- Pairs and groups should come together to share their answers with the class.

Lesson 3:

- Review 4 vocabulary words for section 1 (ch. 1-11) using pictures: *perseverance, desolate, descendants, stifling*
- Read Chapter 7 together (or partners and small groups). As you read, stop to discuss predictions, clarify words, ask questions, describe visualizations, and make connections.
- Mini-lesson on author's point of view. Discuss first and third person.
- Complete graphic organizer on author's point of view for Chapter 7. This whole book is written in **Third person** however in this chapter you can also discuss how the narrator is able to tell about Stanley in the present and the flashback to Latvia and Stanley's great-great grandfather.
- Response Journal Question: *Madame Zeroni gives Elya advice about the girl he loves. She tells him to do something. Why is Elya going to need perseverance to do as Madame Zeroni asks?*
- Pairs and groups should come together to share their answers with the class.

Lesson 4:

- Review 4 vocabulary words for section 1 (ch. 1-11) using pictures: *perseverance, desolate, descendants, stifling*
- Read Chapter 8-11 together (or partners and small groups). As you read, stop to discuss predictions, clarify words, ask questions, describe visualizations, and make connections.
- Review mini-lesson on author's point of view. Discuss first and third person.
- Complete graphic organizer on author's point of view for Chapter 8-11 together (or partners and small groups). (Discuss how the letter Stanley writes how is from his point of view not the narrator)
- Response Journal Question: *Do you think X-Ray should be the one to get the day off if Stanley finds something because he has been there the longest? X-Ray thinks that is fair, is it?*
- Pairs and groups should come together to share their answers with the class.

Lesson 5:

- Introduce 4 vocabulary words for section 2 (ch.12-28) using pictures: *defiance, writhed, concoctions, refuge*
- Read together Chapters 12-14 together (or partners and small groups). As you read, stop to discuss predictions, clarify words, ask questions, describe visualizations, and make connections.
- Mini lesson on making inferences (combining your background knowledge and what you read in the text).
- Complete two column notes on inferences and share.
- Response Journal Question: *How does the Warden act towards Mr. Pedanski? What does this show/tell us about her? Or Why do you think the object was good enough for X-ray to get a day off?*
- Pairs and groups should come together to share their answers with the class.

- Read Chapters 29-30 together (or partners and small groups). As you read, stop to discuss predictions, clarify words, ask questions, describe visualizations, and make connections.
- Review mini lesson on describing Character, Setting, Problem and Solution using text evidence.
- Students should complete two column notes while reading Chapters 29-30 (characters, settings, problems, solutions).
- Response Journal Question: *Why do the adults think Zero is stupid? Is Zero stupid?*
- Pairs and groups should come together to share their answers with the class.

Lesson 11:

- Review 4 vocabulary words for section 3 (ch.29-43) using pictures: *frail, fugitive, delirious, feeble*
- Read Chapters 31-34 together (or partners and small groups). As you read, stop to discuss predictions, clarify words, ask questions, describe visualizations, and make connections.
- Review mini lesson on describing Character, Setting, Problem and Solution using text evidence.
- Students should complete two column notes while reading Chapters 31-34 (characters, settings, problems, solutions).
- Response Journal Question: *If the boat is named the Mary Lou who do you think it belongs to? How did it get out there?*
- Pairs and groups should come together to share their answers with the class.

Lesson 12:

- Review 4 vocabulary words for section 3 (ch. 29-43) using pictures: *frail, fugitive, delirious, feeble*
- Read Chapters 35-37 together (or partners and small groups). As you read, stop to discuss predictions, clarify words, ask questions, describe visualizations, and make connections.
- Review mini lesson on describing Character, Setting, Problem and Solution using text evidence.
- Students should complete two column notes while reading Chapters 35-37 (characters, settings, problems, solutions).
- Response Journal Question: *What are three things that required perseverance in this chapter? How did Stanley and Zero overcome those things? OR The shovel is a symbol throughout the book. What was the shovel used for in these chapters?*
- Pairs and groups should come together to share their answers with the class.

Lesson 13:

- Review 4 vocabulary words for section 3 (ch.29-43) using pictures: *frail, fugitive, delirious, feeble*
- Read Chapters 38-41 together (or partners and small groups). As you read, stop to discuss predictions, clarify words, ask questions, describe visualizations, and make connections.
- Review mini lesson on describing Character, Setting, Problem and Solution using text evidence.
- Students should complete two column notes while reading Chapters 38-41 (characters, settings, problems, solutions).
- Response Journal Question: *If you were close to dying what important things would you like to say to someone? OR How could Stanley carry Zero so far?*
- Pairs and groups should come together to share their answers with the class.

Lesson 14:

- Review 4 vocabulary words for section 3 (ch. 29-43) using pictures: *frail, fugitive, delirious, feeble*
- Read Chapters 42-43 together (or partners and small groups). As you read, stop to discuss predictions, clarify words, ask questions, describe

authentic, informational, and convincing so that the News stations can accurately report what the children of D tent experienced at Camp Green Lake.

Possible Main events:

- Stanley finding the fossil and trying to get the day off
- Stanley finding the KB lipstick and giving it to X-ray
- Digging the Big hole for the Warden
- Stealing the sunflower seeds, and Stanley getting caught
- Zero's escape
- Stanley steals the car
- Stanley and Zero's arrival back at camp

READING CLOSELY FOR TEXTUAL DETAILS

DEVELOPING CORE PROFICIENCIES
ENGLISH LANGUAGE ARTS / LITERACY UNIT

GRADE 6

"The wolf you feed"



HOW THIS UNIT IS STRUCTURED

The unit activities are organized into five parts, each associated with short texts. The parts build on each other and can each span a range of instructional time depending on scheduling and student ability.

Part 1 introduces students to the idea of reading closely for details through an examination of a range of text types. Part 2 introduces students to a particular process for close reading that involves questioning the text—at first generally and then in text-specific ways—to help them focus on important textual ideas and characteristics. Part 3 develops student proficiency by analyzing textual details for making comparisons across texts. Parts 4 and 5 develop students' abilities to express their analysis, first through writing text-based explanations in Part 4 and then, in Part 5, through facilitating and participating in text-centered discussions.

This organization is designed to strengthen the precision of instruction and assessment, as well as to give teachers flexibility in their use of the unit.

The final activities in Parts 1-4 are designed as independent student tasks that can be done either in class or as homework.

Part 5 includes an optional extended assessment activity involving the creating of a student portfolio of work and a reflective essay on their experience throughout the unit.



HOW THIS UNIT MIGHT BE EMBEDDED IN CONTENT-BASED CURRICULUM

The unit is explicitly and intentionally framed as skills-based instruction. It is critical for students to understand that they are developing core literacy proficiencies that will enrich their academic and civic lives. The unit and activities should be framed for them as such. Nonetheless, the texts have been chosen, in part, for their rich content and cultural significance. They contain many important historical and contemporary ideas and themes. Teachers are encouraged to sequence the unit strategically within their

curriculum and instructional plans, and to establish content connections that will be meaningful for students. This might involve connecting the unit to the study of topics or eras in social studies, related genres or voices in literature, or themes and guiding questions. Whatever the curricular context established by the teacher, the central emphasis of the unit should, however, be on evidence-based, text-focused instruction.

INSTRUCTIONAL SUPPORTS FOR ENGLISH LANGUAGE LEARNERS AND STUDENTS READING BELOW GRADE LEVEL

This unit is intentionally designed so that all students engage directly with a series of texts that progress in grade level complexity and activities as the unit unfolds. Appropriate scaffolding is built into the unit design, activity sequence, and tools to make instruction comprehensible to students – especially those who are English Language Learners or are reading well below grade level at the start of the unit – so that they directly experience the complexity of the texts. The unit actively supports these students through explicit instruction of skills and strategies, the building of background knowledge, a progression of increasing text complexity, a focus on student-developed questions, and instructional strategies associated with modeling, grouping, and graphic organizers. Instruction follows a progression that moves from scaffolding and support to independent application.

Among the supports for English Language Learners and below grade-level readers integrated into the units are:

Unit Design and Instructional Sequence: By design, students begin learning to “read closely” by first encountering visual images, which they scan for details, and then multi-media texts that reinforce the skills of identifying details and making text-based observations from those details. Thus, before they ever encounter print texts of grade level complexity, students begin to develop skills and strategies through visual learning experiences. They then learn to transfer these skills to the reading of more complex texts. The text sequences in this Reading Closely unit are also set up as a “staircase of complexity,” so that students move from more accessible texts that help them build background knowledge to more challenging texts that they analyze for perspective and use of language. The sequence of texts culminates in a final, three-text set, which presents students with a range of text complexity, based on both quantitative and qualitative

measures. Students are expected to become an “expert” for only one of these texts, providing teachers with an opportunity to differentiate content (text selection) based on students’ reading levels or English language mastery.

Short Texts, Focused Reading: Most of the texts in the unit are relatively short in length, allowing students to focus on individual paragraphs and sentences as they learn to read closely and derive meaning. Text-dependent questions included in the instructional notes further focus students’ reading to important or more challenging sections of text.

Read Alouds and Modeling: At key parts in the instruction, teachers read text aloud so that students can listen to the cadence and structure of texts while also following along themselves. By listening to a proficient reader, students pick up on natural pauses and pronunciation of words. Teachers also model “think alouds,” wherein they discuss what they visualize and think as they read. Teachers thus model reading proficiently, and also model using the skills and graphic organizer tools that help students learn to read closely. Students see the tools and skills modeled before they apply them, first in pairs or small groups, then independently.

Guiding Question Framework: The units break the reading process down into manageable steps that are increasingly complex. For example, rather than simply asking students to paraphrase what they have read, the unit asks students to start by writing down details they have found in the text related to a guiding question like “What words or phrases stand out to me as I read?” Already equipped with details they have written down, students are then asked to discuss these details. Only after having had these two opportunities to interact with the text and peers do students attempt to paraphrase what they have read.

≡ HOW THIS UNIT ALIGNS WITH CCSS FOR ≡ ELA/LITERACY

The instructional focus of this unit is on learning to read text closely: attending to details, language, and perspective; posing and responding to text-dependent questions; and analyzing connections and relationships to deepen understanding. The unit also emphasizes informational text, while incorporating literary nonfiction and other literary texts. Accordingly, the primary alignment of the unit – the targeted CCSS – are **RI.1**, **RI.2**, and **RI.6** (*read closely to determine literal and inferential meaning, determine central ideas and supporting details, and assess author’s point of view – while attending to and citing specific textual evidence*). Students develop these skills throughout the unit through direct instruction and guided practice, and they are assessed continuously through activities, tools, and written products.

As students develop these primary targeted reading skills, they are also practicing, and eventually demonstrating, their abilities to engage in text-centered discussions. Thus, **SL.1** (*engage effectively in a range of collaborative discussions, building on others’ ideas and expressing their own clearly and persuasively*) is also an emerging targeted CCSS as the unit progresses, and is directly assessed in the final, discussion-based activity of Part 5.

As students develop these primary targeted CCSS skill sets, they also practice and use related reading and writing skills from supporting CCSS. Thus, in Part 2, they begin to focus on **RI.4** (*interpret words and phrases as they are used in a text*) and in Part 3 on **RI.9** (analyze how two or more texts address similar themes or topics), with **RI.9** formatively assessed in Part 5.

Students focus on crafting effective evidence-based writing, working from titles and paraphrases to summary sentences and explanatory paragraphs. Thus, **W.2** (*write explanatory texts to convey ideas and information clearly and accurately*) and **W.9** (*draw evidence from texts to support analysis*) are also introduced and practiced in the unit, as is **W.4** (*produce clear and coherent writing*).

Finally, because students are expected to read and analyze a grade-level text somewhat independently in Parts 4 and 5, the unit provides initial evidence of how well students can meet the expectations of **RI.10** (*read and comprehend complex texts independently and proficiently*).



UNIT OUTLINE

PART 1: UNDERSTANDING CLOSE READING

- The teacher presents an overview of the unit, discussing the purposes and elements of close reading.
- Students are oriented to the idea of attending to details through examining images.
- Students use guiding questions to look closely for details in a text.
- Students use guiding questions to look closely for details in a multi-media text and write a few sentences explaining something they have learned.
- Students use guiding questions to independently explore a multi-media website.

PART 2: QUESTIONING TEXTS

- The teacher models how to use the Questioning Texts Tool to guide a process for close reading, and then pairs practice on a text they have read.
- Students listen to a new text and use the Questioning Texts Tool to guide their reading.
- The teacher guides the class through an analysis of the text using the Analyzing Details Tool.
- Students develop their own text-specific questions with which to analyze the text.
- Students write 1-3 sentences explaining their analysis of the text and list supporting textual details.

PART 3: ANALYZING DETAILS

- Students listen to and then closely read and analyze a new text.
- The teacher guides and supports students in a comparative discussion of the texts.
- Students develop a comparative question in groups and individually write a paragraph answering their question.
- Students independently read texts using a guiding question.

PART 4: EXPLAINING UNDERSTANDING

- The teacher introduces the final culminating text-centered writing and comparative discussion.
- Students listen to three related texts and discuss them as a class.
- Students select (or are assigned) one of the texts to discuss with a small group and then analyze independently.
- Students use their analysis to independently write a detail-based explanation of one of the texts.

PART 5: DISCUSSING IDEAS

- The teacher leads students in a reflective conversation about productive, text-centered discussions.
- Students discuss their analysis in groups and independently prepare for leading a text-centered discussion by crafting a comparative text-dependent question.
- Students lead and participate in text-centered discussions with other students who have analyzed different texts.

PART 1

UNDERSTANDING CLOSE READING

"there are two wolves inside me"

OBJECTIVE:

Students learn what it means to read a text closely by attending to and analyzing textual details. Students analyze visual-based texts.



ACTIVITIES

1- INTRODUCTION TO UNIT

The teacher presents an overview of the unit, discussing the purposes and elements of close reading.

2- LOOKING CLOSELY FOR DETAILS

Students are oriented to the idea of attending to details through examining images.

3- READING CLOSELY FOR DETAILS

Students use guiding questions to look closely for details in a text.

4- ATTENDING TO DETAILS IN MULTI-MEDIA

Students use guiding questions to look closely for details in a multi-media text and write a few sentences explaining something they have learned.

5- INDEPENDENT READING/RESEARCHING ACTIVITY

Students use guiding questions to independently explore a multi-media website.

ESTIMATED TIME: 3-4 days**MATERIALS:**

Texts #1-4
Guiding Questions Handout
Reading Closely Checklist



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RI.6.1 RI.6.2

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SUPPORTING STANDARD(S): RI.6.4

RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

ACTIVITY 2: LOOKING CLOSELY FOR DETAILS

Students are oriented to the idea of attending to details through examining images.

INSTRUCTIONAL NOTES

TEXTUAL NOTES

Introduce students to the set of photographs they will study, but provide minimal contextual information.

If you want digital images, the photos can be found online using the links in the text set. (Note: this activity can be done using a printed copy of the visual image(s), a projection in the room, or on computers, allowing students literally to zoom closer and note specific details.)

EXAMINE IMAGES IN SMALL GROUPS

- Students examine the image(s) in small groups and answer the question "What stands out to me as I examine this image?"
- In their groups, students find several details that stand out to them, with one group member serving as a recorder of all their details.
- Groups may consult the GQ Handout for further questions to help them focus on details.
- Groups discuss what the details suggest to them and identify any new questions they have after examining and discussing the details.

CLASS DISCUSSION & SUMMARIZING ACTIVITY

- Lead a discussion on what the groups noticed about the images and the questions they had
- Discuss how these questions are "text-specific" – questions that:
 - ⇒ Emerge from looking closely at the image
 - ⇒ Prompt them to look for more details
 - ⇒ Lead to a greater understanding of the image.
- Students list three details they think are "key" for them in understanding something that is going on in one of the images.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1- What is this image mainly about?
- 2- What stands out to me as I examine this image?

Text-specific Question(s):

- 1-In the second image, how is the wolf depicted compared to the other figures?
- 2-In the third image, what do the position and stance of the wolves indicate? What does the condition of the surrounding snow suggest?
- 3-What are the men doing to the wolf in the fourth image?

NOTE: Throughout the unit Model text-specific questions associated with Guiding Questions have been provided in the material. These questions are included to illustrate the process and possibilities; teachers are encouraged to develop their own text-specific questions based on their own analysis.

- Students write a caption that summarizes what they think the image is about and share and compare their captions/titles, noting the details that have led to what they have written.

At this stage, definitive answers do not need to be established for questions students pose. The purpose of the exercise is for students to get a sense of how close examination of texts leads to questions which in turn lead to further examination of textual detail, and an ability to communicate meaning to others.

ACTIVITY 4: ATTENDING TO DETAILS IN MULTI-MEDIA

Students use guiding questions to look closely for details in a multi-media text and write a few sentences explaining something they have learned.

INSTRUCTIONAL NOTES

TEXTUAL NOTES

Text #3 is a short YouTube video by David Owens that uses images, sounds, music, narration and text to dramatize a Cherokee story about the “two wolves” that lie within us – and sets up the idea of looking at wolves from different perspectives that runs throughout the unit. The video presents a shorter version of the legend, in which a grandfather talks to his grandson about the good and bad wolves that fight for dominance within humans. It provides opportunities for students to attend to textual details while viewing, notably the qualities associated with each of the wolves.

Extended Exercises:

There are many text versions of the Cherokee legend available that highlight different aspects of the legend. Teachers can search online or in their libraries and select one (or more) that they judge appropriate for their students. An interesting exercise is to have students first watch the video closely, then read a text version, look for new details, and contrast how they present the story differently.

Finally, if you want to continue the discussion of how differently Native and European cultures have viewed the wolf, see the supplementary text from the How Stuff Works website on werewolves, which [at 1100L] presents an accessible and interesting explanation of such topics as Werewolf Origins, Transformations, etc., and which makes the following interesting observation: “Teenagers and young adults can identify with the idea of sudden, seemingly inexplicable changes in their skin, hair and body. And just about everyone has experienced the struggle to keep control of emotions like anger and frustration.”

VIEW THE VIDEO

- Students view the video with no additional context provided, other than what they bring from studying the previous texts.
- Students think about a guiding question (i.e. “What information or ideas does this text present?”) as they watch the video.

CLASS DISCUSSION AND RE-VIEW OF VIDEO

- Before re-viewing the video, briefly discuss students’ initial observations.
- Use some of students’ observations to craft a specific question about the video to guide the re-view. Alternatively, additional guiding questions can be used.
- Students record key details in a two-column notes format.
 - ⇒ Note details sequentially in the first column of their notes, then highlight details they see as important, and explain (in the second column) why they see those selected details as important.

ACTIVITY 5: INDEPENDENT READING/ RESEARCH

Students use guiding questions to independently explore a multi-media website.

INSTRUCTIONAL NOTES

This activity is an optional extension of Part 1 where students can enrich their skills of looking for details with web-based text. It is recommended for students who have access to a computer either as an individual or in groups. Accessing an informational site can not only help students apply close reading skills in the context of Internet research, but also enrich their understanding of the topic and other texts they will encounter in the unit. Students might be expected to develop deeper understanding of a part of the website through close reading and viewing, and to bring details and information they have found back to a small group discussion.

TEXTUAL NOTES

There are many excellent websites that present information about wolves and allow students to navigate and read to learn more about the unit's topic. The Living With Wolves website is from an organization that supports wolf survival, and provides many links that allow students to discover more about wolves, including photos, videos, etc. The Lobos of the Southwest website discusses restoration efforts for the Mexican Gray Wolf. Students might explore one aspect of this (or another) site and then report back to their peers.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

1- What do I learn about the topic as I read (explore the website)?

Text-specific Question(s):

1- What interesting details, examples, or ideas can I find that relate to the other texts we are studying?

ASSESSMENT OPPORTUNITIES

Students' captions and paraphrases for Texts #1 & 2 can be reviewed to see if they are able to generalize from details, and might provide a pre-assessment of skills before students read and analyze more challenging passages in Parts 2-5. These short, informal writing samples should also be reviewed for evidence that students are able to clearly explain their thinking about the texts they are reading. The reflective conversation using the Reading Closely Checklist is an opportunity for students to self-assess. Student conversations in small groups, particularly in relation to Text #3 (the video), also can provide rich initial evidence of their emerging thinking, and of the skills related to Text-Centered Discussions that they bring into the unit, since they will be demonstrating those discussion skills in Part 5.

ACTIVITY 1: HOW SKILLFUL READERS APPROACH TEXTS

The teacher models how to use the Questioning Texts Tool to guide a process for close reading, and then pairs practice on a text they have read.

QUESTIONING TEXTS TOOL

The **QUESTIONING TEXTS TOOL** supports students in a process for close reading. The tool prompts students to record and organize basic information about a text and to focus on their reading purposes. It provides a place for recording guiding questions to help them read closely for details and text-specific questions they have come to in their reading.

INSTRUCTIONAL NOTES

MODEL THE TOOL

Begin by modeling the Questioning Texts Tool, using Text #2:

- Think-aloud and talk through what you record in each Approaching the Text box.
- Select one or two questions to focus on from the Guiding Questions Handout.
- Re-read through the text, searching for details related to your guiding question. Model marking and annotating the text.
- Frame a new, text-specific question that the guiding question draws out of the passage.

TOOL PRACTICE IN PAIRS

- Student pairs continue examining Text #2 with the Questioning Text Tool.
- Have student pairs use a *different* guiding question as a lens for examination and come up with related text-specific questions.
- The key skill to work on is having students frame a good, text-specific question that emerges after students have used the guiding question to identify important information in the text.

ACTIVITY 3: ANALYZING TEXT WITH TEXT-SPECIFIC QUESTIONS

The teacher guides the class through an analysis of the text using the Analyzing Details Tool.

ANALYZING DETAILS TOOL

The **ANALYZING DETAILS TOOL** also supports students in a process for close reading. The tool begins with a place to record their self-generated (or teacher-provided) text-specific question that they have come to through a guiding question. The tool prompts students to re-read the text marking and annotating details related to their question. Students then review their details and select those most relevant to their question. Students then analyze and make connections among those details to answer their question and deepen their understanding.

INSTRUCTIONAL NOTES

MODEL THE TOOL

- Guide the class through the tool identifying your reading purpose and using a text-specific question that emerged from class discussion. The tool can also be used with guiding questions or with text-specific questions you provide to students.
- Read and annotate the text actively, marking, highlighting, or flagging details that are related to the reading purpose and question.
- Review the details you have marked, looking for "key" details, words, and phrases that relate to your reading purpose and question, and that convey or support a central idea.
- Record 3 of these key details/phrases from the text in the "Selecting Details" section of the tool, indicating the source/location in the "reference" section.
- Analyze each detail and record your thinking.
- Connect the details by writing a sentence based on your analysis.
- Have students all fill in their own tool with the information developed as a class. This allows students to get a feel for using the tool and provides them with analysis and models in their personal notebooks.

TEXTUAL NOTES

Students can be given any of the paragraph sets that follow to read for details about such topics as alpha wolf behavior, wolves' movement through their territories, wolf communication, comparisons to humans, etc.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):
What do I learn about the topic as I read?
How do the ideas relate to what I already know?

Text-based Question(s):
In paragraphs 7-10, what do we learn about the behavior of "alphas"?
How does what I learn about "alphas" relate to what I've read/found in the other texts of the unit?



ACTIVITY 5: INDEPENDENT WRITING

Students write 1-3 sentences explaining their analysis of the text and list supporting textual details.

INSTRUCTIONAL NOTES

In Part 4 of the unit, students will be developing and practicing the skills of writing a detail-based explanation of a text they have read. In this activity, introduce the idea of what a text-based explanation entails, possibly modeling one for Text #2. Ask students to work from their Analyzing Details Tool completed in Activity 4 and to write several clear, coherent, and complete sentences that explain something from their analysis of Text #5, making sure to reference key details they have identified. Connect this writing activity to skills students have been working on with their earlier paraphrasing activities.



ASSESSMENT OPPORTUNITIES

At the end of Part 2, students will have:

- Completed a Questioning Texts Tool for Text #2
- Completed a Questioning Texts Tool for Text #5
- Annotated their texts to highlight details related to their text questioning
- Completed an Analyzing Texts Tool for Text #5 both as a class and independently
- Written an explanation of their analysis of the text, including supporting details
- Engaged in group and class discussions

The primary focus of evaluation at this stage should be on student ability to use questioning to focus their annotation and selection of details. Examine student Questioning Texts Tool to evaluate the formation of their text-specific questions and their relationship to the guiding questions. Examine their annotated texts and Analyzing Details Tool to evaluate the relevance of their selected details and their recorded thinking and connections. Evaluate the tools for evidence of students' reading and thinking; examine the short written explanations for their developing writing skills, paying attention to use of evidence and to word choice, punctuation, and grammar.



ACTIVITY 1: ANALYZING TEXTUAL DETAIL

Students listen to and then closely read and analyze a new text.

INSTRUCTIONAL NOTES

INTRODUCE AND READ TEXT #6 ALOUD

Students now engage a new text that presents a different point of view on the topic. As before, students listen to the text with no initial context provided other than what they have already learned from their study of previous, related texts.

INDEPENDENT READING

- Students complete the first parts of the Questioning Texts Tool, selecting Guiding Questions that relate to the *author's perspective*.
- Students read the text using their Guiding Questions to focus them on relevant details they can question further.

CLASS DISCUSSION

- Lead a discussion of the text focusing on difficult sections and key academic vocabulary.
- Students should draw on details they found related to their Guiding Questions in discussion.
- Have students develop text-specific questions about key details that emerge in discussion.

RE-READING TO ANALYZE DETAILS

- Students work in groups to hone text-specific questions.
- Students use their question to analyze the text with the Analyzing Details Tool.

CLASS DISCUSSION

- Discuss the connections students have made in a final class discussion of Text #6.

TEXTUAL NOTES

Text #6 is an excerpt from the open source edition of Jack London's famous novel *White Fang*. "The Battle of the Fangs" describes in vivid detail a violent encounter among four wolves traveling in a pack (two of whom will become the parents of the novel's main character); it connects directly with Text #8, a later chapter from the novel. The passage offers a challenging reading experience for students due to its descriptive language, but measures at a level [1020L] in the middle of the 6th grade text band. It also presents an interesting contrast to Text #5, allowing students to analyze differences in the ways wolf pack behavior are presented, and ultimately differences between informational and literary text. Because of the density of the description, student groups might be given shorter excerpts to read closely and analyze for details, reporting what they have discovered back to the class.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1- What words or phrases are powerful or unique?
- 2- What do the author's words cause me to see or feel?

Text-specific Question(s):

- 1- In the first six paragraphs, what details are presented to describe each of the wolves in the pack: the she-wolf, the large grey wolf, the one-eyed wolf, and the three-year old? What do these details tell us about the pack and its behavior?
- 2- What details does London present to illustrate his statement that, "The battle began fairly, but it did not end fairly"? What does his description of the battle cause us to see and feel?
- 3- What does the phrase "the tragedy of the natural world that was tragedy only to those that died" mean in this story? What seems to be Jack London's view of the wolves' behavior he describes?

ACTIVITY 3: EXPLAINING AND COMPARING TEXTS (CONT'D)

INSTRUCTIONAL NOTES

WRITING COMPARATIVE ANALYSES

- Students draw from their notes, tools, annotated texts, and sentences from earlier activities to construct a paragraph answering their comparative question. Paragraphs should include:
 - ⇒ The comparative question
 - ⇒ 1-2 sentences explaining their analysis of Text #5 and key supporting details
 - ⇒ 1-2 sentences explaining their analysis of Text #6 and key supporting details
 - ⇒ 1-2 sentences explaining a connection they have made between the two texts that answers their comparative question
- Students construct the paragraph by:
 - ⇒ Introducing the topic, in this case the comparison made between the texts
 - ⇒ Organizing their information to clearly and logically express their ideas
 - ⇒ Developing the topic with appropriate supporting details
 - ⇒ Linking sentences with appropriate transitional words and phrases to clarify relationships and establish coherence
 - ⇒ Using precise language and an academic (formal) style of writing.
- In small groups, students read and peer-review their comparative paragraphs
 - ⇒ Prior to submission, an optional revision may be asked of the students based on peer feedback.
- Students submit paragraphs and their supporting materials.

ACTIVITY 4: INDEPENDENT READING

Students independently read texts using a guiding question.

INSTRUCTIONAL NOTES

This reading, which sets up Parts 4 and 5 of the unit, can be done as homework or in class, with more or less scaffolding depending on how students have been doing in previous reading experiences. On their own, students read Texts # 7, 8, & 9 - topic-related texts all written in a similar genre/mode, using Guiding Questions to set up a Questioning Texts Tool. At this point, students do not need to study any of the three texts, rather simply be familiar with them, so they can prepare themselves for analyzing one of the texts through close reading in Part 4 and for leading a comparative discussion in Part 5.

ASSESSMENT OPPORTUNITIES

In Part 3, students will have:

- Completed a Questioning Texts Tool for text #6 individually and in groups
- Completed an Analyzing Texts Tool based on their own text-specific questions
- Taken part in a group discussion about connections between texts #5 and #6
- Written a paragraph explaining their analysis of Texts #5 and #6 and making connections between them.

Use these work samples to both assess how the class is doing overall in the skills of close reading, questioning, analyzing details, comparing, and explaining, and to help determine which of the three texts students might be assigned to read and analyze for Parts 4 and 5 of the unit. Thus, their paragraphs potentially serve both as formative and diagnostic assessment. As before, student discussions provide opportunities to “listen in” and informally assess their speaking and listening skills, in anticipation of Part 5.

≡ ACTIVITY 1: INTRODUCTION TO ≡ CULMINATING ACTIVITY

The teacher introduces the final culminating text-centered writing and comparative discussion.

INSTRUCTIONAL NOTES

The final two parts (4 and 5) of the unit are a two-stage culminating activity in which students first analyze and write about one of three related texts, then lead a comparative discussion about the three texts. In the first stage, students are introduced to the texts and choose one to read closely with a small, “expert” group. Building on their collaborative close reading, students independently analyze and write about their text. In the second stage of the culminating activity, students return to their small groups to discuss their writing and draft a question that compares their text to the other texts in the unit. Students then “jigsaw” to a new group and use their analysis, writing, and comparative question to facilitate and participate in a structured text-centered discussion with students who have analyzed the other two texts.

The culminating text-centered discussions could be given in an “academic panel” format. In this format, student groups have their discussions in front of the class (and invited community members) to simulate real-world and college panel discussions. See the description at the end of Part 5 for more details.

≡ ACTIVITY 2: READING AND DISCUSSING ≡ RELATED TEXTS

Students listen to three related texts and discuss them as a class.

INSTRUCTIONAL NOTES

- Read aloud the texts #7, #8, and #9. Alternatively, strong readers can be asked to read aloud.
- Lead a discussion of the students’ first impressions of the texts, using the Guiding Questions to help facilitate discussion.

ACTIVITY 3: QUESTIONING AND ANALYZING TEXTS INDEPENDENTLY

Students select (or are assigned) one of the texts to discuss with a small group and then analyze independently.

INSTRUCTIONAL NOTES

Students may be assigned a text based on their reading comprehension levels, interests, or developing skills (as demonstrated earlier in the unit), or they may be allowed to choose a text following their initial reading and small group discussion of the three. Either way, each student will be responsible for doing a close reading, questioning, analysis, and summary of one of the three related texts.

SMALL GROUP CLOSE READING USING THE QUESTIONING TEXTS TOOL

- Small "expert" groups read one of the texts collaboratively using the Questioning Texts Tool.
- Each group member fills in his/her own Questioning Texts Tool for their assigned text, and each develops a separate text-specific question through their discussion.

INDEPENDENT ANALYSIS USING THE ANALYZING DETAILS TOOL

- Students independently complete an Analyzing Texts Tool using a text-specific question (his/her own or one from another group member).
- Students might optionally return to their expert groups to discuss their analysis.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s) (for all three texts):

- 1- What is the author's personal relationship to the topic or themes?
- 2- What do I learn about the topic as I read?
- 3- How do the ideas relate to what I already know?
- 4- How are the details I find related in ways that build ideas and themes?

Text-specific Question(s):

Text #7: "All About Wolves - Hunting Behavior," Wolves and Moose of Isle Royale website

- 1- What is the purpose for writing this explanation found on the Isle Royale website?
- 2- What specific details are included about how wolves work in packs to hunt moose? About how wolves "perceive their world" and use their senses to hunt for moose? About wolves' activity levels and the energy they burn when hunting?
- 3- How do these details about wolf behavior connect to information from other texts in the unit?
- 4- After reading Texts #5 and #8, what picture of the life of Isle Royale wolves emerges? In what ways is it difficult? In what ways is it similar to or different from human life?
- 5- Do wolves as presented in this text seem more like the "good wolf" or the "bad wolf" from the Cherokee story? What details from the text support your answer?



ACTIVITY 4: INDEPENDENT WRITING

Students use their analysis to independently write a detail-based explanation of one of the texts.

INSTRUCTIONAL NOTES

This final activity of Part 4 serves both as a more formal assessment of each student's demonstration of the skills focused on in the unit, and as a foundation for their planning in Part 5, where they will lead a discussion comparing their text to others read in the unit. Students will submit this writing exercise as part of their assessment in Part 5.

Students write a multi-paragraph explanation, using textual evidence that explains:

- ⇒ A central idea of the text and how it is developed across it
- ⇒ What the central idea demonstrates about the author's perspective on the topic
- ⇒ What they have come to understand about the topic from the text.



ASSESSMENT OPPORTUNITIES

The multi-paragraph explanations students draft in Part 4 should be reviewed closely as evidence of their close reading skills (and, to a lesser extent, as a formative assessment of their explanatory writing skills). At this point, students should be able to:

- Describe accurately central ideas of a text
- Explain observations about the author's perspective
- Identify something they have learned from their reading that is clearly text-related
- Reference details related to each of these writing purposes.

Students who can do so are ready to lead discussions in Part 5. Students who have not yet been able to read and explain their understanding of their text successfully may need additional support before moving on to Part 5.

ACTIVITY 1: UNDERSTANDING TEXT-CENTERED DISCUSSIONS

The teacher leads students in a reflective conversation about productive, text-centered discussions.

INSTRUCTIONAL NOTES

Throughout the unit, students have informally practiced the skills and behaviors used in text-centered discussions without formal instruction related to Speaking and Listening CCSS SL.1. Now present students with the TCD Checklist, a framework that outlines those skills.

- Read through the Checklist asking students to reflect on their performance for each criterion in the small group discussions throughout the unit.
- Have students refer to specific moments (or evidence) from previous small group discussions as examples of when they demonstrated – or didn't demonstrate – the criteria.
- Students fill out the checklist, indicating which skills they have demonstrated in small-group and class activities, noting specific examples in the "Comments" section.
- Students identify skills/behaviors they want to work on in this last part of the unit, as they prepare for and participate in their culminating text-centered discussions.

ACTIVITY 2: IDENTIFYING AND ORGANIZING IDEAS

Students discuss their text explanations in groups and independently prepare for leading a text-centered discussion by crafting a comparative text-dependent question.

INSTRUCTIONAL NOTES

Students prepare for their culminating demonstration of the unit where they will explain a central idea of their text, identify something they have learned from reading their text (in the context of the other texts of the unit), and pose a comparative text-dependent question to facilitate a text-based discussion. The key to this activity is that each student is encouraged to come up with an individual insight or observation that has sprung from reading and studying texts throughout the unit. For some students, this could be a more literal discovery or comparison, for others an inference supported by the texts, and for others still, an evidence-based claim. Students' discoveries need to be text-based and connected to a text-dependent question, but do not need to be too carefully structured around a particular theme, idea, or detail.

EXPERT GROUP DISCUSSIONS

- Students review each other's explanations in text-based expert groups for accuracy and use of details and compare the observations/discoveries they have made about their common text.
- Students discuss their text in relationship to texts #5 & #6, and to the other texts of the unit.
- Use the Text-Centered Discussion Checklist to help guide their discussion.

DEVELOP A COMPARITIVE QUESTION INDEPENDENTLY

- Students independently develop a text-dependent question that is based in their text but connects it to other texts.
- This question will be used to set up discussion when they join a new group in Activity 3.
- Depending on student ability, teachers might choose to model a comparative question and/or work individually with some students to help them develop their own.



ASSESSMENT OPPORTUNITIES

The culminating assessment activity of the unit involves participating in and leading a text-centered discussion, through which students can demonstrate both their developing skills of close reading, analysis, and questioning as well as their emerging discussion skills. As such, the activity provides both summative assessment for learning within the unit and pre-/formative assessment to inform instruction in future units. To capture evidence, listen in on group conversations and have students self and peer assess using the TCD Checklist. If more formal evidence is needed, students can compile an optional collection of evidence that includes a reflective narrative (see below), or you can record video of student conversations and review them later.



OPTIONAL – COLLECTION OF EVIDENCE

To extend assessment within this final activity, students could compile a collection of evidence that reflects what they have learned in the unit. The collection could include a:

- written explanation of their final focus text with the tools that have informed and supported that analysis
- comparative text-dependent question for their discussion group, and some reflection about what happened when the group discussed their question
- self-assessment of skills they have demonstrated as close readers and as group members, using the Reading Closely and TCD Checklists to identify and explain their strengths as well as areas they intend to focus on in further work
- personal narrative in which they “tell the story” of what they have experienced, discovered, and learned within the unit, including a reflective summary of their reading experience for one or more of the texts

The student collection of evidence can be used for evaluation of learning in the unit, but will probably be most valuable as a formative assessment to help the teacher, and student, know what to work on in future units.

Common Core Curriculum

English Language Arts	Mathematics
<u>Prekindergarten English Language Arts</u>	<u>Prekindergarten Mathematics</u>
<u>Kindergarten English Language Arts</u>	<u>Kindergarten Mathematics</u>
<u>Grade 1 English Language Arts</u>	<u>Grade 1 Mathematics</u>
<u>Grade 2 English Language Arts</u>	<u>Grade 2 Mathematics</u>
<u>Grade 3 English Language Arts</u>	<u>Grade 3 Mathematics</u>
<u>Grade 4 English Language Arts</u>	<u>Grade 4 Mathematics</u>
<u>Grade 5 English Language Arts</u>	<u>Grade 5 Mathematics</u>
<u>Grade 6 English Language Arts</u>	<u>Grade 6 Mathematics</u>
<u>Grade 7 English Language Arts</u>	<u>Grade 7 Mathematics</u>
<u>Grade 8 English Language Arts</u>	<u>Grade 8 Mathematics</u>
<u>Grade 9 English Language Arts</u>	<u>High School Algebra I</u>
<u>Grade 10 English Language Arts</u>	<u>High School Geometry</u>
<u>Grade 11 English Language Arts</u>	<u>High School Algebra II</u>
<u>Grade 12 English Language Arts</u>	<u>High School Precalculus and Advanced Topics</u>

In order to assist schools and districts with the implementation of the Common Core, NYSED has provided curricular modules and units in P-12 ELA and math that can be adopted or adapted for local purposes. Full years of curricular materials are currently available on EngageNY for grades Kindergarten through 11th grade in Mathematics and Kindergarten through 11th grade in English Language Arts (ELA). NYSED is working with our partners to deliver high quality curricular materials for all remaining grades in both Mathematics and ELA. In Mathematics, full years of instruction will be available for all remaining grades this summer. Grade 12 materials will be available in both Mathematics and ELA in late spring 2015.

How can I provide feedback on the curriculum modules?

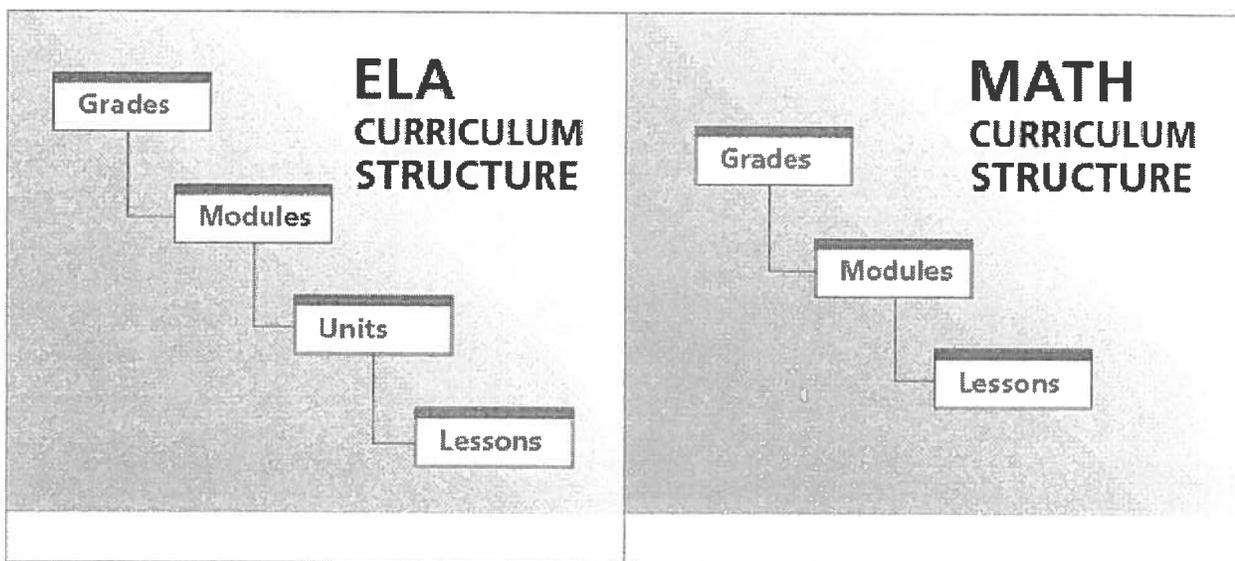
If you have any feedback on the curriculum modules, let us know by completing the Curriculum Feedback Form. We will review all feedback as we continue to make improvements to the materials.

Guidance on Integrating Curricular Materials into the Classroom

The optional curricular materials on EngageNY are designed to be adopted or adapted. Educators will find both PDF and Word versions available for their use. Some lessons provide detailed instructions or recommendations but it is important to note that **the lessons are not scripts** and rather they should be viewed as vignettes so that the reader can imagine how the class could look.

Lessons are adaptable and allow for teacher preference and flexibility so that what is happening in the classroom can both meet students' needs and be in service to the shifts and the standards. If you do choose to make significant changes to lessons, the [Tristate/EQuIP rubric](#) is available to help you evaluate the quality, rigor, and alignment of your adapted lessons.

Also, please note that the Math modules include a significant number of problem sets so that students have ample opportunity to practice and apply their knowledge. Educators can help students to achieve deep conceptual knowledge by asking them to complete selected problems that have been designed in a sequential, thoughtful order. It is not expected that all the problems in a problem set be administered, but rather educators can choose from the ample amount of problems provided. Educators may certainly adapt this curriculum using their own judgment regarding student needs and pace of the semester and/or year.



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Curriculum materials for ELA subjects are structured into 4 levels of hierarchy. You can navigate by grade, then by various modules within the grade. Each module is divided into units, and each unit is further divided into lessons.

Curriculum materials for Mathematics subjects are structured into 3 levels of hierarchy. You can navigate by grade, then by various modules within the grade. Each module is then divided into lessons.

These optional curriculum materials:

- Support teaching and learning in Pre-Kindergarten (Pre-K) through Grade 12 classrooms across New York State and provide access to sequenced, spiraled, content-rich statewide curriculum programming and instructional practices that support the attainment of the CCLS and align to the Board of Regents' strategic goals.
- Include teaching and learning experiences that scaffold P-12 grade levels, are focused on P-12 learning progressions, and project a trajectory of learning standards in each content area (English Language Arts & Literacy and Mathematics).
- Incorporate curriculum maps, lesson plans, performance tasks, scaffolding materials, samples of student work, and other classroom artifacts. Newly developed modules will provide curriculum and instructional resources targeted to address all learners within any classroom setting.
- Emphasize resources that are planned and developed according to the principles of Universal Design for Learning (UDL), and are able to be used by all students, including:
 - English language learners (ELL)
 - Students with disabilities (SWD)
 - Accelerated learners
 - Students achieving and performing below grade level (up to two grade levels behind through grade 8, and up to four grade levels behind in high school, grades 9-12).

Curriculum modules include:

- Year-long scope and sequence documents
- Module framing/overview documents
- Performance tasks (for admin in the middle and at the end of each module)
- Lesson plans
- Lesson plan supporting materials (class work, homework, etc.)

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Unit Contents: The Power of Peaceful Protest (ELA Grade 7)

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Unit Overview: The Power of Peaceful Protest

Purpose- My purpose in this unit is to provide students with the following:

- a. A sequence of instruction that supports deeper comprehension of a complex text
- b. Development of student's ability to identify, trace, analyze and discuss an author's development of various points of view in a text
- c. A format for students to question their own views on prejudice and violence in a historical and personal context.

Objectives-

- a. Students will develop a deep comprehension of a complex text through use of metacognitive and explicit vocabulary strategies, reading and rereading, generating questions and answers based on the text, and participating in extended text based discussions.
- b. Students will deepen their understanding of the history of segregation as a backdrop to explore their thoughts, feelings, and opinions on the use of violence.
- c. Through this instructional sequence students will master the following CCSS:
 - a. CCSS.ELA-LITERACY.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies
 - b. CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
 - c. CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - d. CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
 - e. CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - f. CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.
 - g. CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Vocabulary-

- a. Explicit instruction: *epiphany, degradation, segregation, advocate, transcend, inferiority, milieu, foray, deluged, gauntlet, predominantly, shrewd, hypocrisy, insipid, fawn, mecca*
- b. In preparation for the FSA, students will highlight the context clues and morphemes within a sentence that aid in developing metacognitive denotations.
- c. Finally, students will develop dictionary references skills to assess their word predictions then use each word to write a creative short story based on a historically relevant picture.

Materials-

- a. Document camera, projector, PowerPoint, virtual polls, chart paper, highlighters, white boards, dry erase markers, erasers, sticky notes, The History Channel video clip “The Little Rock 9”, ABC’s “What Would You Do?” episode,
- b. Anchor Texts: Anchor texts are from Houghton Mifflin Harcourt Florida Collections Grade 7 copyright 2015. (Collections Close Reader consumable pg. 95-102)
 - a. Text 1
 - from "The Most Daring of [Our] Leaders" by Lynne Olson
 - Quantitative: Lexile Level 1190
 - Qualitative: Text contains more than one meaning that can be easily inferred, a sequential text structure, some unfamiliar language and somewhat complex social studies concepts.
 - b. Text 2:
 - speech by John Lewis from the Democratic National Convention
 - Quantitative: Lexile level 890
 - Qualitative: Text contains more than one purpose, genre traits common to speeches, clear/direct language, and some specialized language.
- c. Supplemental Texts: Segment of Gov. George Wallace’s 1963 Inaugural Address, Segment of “God's Judgment of White America (The Chickens Come Home to Roost)” by Malcolm X & edited by Imam Benjamin Karim
- d. Handouts: Vocabulary Anticipation Guide, Directed Note taking organizers, Reciprocal Viewing Guide, Reading Comprehension Questions, Argumentative Essay Planner, Argumentative Rubric

Essential Questions- To what extent is violence ever justified? What is the most effective form of social change?

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Prior to Beginning Unit: Hook and Activation of Background Knowledge

Lessons on Inequality

1. Watch an episode of ABC's "What Would You Do?" Take note of the people who stand up for "victims" and discuss what character traits they have in common. As an exit ticket, students design and share their own social experiment ideas that could be implemented successfully at school.
2. Classroom Social Experiment: Students will be given the task of shooting a paper ball into a trashcan at the front of the room under the following conditions: they only have one shot, they must stay in their assigned seat, and only the students in the front row may ask questions. Obviously, the students in the front row have quite an advantage over the students in the back of the room, but they do not see this until we debrief because they are so focused on achieving their goal. At the end, students are able to see the privileges and advantages they have in this country and learn the value of speaking up for those without a voice.
3. Post the Essential Question on Edmodo in a classroom poll for students to share their opinions.

Instructional Day 1

1. Topic Question and Strategic Use of Afferent Discussion
 - a. Post the Essential Question #1 as with a picture of a student protest.
 - b. Students write as SRES paragraph explaining their opinions.
 - c. Students think/pair/share their paragraphs with their partners and groups.
 - d. One student from each group shares their most effective paragraph with the class.
 - e. Vote with your feet: All those who believe one should always defend themselves with violence go to one side; all those who think one should never engage in violence go to other; those who aren't sure stand in middle. Each group create an argument to win over the people in the middle.
2. Reciprocal Viewing: "Little Rock- School Integration"
 - a. One student will take note of any act of violence while his/her partner takes note of any peaceful act of protest.
 - b. Groups will think/pair/share notes and discuss whether or not this video changed their perspective on the essential question.
3. Vocabulary Instruction
 - a. Introduce the following words in sentences from the text: *epiphany, degradation, segregation, advocate, transcend, inferiority, milieu, foray, deluged, and gauntlet*
 - b. Have students highlight context clues and word parts in the sentence that help them understand the word

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- c. Students write a metacognitive denotation for each word.
- d. Students use a dictionary to check their suppositions and find the best denotation for each word.
- e. Homework: Students will use each word to write a story about the girl in the picture.

Instructional Day 2

1. Predictive Writing
 - a. Students view 4 pictures of Diane Nash and decide how to best arrange them chronologically.
 - b. Students then caption each picture.
 - c. Students share their speculations in small groups then in whole group.
2. Background Knowledge
 - a. Students have two minutes to speed read the three paragraphs of historical information and author information on page 95 in the Close Reader.
 - b. Students work in groups to write a timeline of events based on the information in the three paragraphs. Each group must have at least 5 dates with captions.
 - c. Groups will write their timelines on chart paper to hang around the room.
3. Text Marking: Reading #1 (articles 1 and 2)
 - a. Teacher explains what text marks will be used to meet the learning goal.
 - i. S/ any character or action that shows Segregation
 - ii. I/ any character or action that shows Integration
 - iii. N/ any character or action that is Neutral
 - b. Teacher reads aloud chunk 1, page 96 of text and models questions to ask yourself during reading to mark text.
 - c. Teacher reads chunk 2, page 97 but pauses to let students explain what to mark and why.
 - d. Students work with partners to finish marking chunk 3, page 98.
 - e. Teacher circulates to assist then has students check their marks on page 98.
 - f. Students read independently and continue marking through page 102.
 - g. Teacher circulates to assist then has students check their marks at the end of class.
 - h. Exit ticket: How would these authors answer the essential question?
4. Reading Comprehension Questions
 - a. Students complete leveled factual and inferential reading comprehension questions for homework.

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Instructional Day 3

1. Idea generation
 - a. Organize an informational paragraph by arranging ideas in order of most general to most specific.
 - b. Think/pair/share responses and discuss differences in persuasive writing.
2. Directed Note Taking: Reading #2 (articles 1 and 2)
 - a. Teacher models how to use text marks to paraphrase information into the Directed Note Taking handout on the first chunk of text pg. 96
 - b. Students read and raise hands to assist with the second chunk of text pg. 97
 - c. Students work in pairs for the third chunk of text on pg. 98 then check their answers
 - d. Students complete 4-5 notes per chunk individually
3. Text based writing
 - a. Students will use evidence from the chart to write about what they believe is the most effective means of social change.
 - b. Students will finish paragraph for homework and discuss in the following lesson.

Instructional Day 4

1. Text Based Discussion:
 - a. Students write a quick response SRES paragraph to give their opinion on whether or not we still have segregation today.
 - b. Groups will share and discuss paragraphs then pick one to read to the class for open discussion and responses.
2. Student Generated Questioning: Reading #3 (articles 1 and 2)
 - a. Teacher explains the chart of low, med and high questions using the Reading comprehension questions from lesson 1.
 - b. Teacher models question generation of low, med and high questions in chunk 1 on pg. 96.
 - c. Students work in pairs to write low, med and high questions for chunk 2 on pg. 97. Partners will exchange questions with another group.
 - d. We will discuss the best high questions from each group.
 - e. Students work independently to write high level analytical question for each remaining page of text.
 - f. Questions will be posted on sticky notes by page number, and students will select one question to answer for homework.

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Instructional Day 5

1. Text based writing of Essential Question #2.
 - a. Students will write an SRES paragraph about whether they think segregation or integration is more effective.
 - b. Students share paragraphs and discuss in groups before they choose one to share with the whole group.
 - c. Whole group discussion of why our answers are one-sided and what type of articles we would need to argue for segregation.
 - d. Group brainstorm will be written on the Goals and Scales in the back of the room.
 - e. Students view Gov. George Wallace's 1963 Inaugural Address to predict his position/ opinion on segregation.
2. Text Marking: Reading #1 (articles 3 and 4)
 - a. Teacher models text marking for first 2 paragraphs of the 1963 Wallace speech.
 - b. Students assist each other with paragraphs 3 and 4.
 - c. Teacher checks student work before releasing students to work independently.
 - d. Students finish coding the speech and answer the comprehension questions.
 - e. Teacher models paragraph 1 on the Malcolm X speech.
 - f. Students work in pairs to mark paragraphs 2, 3, and 4.
 - g. Teacher checks progress.
 - h. Students finish marking both texts and complete reading comprehension questions for homework.

Instructional Day 6

1. Directed Note Taking: Reading #2 (articles 3 and 4)
 - a. Teacher models directed note taking in first paragraph of the Wallace speech.
 - b. Students work in pairs to write and analyze a note from paragraph 2 then check their progress with the teacher before moving on.
 - c. Students finish directed note taking individually.
2. Question Generation: Reading #3 (articles 3 and 4)
 - a. Teacher reminds students to use the criteria for high level questions.
 - b. Students write two high level questions for each article and post on the board.
 - c. Students choose one question to answer for homework.
3. Text Based Discussion: Essential Question #2
 - a. Students discuss which side they are choosing to defend for the essay.
 - b. Students will share their reasons and the evidence they are going to use.
 - c. Students within each group who agree will begin formulating their pre-writing ideas and evidence together.

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Instructional Day 7

1. Comparison:
 - a. Teacher posts original Edmodo poll and sample responses from lesson 1.
 - b. Students discuss in small groups how their opinions have changed over the last two weeks and how they have changed through this process.
2. Final Written Response:
 - a. Students will have the remainder of the period to write, evaluate and revise their argumentative writing in answer to Essential Question #2.

Enrichment Activities

- Mock Trial
 - o Students develop arguments to put a historical figure on trial
 - o Students will use media clips as models of how historical figures in the Civil Rights Movement would be viewed today
- Symbolism and Propaganda Poster
 - o Have students use their texts to find symbols to represent the different points of view of various characters
 - o Students create a list of possible symbols and ideas
 - o Create a poster that uses the symbol to persuade others to accept the point of view of the historical figure (Use a Hunger Games movie poster for ideas)
- Write in Character
 - o Have students choose a character and respond to segregation from his or her viewpoint
- Facebook Meme
 - o Students will write/draw/create a Facebook style meme that shows the irony of the segregationist viewpoint during the civil rights movement

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Supplemental Text- God's Judgment of White America (The Chickens Come Home to Roost) Malcolm X, edited by Imam Benjamin Karim

December 4 , 1963

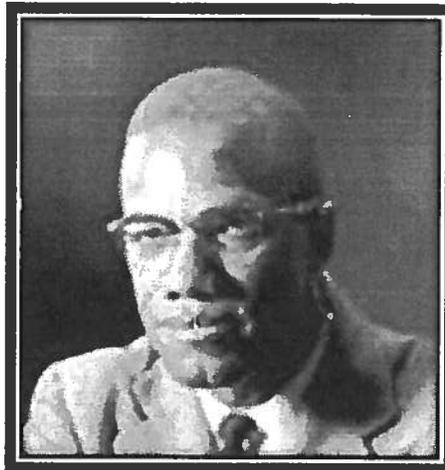
Note: This speech is sometimes called "The Chickens Come Home To Roost," because of an answer Malcolm X gave in response to a question following the speech. The question concerned the late President John Kennedy. It was Malcolm X's answer, that the Presidents death was a case of "chickens coming home to roost" -- that the violence that Kennedy had failed to stop had come back to him, this resulted in the Elijah Muhammad silencing him. Malcolm X left the Nation of Islam a short time later

Famous Quotes

"Power in defense of freedom is greater than power in behalf of tyranny and oppression."

"You can't separate peace from freedom because no one can be at peace unless he has freedom."

"It is criminal to teach a man not to defend himself, when he is the constant victim of brutal attacks. It is legal to own a shotgun or a rifle. We believe in obeying the laws."



Example: If I have a cup of coffee that is too strong for me because it is too black, I weaken it by pouring cream into it, I integrate it with cream. If I keep pouring enough cream in the coffee, pretty soon the entire flavor of the coffee is changed; the very nature of the coffee is changed. If enough cream is poured in, eventually you don't even know that I had coffee in this cup. This is what Happened with the March on Washington. The whites didn't integrate it; they infiltrated it. Whites joined it; they engulfed it; they became so much a part of it, it lost its original flavor. It ceased to be a black march; it ceased to be militant; it ceased to be angry; it ceased to be impatient. In fact, it ceased to be a march. It became a picnic, an outing with a festive, circus-like atmosphere...CLOWNS AND ALL.

The government had learned that in cases where the demonstrators are predominantly black, they are extremely militant, and often very violent. But to the same degree that whites participate, violence most times is decreased. The government knew that in cases wherein blacks were demonstrating all by themselves, those blacks are so dissatisfied, disenchanted, and angry at the white man that they will often strike back violently regardless of the odds or the consequences. The white government had learned that the only way to hold these black people in check is by joining them, by infiltrating their ranks disguised as integrationist; by integrating their marches and all their demonstrations, and weakening them: in this way only could they be held in check.

The government told the marchers what time to arrive in Washington, where to arrive, and how to arrive. The government then channeled them from the arrival point to the feet of a dead President, George Washington, and then let them march from there to the feet of another dead President, Abraham Lincoln.

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The original black militants had planned to march on the White House, the Senate, and the Congress and to bring all political traffic on Capitol Hill to a halt, but the shrewd politicians in Washington, realizing that those original black militants could not be stopped, joined them. By joining the marchers, the white liberals were able to lead the marchers away from the White House, the Senate, the Congress, Capitol Hill, and away from victory. By keeping them marching from the Washington Monument to the Lincoln Monument, marching between the feet of two dead Presidents, they never reached the White House to see the then living President.

The entire march was controlled by the late president. The government in Washington had told the marchers what signs to carry, what songs to sing, what speeches to make, and what speeches not to make, and then told the marchers to be sure to get out of town by sundown.

One of the Big Six leaders, John Lewis, chairman of the Student Non-Violent Coordinating Committee, was prevented from making a very militant speech. He wanted to attack the Kennedy administration for its hypocrisy of civil rights. The speech was censored by the Rt. Rev. Patrick O'Boyle, the Catholic Archbishop of Washington, D.C.. This was a case in which the Catholic Church itself, for whom Rev. O'Boyle speaks, put itself in the position of censoring the legitimate opinion of one of the Big Six Negro civil rights leaders.

The late President's shrewd strategy was: If you can't beat them, join them. The Catholic President placed his Catholic bishop in a strategic position to exercise censorship over any one of the Big Six Negro leaders who tried to deviate from the script in this great "extravaganza" called the March on Washington, which the government had controlled right from the very beginning.

So, in the final analysis of the march: It would have to be classified as the best performance of the year; in fact it was the greatest performance of this century. It topped anything that Hollywood could have produced. If we were going to give out Academy Awards in 1963, we would have to give the late President an Oscar for the "Best Producer of the Year"; and to the four white liberals who participated should get an Oscar as the "Best Actors of the Year," because they really acted like sincere liberals and fooled many Negroes. And to the six Negro civil rights leaders should go an Oscar for the "Best Supporting Cast," because they supported the late President in his entire act, and in his entire program.

Now that the show is over, the black masses are still without land, without jobs, and without homes...their Christian churches are still being bombed, their innocent little girls murdered. So what did the March on Washington accomplish? Nothing!

The late President has a bigger image as a liberal, the other whites who participated have bigger liberal images also, and the Negro civil rights leaders have now been permanently named the Big Six (because of their participation in the Big Fix?)...but the black masses are still unemployed, still starving, and still living in the slums...and, I might add, getting angrier and more explosive every day.

History must repeat itself! Because of America's evil deeds against these twenty-two million "Negroes," like Egypt and Babylon before her, America herself now stands before the "bar of justice." White America is now facing her Day of Judgment, and she can't escape because today God himself is the judge. God himself is now the administrator of justice, and God himself is to be her divine executor!

Is it possible for America to escape this divine disaster? If America can't atone for the crimes she has committed against the twenty-two million "Negroes," if she can't undo the evils she has brutally and

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mercilessly heaped upon our people these past four hundred years, then America has signed her own doom...and our own people would be foolish to accept her deceitful offers of integration into her doomed society at this late date!

How can America atone for her crimes? The Honorable Elijah Muhammad teaches us that a desegregated theater or lunch counter won't solve our problems. Better jobs won't even solve our problems. An integrated cup of coffee isn't sufficient pay for four hundred years of slave labor, and a better job in the white man's factory or position in his business is, at best, only a temporary solution. The only lasting or permanent solution is complete separation on some land that we can call our own.

“The 1963 Inaugural Address of Governor George C. Wallace”

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January 14, 1963
Montgomery, Alabama



Today I have stood, where once Jefferson Davis stood, and took an oath to my people. It is very appropriate then that from this Cradle of the Confederacy, this very Heart of the Great Anglo-Saxon Southland, that today we sound the drum for freedom as have our generations of forebears before us done, time and time again through history. Let us rise to the call of freedom-loving blood that is in us and send our answer to the tyranny that clanks its chains upon the South. In the name of the greatest people that have ever trod this earth, I draw the line in the dust and toss the gauntlet before the feet of tyranny . . . and I say . . . segregation today . . . segregation tomorrow . . . segregation forever.

The Washington, D.C. school riot report is disgusting and revealing. We will not sacrifice our children to any such type school system--and you can write that down. The federal troops in Mississippi could be better used guarding the safety of the citizens of Washington, D.C., where it is even unsafe to walk or go to a ballgame--and that is the nation's capital. I was safer in a B-29 bomber over Japan during the war in an air raid, than the people of Washington are walking to the White House neighborhood. A closer example is Atlanta. The city officials fawn for political reasons over school integration and THEN build barricades to stop residential integration--what hypocrisy!

Let us send this message back to Washington by our representatives who are with us today . . . that from this day we are standing up, and the heel of tyranny does not fit the neck of an upright man . . . that we intend to take the offensive and carry our fight for freedom across the nation, wielding the balance of power we know we possess in the Southland . . . that WE, not the insipid bloc of voters of some sections . . . will determine in the next election who shall sit in the White House of these United States . . . That from this day, from this hour . . . from this minute . . . we give the word of a race of honor that we will tolerate their boot in our face no longer . . . and let those certain judges put that in their opium pipes of power and smoke it for what it is worth.

Hear me, Southerners! You sons and daughters who have moved north and west throughout this nation . . . we call on you from your native soil to join with us in national support and vote . . . and we know . . . wherever you are . . . away from the hearths of the Southland . . . that you will respond, for though you may live in the farthest reaches of this vast country . . . your heart has never left Dixieland.

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And you native sons and daughters of old New England's rock-ribbed patriotism . . . and you sturdy natives of the great Mid-West . . . and you descendants of the far West flaming spirit of pioneer freedom . . . we invite you to come and be with us . . . for you are of the Southern spirit . . . and the Southern philosophy . . . you are Southerners too and brothers with us in our fight.

What I have said about segregation goes double this day . . . and what I have said to or about some federal judges goes TRIPLE this day.

Alabama has been blessed by God as few states in this Union have been blessed. Our state owns ten percent of all the natural resources of all the states in our country. Our inland waterway system is second to none . . . and has the potential of being the greatest waterway transport system in the entire world. We possess over thirty minerals in usable quantities and our soil is rich and varied, suited to a wide variety of plants. Our native pine and forestry system produces timber faster than we can cut it and yet we have only pricked the surface of the great lumber and pulp potential.

With ample rainfall and rich grasslands our livestock industry is in the infancy of a giant future that can make us a center of the big and growing meat packing and prepared foods marketing. We have the favorable climate, streams, woodlands, beaches, and natural beauty to make us a recreational mecca in the booming tourist and vacation industry. Nestled in the great Tennessee Valley, we possess the Rocket center of the world and the keys to the space frontier.

I promise you that I will try to make you a good governor. I promise you that, as God gives me the wisdom and the strength, I will be sincere with you. I will be honest with you.

I will apply the old sound rule of our fathers, that anything worthy of our defense is worthy of one hundred percent of our defense. I have been taught that freedom meant freedom from any threat or fear of government. I was born in that freedom, I was raised in that freedom . . . I intend to live live in that freedom . . . and God willing, when I die, I shall leave that freedom to my children . . . as my father left it to me.

My pledge to you . . . to "Stand up for Alabama," is a stronger pledge today than it was the first day I made that pledge. I shall "Stand up for Alabama," as Governor of our State . . . you stand with me . . . and we, together, can give courageous leadership to millions of people throughout this nation who look to the South for their hope in this fight to win and preserve our freedoms and liberties.

So help me God.

And my prayer is that the Father who reigns above us will bless all the people of this great sovereign State and nation, both white and black.

I thank you.

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Directions: 1. Use context clues and word parts to write your own definitions for each word. 2. Circle any words or word parts that helped your definition. 3. Then look up each word to check your definitions.

1. I had a moment of epiphany when I saw the picture of the girl trying to go to school.
2. She suffered the degradation of being treated unfairly and unequally.
3. Segregation firmly ruled in theatres, hotels, restaurants and libraries.
4. Gandhi is a philosopher and an advocate of passive resistance.
5. Young activists would have to transcend their hate and learn to love.
6. Segregation gave her a sense of inferiority.
7. Having been raised in a milieu that downplayed her blackness, she was suddenly proud to be called "black."
8. Their first foray into nonviolent protest went off without a hitch.
9. Officials were deluged with complaints from store owners about the sit-ins.
10. They had to walk through a gauntlet of white protestors to get to school.

Formative: Write a story about the girl in this picture using each vocabulary word.



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Reading Comprehension Questions: Close Reader “The Most Daring of [Our] Leaders” pg. 96-100 and “Speech from the Democratic National Convention” by John Lewis pg. 101-102

1. Who did not share Diane Nash’s outrage over segregation?
2. In what ways was Nashville, Tennessee already integrated?
3. What did Diane Nash believe about herself and being black?
4. What made Diane Nash such a strong leader? Give two examples.
5. In what way was the sit-in a victory because of Diane Nash?
6. What example shows how the government permitted segregation?
7. What are two examples of successful integration in this speech?
8. In what ways do these two authors share a similar point of view?
9. Which article do you think is the most inspiring and why?
10. Who do you think is the stronger leader and why?

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	Purpose, Focus, Organization	Evidence and Elaboration	
FOUR	Response is consistently focused within the purpose, audience, and task; clear and effective structure creating coherence and completeness: + Clearly stated/ strongly maintained claim + Clearly addressed opposing claims or counterargument* + Skillful use of a variety of transitional strategies + Logical progression of ideas from beginning to end + Established and maintained appropriate style and objective tone	Provides thorough, convincing, and credible support/evidence for the writer's claim with effective use of sources, facts, and details: + Smoothly integrated, thorough, and relevant evidence, including precise references + Effective use of a variety of elaborative techniques to support the claim, and demonstrate understanding of the topic/text + Academic, domain-specific vocabulary, and effective precise words clearly appropriate for the audience and purpose + Various sentence structures creating language facility	Final Score:
	THREE	Response is adequately focused within the purpose, audience, and task; and has evident organizational structure with a sense of completeness. Has most of the following: + Clear and maintained claim + Alternate or opposing claims included but may not be completely addressed* + Adequate use of transitional strategies with some variety to clarify the relationships among ideas + Adequate progression of ideas from beginning to end with a sufficient intro and conclusion + Appropriate style and objective tone	Response provides adequate support/evidence for the writer's claim that includes the use of sources, facts, and details. Most of the following included: + Generally integrated and relevant evidence from sources, though references may be general + Adequate use of some elaborative techniques + Adequate expression of ideas, employing a mix of precise and general language + Domain-specific vocabulary generally appropriate for the audience and purpose + Some variation in sentence structure
TWO	Response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an inconsistent organizational structure. May include some the following: - Focused on a claim but insufficiently sustained or unclear - May not sufficiently address counter claim - Inconsistent use of transitional strategies with little variety - Uneven progression of ideas from beginning to end with an inadequate intro or conclusion	Response provides uneven, cursory support/evidence for the writer's claim that includes partial use of sources, facts, and details. Includes some of the following: - Weakly integrated evidence from sources and erratic or irrelevant references - Repetitive or ineffective use of elaborative techniques - Imprecise or simplistic expression of ideas - Some use of inappropriate domain-specific vocabulary - Most sentences limited to simple constructions	Adequate command of basic conventions. May include: + Some minor errors in usage but <u>no patterns of errors</u> + Adequate use of punctuation, capitalization, sentence formation, and spelling
ONE	Response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task ; and it may have little or no discernible organizational structure. The following may be included: - Absent, confusing, or ambiguous claim - Missing alternate or opposing claims* - Few or no transitional strategies - Frequent extraneous ideas impeding understanding - Too brief to demonstrate knowledge of focus or organization	The response provides minimal support or evidence for writer's claim, including little if any use of sources, facts, and details. The response may include the following: - Minimal, absent, erroneous, or irrelevant evidence from the source material - Expression of ideas that is vague, unclear, or confusing - Limited and often inappropriate language or domain-specific vocabulary - Sentences limited to simple constructions	Partial command of basic conventions. May include: - <u>Various errors</u> in usage - Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
ZERO			- Response demonstrates a lack of command of conventions, with frequent and severe errors that obscure meaning.

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Essay Organizer/ Outline for level 1 ELL Students

In 1963, the governor of Alabama, George C. Wallace, said to a cheering crowd, "Segregation today...segregation tomorrow... segregation forever." The fact that politicians today would not be cheered for such a statement shows _____

In today's society, violence is still effective as you can see in the words of Governor George C. Wallace and Malcolm X.

As a Southern politician, Gov. Wallace's speeches promoting segregation were effective for many reasons. In paragraph ____, he says, " _____

_____."

This quote shows _____

Additionally, he also says in paragraph ____, " _____

_____."

In other words, he means _____

As you can see, this evidence proves how effective violence is still today.

Another example of the effectiveness of violence is shown in a speech by Malcolm X in 1963.

In paragraph ____, he says, " _____

_____."

This quote shows _____

He also says in paragraph ____, " _____

_____."

In other words, he means, _____

This speech clearly demonstrates the power of words and of the segregation movement.

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Although violence is historically difficult to overcome, some people would say that it does not exist today. To those people, Malcolm X would say, “ _____

_____.”

I also see this in my life when _____

_____.

This shows that segregation is still effective and happening all around us today.

In conclusion, the words of George Wallace and Malcolm X are still true today because violence is still effective and active in our society. In the future, I hope _____

_____.

If we all work together we can _____

like Malcolm X said in his speech in 1963, “ _____

_____.”

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Prompt: What is the most effective means of social change? Write an argumentative essay supporting your opinion. Include textual evidence (lessons, facts, stories, and quotes) from "The Most Daring of Our Leaders" about Diane Nash, the speech from the Democratic National Convention by John Lewis, the "Little Rock 9" video on Edmodo, "The 1963 Inaugural Address of Governor George C. Wallace," and "God's Judgment of White America (The Chickens Come Home to Roost)." You may also want to use your direct-note taking handouts, and your two-column notes.

Hook: (fact, quote, personal example) _____

Connector: _____

Thesis: (Violence or Non-violence) is the most effective means of social change as shown in the lives of _____ (person 1) and _____ (person 2).

Person 1 (list facts, quotes or details to show how this idea supports your thesis)

Person 2 (list facts, quotes, or details to show how this idea supports your thesis)

Counterargument (What would the opposing side say to one of your reasons? How would you respond / what would you say to them?)

Restate Thesis: _____

Prediction: _____

Zinger: (call to action, refer to hook, global connection, emotional appeal): _____



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HONE YOUR CRAFT

Achievement First Cheers & Claps

Arrival ("Hungry for knowledge to get me to college")

Bubble gum cheer

Cheese Grater

Clap-and-a-half

Clear your throats

Cosign!

Cowboy Cheer

Flea Clap

Finger Tinkle ("Give me some...")

Firecracker

"Give a Hand"

"Give Two Hands"

Golf

Good Job me-you-everybody

Gorilla

Hamburger ("Not done yet...Well Done!")

Homerun

High-Five / Air Five

High One

Jalapeño

Ketchup

Kiss Your Brain

Little John

Lookin' Good

Marshmallow

McDonald's (... I'm Lovin' It!)

Mirror, Mirror

Muhammed Ali

Microwave



Achievement **First**

Ole!

Opera clap (Braaavoo, Braaavo)

Oreo

Parrot

Raise the Roof

REACH circle ("We are the Scholars...")

Roller Coaster

Round of Applause

Saturday Night Fever

Seal Clap

Silent

The Sizzle

Sizzle Spray

Snap, Crackle, and Pop

Sprinkler

tap – Boom – Pop –Pop – Boom - Pop

Thunder Roll

Truck driver

Two stomps and a clap

Watermelon

We're not worthy, we're not worthy

Wow!

Achievement First Cheers & Claps

This is the Way! (Freedom School Chant)

This is the way! Hey!
We start the day! Hey!
We get the knowledge! Hey!
To go to college! Hey!
But don't stop there! Hey!
Go anywhere! Hey!
This is the way! Hey!
We start the day! Hey!

Love Ho

Read, Baby, Read

(Stomps and Claps – 4X)
You've got to Read, Baby, Read
(Say What?)
You've got to Read, Baby, Read
The more I read, the more I know
The more I know, the more I grow
The more I talk, the less I know
Because knowledge is POWER
and POWER helps others
And I want to ... Umph!
You've got to Read, Baby, Read (2 X)
You've got to Read!

Younger

-- Harriett J. Ball

Read, Baby, Read (Remix Version)

(Stomp 2x, Clap 1x) 4 Times Total

You've got to Read, Baby, Read (Say What?)
You've got to Read, Baby, Read

The more I read, the more I know
The more I know, the smarter I grow
The smarter I grow, the stronger my voice
While speaking my mind or making my choice

You've got to Read, Baby, Read (Say What?)
You've got to Read, Baby, Read
You've got to Read!
And GO TO COLLEGE!

like

older

I Feel ALL-RIGHT

Achievement First ... Where is the Party?
RIGHT HERE in these BOOKS.
Achievement First ... What time is it?
Time to motivate YOU.
(I said uh) Hey, Hey, Hey
I feel ALL-RIGHT
1 stomp
I feel ALL-RIGHT
(I said uh) Hey, Hey, Hey
I feel ALL-RIGHT
2 stomps
I feel ALL-RIGHT
(I said uh) Hey, Hey, Hey
I feel ALL-RIGHT
3 stomps
I feel motivated to LEARN!

Is This the Room?

Is this the room that has the kids who DON'T
do their homework? ... NO
Is this the room that has the kids who talk
back to their teachers? ... NO
Is this the room that has the kids who make
excuses? ... NO
Is this the room that has the kids who ...
_____? NO?
Is this the room that has the kids who ...
_____? NO?

What room is it?
This is the room
that has the kids
who want to learn
to read more books
to build a better tomorrow

*I would
change to
"Yes"
statements*

We Like Big BOOKS

We like big books and we cannot lie
You other schools can't deny
When we see you with an itty bitty book
We say this chant and get ya shook
(solo) Why do we say it?
Because we can
(solo) And if you need help
We'll lend a hand
'cause we're the school with the master
plan
And if it's too hot then get a fan
'cause ____'s school is rockin' this jam

Learner's Creed

I love myself
I believe in myself
I believe in my ability to do my best at ALL
times
Each and every day
I will listen
I will read
And I will write
I will do my best because I am INTELLIGENT
I cannot waste this day
I have too much to learn

2w50w

We like big BOOKS ... and we cannot lie (version 2)

We like big books and we cannot lie
You readers can't deny
If you see a big book, just take a look
You'll laugh, you'll gasp, you'll cry

Hey readers, yeah
Hey readers, yeah

You know we're talking to you
If you see a big book
Just take a look
And work your way right through
Readers have books!

Work it Out

(Continuous-Stamp 2x, Clap 1x)

This is how we work it out
This is how we work it out
I don't like it when you _____
What can I do to make you feel better?
Handshake, hug, or high-five
That is how we work it out
That is how we work it out
Work it out -OH!
Work it out -OH!
Work it out -OH!
Work it out -OOOOH!!

Whose School is It?

Whose school is it?
It's our school!
Not my school?
Not your school!
It's our school.
It's our place.
It's our chance to win this race.
We're gonna work. We're gonna care.
We're gonna make this world more fair.
It's up to us to see it through.
So watch and see what we can do.

2w50w

Middle School Chants & Cheers

Amistad Academy Morning Circle Chant (Original Formula)

Opening Chant

Who are we proud to be?

Amistad Academy

And why are we here?

To push ourselves, to learn, to achieve
our very best

And who is responsible for your success?

We are responsible for our actions; we
control our destinies

And what will it take to succeed?

Work, HARD work

And how will we treat each other?

We will RESPECT and HELP our classmates
and teachers

And then what will we do?

We will give BACK ... to our friends, our
family, and to our city

And when will we do all of this?

Today, tomorrow, each and every day

And how will we do all of this?

By REACHing for our very best

R ... RESPECT

E ... ENTHUSIASM

A ... ACHIEVEMENT

C ... CITIZENSHIP

H ... HARD WORK

Closing Chant

Are you ready to make the most of today?

We are! Watch us and see.

Who are we proud to be?

(Stomps and claps)

AMISTAD ACADEMY

(Stomps and claps)

Whatever it Takes

First off I'm gonna go to school
(and then what?)

Then I'm-a gonna check my bag for tools'
(and then what?)

Go to math and do my count, do my IR on
my auntie's couch
(and then what?)

Show Respect and get one of them "R"s
(and then what?)

Work Hard so I can be a Star
(and then what?)

It's a rap goin' from good to great;
Amistad students doin' whatever it takes!

by Teron McFadden

We've Got it Going On

(Call and response with student leader)

We've got it going on in *math* class,
We're gonna have a little fun while we do
some *math*.

Where they at ya'll?

Where they at ya'll?

We've got it! We've got it!

We've-We've-We've got it!

We've got mathematicians in the house!

In the house!

We've got intelligent minds!

In the house!

We've got leaders!

In the house!

And the house is packed.

Say what?

And the house is packed

We get the knowledge! Hey!

To go to college! Hey!

Go anywhere! Hey!

This is the way! Hey!

love it

Inspire ME Academy

A.3 Special Student Populations

Inspire ME Academy believes in a quality staff. In the first year, at least one teacher will be special education certified, with a dual certification and be a consistent member in the classroom. Our inclusive model will allow students to access the grade level curriculum with their peers while still receiving the services they need. Inclusion allows students to feel like an integral part of the school and promotes positive self-esteem, which may not be achieved in a substantially separate setting.

It is our belief that teachers who are trained in special education strategies not only help students with disabilities but are also a valuable resource for under-performing general education students. The Head of School as well as the Dean of Students (third year) will have sound knowledge of the special education laws, procedures, and regulations. Our Head of School will oversee our student's access to any necessary cognitive/psycho-educational testing or evaluations that are a part of the IEP referral and re-evaluation processes. We will follow all regulatory requirements for notification of rights under FERPA.

Pre-Referral Process

Inspire ME Academy will follow the Response to Intervention (RTI) model for instruction and intervention. All of our students will undergo a baseline assessment when they enter our school to help determine how much if any intervention is needed to bridge gaps in learning. If a student is not meeting grade level standards, they will be immediately placed in a Tier II instruction model where they will receive specific interventions in compliment to the general curriculum. These interventions will be targeted to specific skills and strategies that the student has yet to master. Depending on the skills, a research based intervention will be used to bridge the gap (i.e. Wilson, Leveled Literacy Intervention, LANGUAGE!, FASTT Math etc.) If any additional instructional time is required, there will be opportunities before and after school. We have a philosophy of doing whatever it takes to help the student achieve.

Inspire ME Academy will have a six-week progress monitoring assessment program that will be essential in deciding whether or not a student is making progress with an intervention. This will be a classroom assessment and can be a variety of formats. We put a strong emphasis on student data and use it to drive our instruction. If a student is not making sufficient progress over an appropriate amount of time, other interventions will be discussed (i.e. one on one instruction within the classroom). If a student continues without progress after many attempts of various teaching strategies then the student will be referred for special education. Documentation and data from progress monitoring will be the basis of the referral information.

IEP Students

Once students are eligible for services, or come to our school already on an IEP, they will have a special education teacher for case-management. This special education teacher is responsible for the development, implementation, and progress towards annual goals as stated in the IEP. Our special education teachers will work closely with the classroom teachers to make sure that the accommodations and services outlined in the IEP are met throughout the school day. Our school is an inclusive school so

Inspire ME Academy

students will be placed in the least-restrictive environment with a special education teacher and general education teacher will be present in the class whenever possible.

Any services that cannot be immediately met by our staff (i.e. occupational therapy, physical therapy, etc.) will be contracted out through local related services providers on an as needed basis. Students on IEPs will have access to related service providers if needed as part of their educational plan and outlined as their entitlement to Free and Appropriate Public Education. Our staff will be very knowledgeable in all aspects of Special Education Law and will adhere to all policies such as Child Find, Procedural Safeguards, and Grievance Procedures. We will follow all regulatory requirements for notification of rights under FERPA.

Any student that is or becomes identified as academically gifted will have an IEP. This population needs just as much support as any student classified as special education and we will be sure to provide excellent and challenging options for these students. We plan to have at least one of the special education teachers certified in Gifted Education as we grow.

All Students Needs

As a part of the Inspire ME Academy philosophy, we will teach in an inclusive setting where all students learn together. During instruction time, we will group by ability so our teachers can better address the needs of the students. The students will be grouped based on where they need re-teaching and where they can be challenged to deepen their understanding. Interventions and small-group instruction will be based not only on special education status but also for all students who are in need of these services. Before and after school tutoring is an option for all of our students who need extra help in areas and will be offered in a variety of subjects depending on need. Our progress monitoring will be analyzed and then applied to the groups of students in our school. Ability groups and teachers will have the understanding that all groups can be changed depending on the needs of our students at any given time. This will help our teachers provide direct instruction to a particular level of students as well as plan targeted differentiation strategies to the specific needs of the group. All students will have their own learning plans.

At this time, we do not foresee a population of English Language Learners in our targeted catchment area. Sanford currently has 1% ELL students which would equal 1 or less students. If these needs do present, then we will address their specific needs in the appropriate manner. Using the UbD format allows for differentiated learning for a variety of needs. We will start by surveying the accepted students with a Home Language Survey similar to the one posted on the MDOE website. If the survey results in ELL students, we will provide all necessary instruction and testing that are required by law including assessment through ACCESS.

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Special Education PROCEDURAL SAFEGUARDS

The Procedural Safeguards set forth in the Maine Unified Special Education Regulations are the rights that apply when children are: in the referral process for special education; or already identified under special education; or whose parents believe should be identified under special education. If the student is an adult student, the rights apply to the adult student. The School Administrative Unit must provide a copy of the Procedural Safeguards to parents or adult students once a year, and more than once a year if specifically required under the regulations. Strong advocacy by parents and students depends on their awareness of both these safeguards and the rights those safeguards protect.

In the Individuals with Disabilities Improvement Act of 2004 (the reauthorization of the IDEA, 2004), the Congress required the U.S. Department of Education to publish and widely disseminate 'model forms', that are "consistent with the requirements of [Part B of the IDEA]" and "sufficient to meet the requirements."

<http://www.maine.gov/doe/specialed/laws/proceduralsafeguards/index.html>

A. PARENTAL PARTICIPATION

As a parent, you have the right to know about and go to Individual Education Program ("IEP") Team meetings about your child's special education. These meetings may discuss your child's need for special education, evaluations that may be done, services that may be provided and the setting where your child might get his/her services. If you can't attend a meeting in person, you have the right to attend by phone or video conferencing.

B. WRITTEN NOTICE TO PARENTS

You must be given a written notice at least 7 days BEFORE any changes in your child's program. If the school decides NOT to make a change, you will also get a written notice.

You will receive a written notice for these types of things:

- Whether your child is eligible for special education
- Evaluations
- Changes to services or the setting in which your child receives those services. The school may need you to sign a form allowing them to do one of the things listed above. This form may come to you at the same time as the written notice.

The written notice will:

- Explain the change and why the school wants to make the change or will not make the change.

- List other things that the school thought about and why they decided not to do them.
- Describe the things it used to make the decision: evaluations, tests, review of your child's records, or teacher reports.
- Explain other things that the school thought about to make its decision.
- List people you can contact to help you understand your rights.

C. PARENT CONSENT

Before the school can do an evaluation to see if your child needs special education, you will need to sign a form for this. If more evaluations or reevaluations are needed, you will need to sign a new form allowing the school to conduct them. The school also cannot begin to provide special education services to your child unless you sign a form. When you sign any of these forms, you are signing that you understand what the district plans on doing and that you agree. If you don't sign the form to let the school evaluate your child, the school can ask for a hearing or mediation to see if they can evaluate your child without your permission. If you don't sign the form to let the school provide special education services to your child, the school cannot provide those services. If, after your child begins to receive special education services, you decide to take back your consent for those services, the school must stop providing them to your child. Either parent can sign the forms. The school will do evaluations or begin services for your child once one parent has signed the forms as long as that parent has parental rights, even if the other parent does not want to sign them.

D. INDEPENDENT EDUCATIONAL EVALUATION

If you don't agree with a school evaluation, you can ask the school to pay for another evaluation done by a person who does not work for the school. If the school doesn't want to pay, it must ask for a hearing to show that their evaluation is done correctly. If the hearing says that the school evaluation is done correctly, you can still ask for someone else to do the evaluation, but you will have to pay for it. If the hearing shows that the school evaluation is not done correctly, the school will pay for the new evaluation by someone else. This new evaluation will need to meet the same standards as the one done by the school. If an independent evaluation is done, the school will have to talk about that evaluation and how that might change special education for your child.

E. ACCESS TO RECORDS

You have the right to look at the school's records about your child's special education. The school has to allow you to look at these records within 45 days of your request, or sooner if there is a meeting scheduled or if you have a hearing scheduled about your child's special education. If another child is mentioned in records about your child, you won't be able to see those parts of the records.

You have the following rights:

- The right to ask the school to explain the records.

- The right to have someone who is working with you look at the records.
- The right to ask for copies of records if that is the only way that you are able to look at them.
- The right to prevent the school from releasing your child's records without your consent, unless the state or federal law allows for the release of that information.

You won't have to pay to look at your child's records, but you may have to pay to have copies of records. If you ask, the school will tell you what kinds of records are kept on your child and where all the records are kept and used. The school keeps a list of people who look at a child's records, except for parents and teachers. The school will keep a list of the person's name, the date they looked at the records and why they needed to look at them.

F. AMENDMENT OF RECORDS AT PARENT'S REQUEST

If you think any of the information in your child's record is wrong, you can ask that the school change it. If the school doesn't want to change the information, they must tell you that they refuse and then you can ask for a hearing. If the school changes the record because of the hearing, they have to send you a letter telling you it was changed. If the school doesn't have to change your child's because of the hearing, they have to send you a letter telling you that you can put something in writing in your child's record explaining why you don't agree with the information. Your written statement will stay with your child's record.

G. COMPLAINT INVESTIGATION

If you think the school is not following the special education rules, you can write down your complaints and send it to the Department of Education's Due Process Office. You must write the names and addresses of the child and the school, your contact information, and how you think the school should fix the problem. You must also sign the complaint and give a copy of it to the Department of Education. You may use a form for your complaint that is available from the Due Process Office (207-624-6644). The Department will have up to 60 days to investigate (unless the Department has given you or the school more time) and decide if the school is following the special education law or rules. If the school is not following the law or rules, the Department will tell the school what to do to take care of your complaint.

H. MEDIATION

If you and the school do not agree about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations, either you or the school can ask for mediation. Both you and the school must agree to the mediation. You can ask for mediation even if you are also asking for a hearing or filing a complaint. The mediator must be impartial (does not favor either side) and is free to both you and the school. The

mediation must be held promptly and at a time and a place that is convenient to both you and the school. The mediator is trained in helping people resolve disputes. If you and the school reach agreement during the mediation, the school must do what the agreement says. If the school does not do what you agreed on during the mediation, you can file a complaint about that. What people say at the mediation remains confidential.

I. DUE PROCESS HEARING

Either you or the school can ask for a hearing about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations. You must ask for a hearing in writing, and you may choose to use a form that is available from the Due Process Office (207-624-6644). You must write your child's name, his/her address, and where your child goes to school. You have to write down the problem and any other information about the problem. You should also write down what you would like to have happen for your child. You must give a copy of the form or letter to the Maine Department of Education. An impartial hearing officer will listen to both you and the school. There may be people who can help you understand the hearing process, and you can ask the Due Process Office to give you a list of those people. At least five working days before the hearing, you and the school will need to share evidence that you want to talk about at the hearing. A decision about the complaint will be made within 45 days, unless the hearing officer has given you or the school more time. The hearing officer's decision is final unless you or the school decides that you want to bring a civil action in court. (See below.)

You and the school have the right to:

- Bring a lawyer and/or people who have special skills or training on children with disabilities.
- Bring evidence and question witnesses. You can require witnesses to attend by serving them with a subpoena (available from the Due Process Office).
- Not allow evidence that wasn't shared at least five working days before the hearing.
- Get a recording or exact written report of the hearing.
- Get a written report of what the hearing officer decided.

As the parent, you have more rights:

- You can bring your child to the hearing.
- You can say that the public can attend.
- You don't have to pay for the report of decisions and record of the hearings.
- The hearing has to be held during regular business hours at a time and place that works for you and your child.

J. CIVIL ACTION

Either you or the school can bring a civil action if they are unhappy with the result of the due process hearing. The court will review the record of the hearing, may review

additional information and make a decision. You must go through the hearing process before filing a civil action.

K. AWARD OF ATTORNEY'S FEES

The school may have to pay your attorney's fees if ordered to do so by the court. A settlement agreement may include the school paying your attorney's fees. You or your attorney may have to pay the school's attorney's fees, but only in the rare case when the court finds that you brought your case for an improper reason, such as to harass the school or cause delay without a good reason.

L. CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

Unless you and the school agree to something else, your child must stay in his/her current educational program until your complaint, mediation or hearing is finished.

M. PRIVATE SCHOOL PLACEMENT BY PARENTS

In some cases, a school district might have to pay you for sending your child to a private school. You would need to show at a due process hearing that your child's local school did not provide a free appropriate public education and that the private school you chose is right for your child. You must also either tell the school at an IEP Team meeting that you don't like the plan for your child and are going to send your child to a private school for which the public school should pay, or else write those things in a letter at least 10 days before you remove your child from the public school. If evaluations were already planned for your child, you will need to let the school do those evaluations.

N. DISCIPLINARY PROCEDURES

Even though your child is in special education, he/she must follow the same rules as all other students and may be suspended if he/she breaks those rules. If your child is suspended for more than 10 days, either in a row or over the whole school year, the school must provide some services outside of your child's regular school program to help your child continue to work on IEP goals. If your child is suspended for a total of more than 10 days, there will be a meeting to determine if your child's behavior that led to the suspensions is related to your child's disability. If your child's behavior is because of his/her disability, the IEP team must do a study of your child's behavior and write a behavior plan, and must return the child to his/her program (unless the suspension involved weapons, drugs or serious injury). If the child's behavior is not because of his/her disability, then the school may treat your child the same way they treat other children, and must consider whether to do a study of your child's behavior or write a behavior plan. If the school decides that your child's behavior is not because of his/her disability and you disagree, you can ask for an expedited due process hearing. The hearing will take place sooner than usual, within 20 days plus 10 days for the hearing officer to write a decision. If your child was placed in a different setting because of

his/her behavior, he/she must remain in that different setting while the due process hearing takes place unless you and the school come to a different agreement.

O. TRANSFER OF RIGHTS

Once your child is 18, he/she will have the rights outlined in Maine's Procedural Safeguards unless a court gives him/her a legal guardian. Your child will be told of these rights about a year before he/she turns 18. Both you and your adult child will be invited to meetings and get the written notices about changes.

(As adapted from 05-071; Chapter 101, *Maine Unified Special Education Regulation*)

Adopted _____

References

Maine Department of Education, Special Education Rules & Regulations
<http://www.maine.gov/doe/specialed/laws/index.html>

Maine Department of Education,
(05-071; Chapter 101) Maine Unified Special Education Regulation Birth to Age
Twenty
<http://www.maine.gov/doe/specialed/laws/chapter101.pdf>

Procedural Safeguards
<http://www.maine.gov/doe/specialed/laws/proceduralsafeguards/index.html>

Referral/Pre-Referral of Students with Disabilities (IHBA)

Inspire ME Academy will ensure that a special referral process as required by Maine Special Education Regulations Chapter: 101 7.8 is fully implemented.

Inspire ME Academy shall refer to the P.E.T. (Pupil Evaluation Team) all school-age students suspected of having a disability that requires special education and related services. Referrals to the P.E.T may be made by a child's parent/guardian, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

A. Referrals by Parents/Guardians

A parent/guardian may refer his or her child to the P.E.T. at any time. That referral shall be made in writing directly to the office of the Dean of Students or his/her designee, or the Head of School. Should the parent/guardian seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the family in making the referral in writing to the office of the Head of School. Should a parent/guardian attempt to make a referral orally, professional staff shall assist the parent/guardian in reducing that referral to writing and submitting it to the office of the Head of School.

A parent/guardian referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the school's pre-referral procedures (discussed below). Those pre-referral procedures shall continue during the referral process, however.

B. Referrals by Staff

Any professional employee of the school may refer a child to the P.E.T. regardless of the results of initial child find activities, but usually only after completion of any pre-referral intervention process used by the school. However, the school may move directly forward with the referral process in those circumstances where the school unit and parent/guardian agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the office of the Head of School

C. Referrals by Others

Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the P.E.T. regardless of the results of initial child find activities, but usually only after completion of any pre-referral intervention process used by *Inspire ME Academy*. However, the school may move directly forward with the referral process in those circumstances where the school unit and parent/guardian agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the office of the Head of School.

D. Receipt of Referral

Regardless of the source of the referral, a referral is received by the school on the date that the written referral is received by the office of the Head of School. It shall be signed and dated by the Head of School, Dean of Students, or designee, thereby indicating the date of the receipt of that referral.

E. Time Line for Processing Referral

Once the referral has been received in the office of the Head of School, the P.E.T. shall review existing evaluation data and determine the need for additional evaluations. The P.E.T. may conduct its review without a meeting. If additional evaluations are needed, the school must send a "consent to evaluate" form to the parent/guardian within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the school shall send the parent/guardian its written notice form documenting that referral.

Once the office of the Head of School receives the signed consent for evaluation back from the parent/guardian, the school shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting or within 30 calendar days of determining that the student is eligible.

The school shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

F. Transfer Students

Students who have already been identified as in need of special education services and who transfer into the school unit from another school unit within Maine shall, on enrollment and in consultation with the parent/guardian, be provided with a Free Appropriate Public Education (FAPE) (including services comparable to those described in the child's IEP from the previous school unit) until *Inspire ME Academy* either adopts the child's IEP from the previous unit or develops, adopts, and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into the school from another school unit from outside of Maine shall, on enrollment and in consultation with the parent, be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the local unit conducts an evaluation to determine whether the student is eligible for special education and, if so, develops, adopts, and implements a new IEP.

If the transfer student's current IEP from his or her prior school unit is not available or is believed to be inappropriate by either the parent/guardian or the school, the school should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into *Inspire ME Academy* after the referral time line has begun in the previous school unit but before an eligibility determination has been made, the time line referenced above for completing that process shall not apply if the receiving school is making sufficient progress to ensure a prompt completion of the evaluation, and the parent/guardian and school unit agree to a specific time when the evaluation will be completed and the eligibility decision made.

Pre-Referral Procedures

Professional school staff members who observe that a student is encountering academic or functional difficulties in school that interfere with the student's education shall document those specific difficulties on a pre-referral checklist. The school staff member shall then develop intervention strategies using the intervention checklist that accompanies the pre-referral checklist. The staff member may consult with other school employees and/or the student's parent/guardian in developing the intervention strategy. The intervention strategies shall have an established time period for implementation, and at the end of that time, its success shall be assessed and documented at the bottom of the

intervention checklist. If the intervention strategies have not been effective or if the interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the staff member shall refer the child to the IEP consistent with the procedures set forth above.

Inspire ME Academy shall notify the parent/guardian whenever their child has demonstrated educational difficulties that have led to completion by a staff member of the pre-referral checklist and intervention strategy checklist. The *Inspire ME Academy* notification of pre-referral interventions should include copies of the completed checklists and shall request that the parent/guardian contact the staff member who has completed the documents. That notification shall also inform the parent/guardian that they have a right to refer their child directly to the P.E.T. if they suspect that their child may need special education services. The local unit may advise the parent/guardian as to why it may be appropriate to have the child participate in the intervention strategies prior to a referral to the P.E.T., but the local unit shall not reject or delay the referral until the completion of the intervention strategies.

All notes from the pre-referral process and, if relevant, team meetings and all the data collection procedures that may have been developed through this process shall be considered by the P.E.T. and shall become part of the child's special education file. For children who do not qualify for special education services, all pre-referral documents are kept in the child's cumulative folder for future reference and for ongoing educational planning.

The general education interventions developed through this pre-referral process shall be continued in the event of a referral while the referral is being handled by the P.E.T., and the resulting data shall become part of the child's special education file.

Legal Reference Ch. 101, §§ II(27), III, IV(2)(D), (E), V(4)(A) (Me. Dept. of Ed. Rules) (July 2011)

Adopted: _____

REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS

It shall be the policy of *Inspire ME Academy* to refer all school-age students suspected of having a disability that requires special education to the P.E.T. (Pupil Evaluation Team) for an evaluation in all suspected areas of disability. Referrals of students to the P.E.T. may be made by parents/guardians at any time and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Head of School.

Regardless of the source of the referral, a referral will be considered received by the school on the date that the written referral is received by the office of the Dean of Students, or designee. It shall be signed and dated by the Dean of Students, or designee, thereby indicating the date of the receipt of that referral.

The Head of School, in consultation with the Dean of Students and/or P.E.T. may develop procedures for referral and the use of pre-referral interventions within *Inspire ME Academy*, and may from time to time amend those procedures as necessary.

Legal Reference: Ch. 101, §§ II(27), III, IV(2)(D), (E), V(4)(A) (Me. Dept. of Ed. Rules (July 2011)).

Adopted: _____

CHILD FIND (IHBAC)

A. Children Who Need Special Education

Children who need special education services are those who have exceptionalities that prevent them from progressing effectively in a regular school program and who need a special class, special program, or special services.

These exceptionalities

Title 20-A, Chapters 301 & 302 of Maine State Law require that local school systems must provide special education programs for children who need them. Children are eligible for services at age 5, on or before October 15th of any school year, and until they reach 20 years old.

B. Identification of Children

Identification of children in need of special services is the responsibility of the P.E.T. This team includes the parents, teachers, Head of School or Dean of Students and other key persons. Teachers, parents, or other agencies concerned about a particular student refers the student to the P.E.T who reviews and develops a plan for evaluating and testing of the student. The P.E.T meets to review the results of the testing and develops a special education program which will meet the student's needs. This process should take no more than 60 calendar days to complete and is done with parent cooperation and agreement.

C. Special Education Services provided by *Inspire ME Academy*

As a part of the *Inspire ME Academy* philosophy, we will teach in an inclusive setting where all students learn together. During instruction time, we will group by ability so our teachers can better address the needs of the students. The students will be grouped based on where they need re-teaching and where they can be challenged to deepen their understanding. Interventions and small-group instruction will be based not only on special education status but also for all students who are in need of these services. Before and after school tutoring is an option for all of our students who need extra help in areas and will be offered in a variety of subjects depending on need. Our progress monitoring will be analyzed and then applied to the groups of students in our school. Ability groups and teachers will have the understanding that all groups can be changed depending on the needs of our students at any given time. This will help our teachers provide direct instruction to a particular level of students as well as plan targeted differentiation strategies to the specific needs of the group. All students will have their own learning plans.

D. If Your Child Has an Exceptionality

If your child has an exceptionality or you think an exceptionality may exist, please arrange a meeting with your child's teacher and with the Head of School or Dean of Students. Discuss with us your concerns and your child's need for evaluation and special education services. We will evaluate your child, discuss our evaluation with you, and, if it is necessary, we will develop a suitable special education program.

E. Parental Rights

If you feel that appropriate services are not provided for your child, you may request a meeting with the Dean of Students or Head of School. If the problem is not resolved, you may request a meeting with the Maine Department of Education. At any time you may request a state investigation or hearing. A written request for an official review of the matter should be made to the Commissioner of Education, Augusta, Maine 04333. The Department will set up an investigation or hearing to review the case. The investigation or hearing officer will either concur with the existing program or will prescribe a different one, which *Inspire ME Academy* must implement. If the preceding steps do not produce satisfactory results, you may initiate legal action in the District Court of the United States. Meanwhile, your child would remain in the current educational program.

F. We Are Here

We are here to do our best to help your child to learn and grow. If you want to discuss a concern about your child's progress in school, or if you want more information about *Inspire ME Academy's* educational programs, we want to hear from you. Contact your child's teachers, the Head of School, or Dean of Students; we will be glad to meet with you for a conference.

Legal Reference: 34 C.F.R. § 300.111 (2006)
Ch. 101§ IV (2) (2007) (Me. Dept. of Ed. Rules)

Adopted _____

GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES

The Board has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether the school unit is fully meeting its obligations under state and federal laws to protect persons with disabilities. This procedure is intended to meet the requirements of the federal Rehabilitation Act (34 CFR § 104.7(b)) and the federal Americans with Disabilities Act (28 CFR § 35.107(b)). Questions about this grievance procedure should be directed to the Dean of Students or Head of School.

Step One

A person with an identifiable disability, or someone acting on that person's behalf, may file a written grievance regarding compliance with state or federal disabilities laws with the Head of School where the grievance arose, or with the Dean of Students or Head of School. If filled with Dean of Students, that person shall forward it to the Head of School. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance.

The Head of School, after consultation with the Dean of Students, shall respond in writing to the grievance within 15 working days of its receipt. Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The Head of School's written response shall be forwarded to the grievant and to the Dean of Students.

Step Two

If dissatisfied with the response, the grievant may obtain a review by the Board. The grievant must request that review within 15 working days of the decision by the principal. The Board, after consultation with the Dean of Students, shall respond in writing to the grievance within 15 working days. Extensions of 15 working days may be allowed when necessary to address fully the issues in the grievance. The Board's written response shall be forwarded to the grievant and to the Dean of Students. Except for grievances regarding physical alterations to school buildings or grounds, the decision of the Board shall be final. In the case of grievances regarding physical alterations to school buildings or grounds, a dissatisfied grievant may obtain a review by the *Inspire ME Academy* Board of the Head of School's decision.

The grievant must request that review within 15 working days of the decision by the Board. The Board shall have a reasonable time to schedule a meeting on the grievance and to issue its decision.

Nothing in this grievance procedure in any way forecloses a person with a disability from seeking redress for their concerns at any time through other legal avenues,

such as through the Office for Civil Rights, the Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.

Questions about other legal avenues available for persons with disabilities to pursue compliance concerns under various disabilities laws should be directed to the Dean of Students or Head of School.

This notice will be available in large print and on audiotape from the Head of School and/or the Dean of Students.

Adopted: _____

DRAFT

Notification of Rights Under FERPA

Student Education Records and Information

Inspire ME Academy shall comply with the Family Educational Rights and Privacy Act (“FERPA”) and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and student information.

A. Directory Information

Inspire ME Academy designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, and honors and awards received. *Inspire ME Academy* may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

B. Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and *Inspire ME Academy* must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent.

C. Information on the Internet

Under Maine law, *Inspire ME Academy* shall not publish on the Internet any information that identifies a student, including but not limited to the student’s full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents’ names, without written parental consent.

D. Transfer of Student Records

As required by Maine law, *Inspire ME Academy* sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

E. Designation of Law Enforcement Unit

Inspire ME Academy may disclose student education records without parental consent to personnel of its law enforcement unit, provided that they have been designated as *Inspire ME Academy* officials with legitimate educational interests for the purpose of compliance with FERPA.

The Board hereby designates its Dean of Students or designee as the law enforcement unit for the purpose of disclosure of student education records under FERPA.

F. Health or Safety Emergencies

As permitted by FERPA, the school may disclose personally identifiable information from a student's educational record to appropriate parties, including parents of an eligible student, if taking into account the totality of the circumstances, it determines that there is an articulable and significant threat to the health or safety of the student or other individuals and knowledge of the information is necessary to protect the health or safety of the student or other individuals. In the event of disclosure, the school will record the articulable and significant threat that formed the basis for the disclosure and the parties to whom the school has disclosed and maintain such record with the student's educational record.

G. Administrative Procedures and Notices

The Head of School is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and regulations concerning student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in the school.

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99

20 U.S.C. § 7908

20-A M.R.S.A. §§ 6001, 6001-B

Ch. 101, 125 (Me. Dept. of Ed. Rules)

Adopted: _____

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

The Family Educational Rights and Privacy Act (“FERPA”) provides certain rights to parents and eligible students (18 years of age or older) with respect to the student’s education records.

A. Inspection of Records

Parents/eligible students may inspect and review the student’s education records within 45 days of making a request. Such requests must be submitted to the Head of School in writing and must identify the record(s) to be inspected. The Head of School will notify the parent/eligible student of the time and place where the record(s) may be inspected. Parents/eligible students may obtain copies of education records at a cost of 10 cents per page.

B. Amendment of Records

Parents/eligible students may ask *Inspire ME Academy* to amend education records they believe are inaccurate, misleading or in violation of the student’s right to privacy. Such requests must be submitted to the Head of School in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Head of School decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing, and information about the hearing procedure.

C. Disclosure of Records

Inspire ME Academy must obtain a parent/eligible student’s written consent prior to disclosure of personally identifiable information in education records except in circumstances as permitted by law.

1. Directory Information

Inspire ME Academy designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, and honors and awards received. Parents/eligible students who do not want *Inspire ME Academy* to disclose directory information must notify the Head of School in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

2. Military Recruiters/Institutions of Higher Education

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and *Inspire ME Academy* must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want *Inspire ME Academy* to disclose this information must notify the Head of School in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

3. School Officials with Legitimate Educational Interests

Education records may be disclosed to school officials with a “legitimate educational interest.” A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by *Inspire ME Academy* as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); members of the Board of Education; persons or companies with whom *Inspire ME Academy* has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, or therapists); and parents, students and volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.

4. Collection of Student Social Security Numbers for Maine Department of Education Longitudinal Data Studies

In 2009, the Maine Legislature passed a law (P.L. Chapter 448) that authorizes the Maine Commissioner of Education to require local school units to request that parents provide students’ social security numbers to the school. The social security numbers will be used by the Department of Education to create a “longitudinal data system” that will link data about the student’s educational history to data about the student’s endeavors after leaving school, such as earnings, educational attainment and choice of career.

Your compliance with this request is COMPLETELY VOLUNTARY. We must REQUEST that you provide your child’s social security number, but you are NOT REQUIRED to provide the number to us. There will be no

adverse consequences for your child if you decline to provide the social security number. Your child will still be enrolled in school, and he or she will have all the same rights and privileges of every other student in *Inspire ME Academy*. If you are a student aged 18 or over, you have the right to decide whether to allow use of your social security number. No child's social security number may be used for longitudinal data purposes without the parent or the 18-year-old student's written consent.

5. Other School Units

As required by Maine law, *Inspire ME Academy* sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

6. Health or Safety Emergencies

In accordance with federal regulations, *Inspire ME Academy* may disclose education records without prior written consent in a health and safety emergency to any person whose knowledge or the information is necessary to protect the health or safety of the student or other individuals.

7. Other Entities/Individuals

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Superintendent or building administrator.

D. Complaints Regarding School Department Compliance with FERPA

Parents/eligible students who believe that *Inspire ME Academy* has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Adopted: _____

STUDENT EDUCATION RECORDS AND INFORMATION ADMINISTRATIVE PROCEDURE

This administrative procedure is intended to assist administrators and school staff in complying with the requirements of federal and state statutes and regulations concerning student education records and information, including special education requirements.

A. Definitions

The following definitions apply to terms used in this procedure.

1. "Act" means the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g).
2. "Directory information" means the following information contained in an education record of a student: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school, and honors and awards received.
3. "Eligible student" means a student who has attained 18 years of age who has not been judged by a court of competent jurisdiction to be so severely impaired that the student is unable to make decisions or exercise judgment on his/her own behalf. When a student attains the age of 18, all rights accorded to parents concerning education records transfer to the eligible student.
4. "Parent" means parent, regardless of divorce or separation, a legal guardian, or individual acting as a parent or guardian provided that there shall be a presumption that a parent has the authority to exercise the rights governing such matters as divorce, separation or custody or a legally binding instrument that specifically revokes such rights.
5. "Education Record" means information or data that directly relates to a student and is maintained by the school unit in any medium, including but not limited to handwriting, print, computer media, video or audio tape, microfilm and microfiche. Records of instructional, supervisory and administrative personnel and personnel who support these individuals, which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a temporary substitute for the person who made the record are excluded from this definition.
6. "Student" includes any individual with respect to whom the school unit maintains education records.

B. Notification

Inspire ME Academy

Parents and eligible students shall be provided with notice of their rights under FERPA and other applicable federal and state laws and regulations concerning education records at the beginning of each school year or upon enrollment if a student enrolls after the start of the school year. *Inspire ME Academy* may provide notice through any of the following means.

1. Mailing to students' homes;
2. Distribution to students to take home;
3. Publication in student handbooks;
4. Publication in newsletters or other materials distributed to each parent/ eligible student.

C. Access to Policy and Administrative Procedures

Inspire ME Academy 's policy on Student Education Records and Student Information shall be posted in the school. In addition, school staff shall provide copies of this administrative procedure to parents/eligible students upon request.

D. Inspection and Review of Education Records

Parents/eligible students may review and inspect their educational records by the following procedure:

1. The parent/eligible student must make a written request to the Head of School or Dean of Students to review the records.
2. The Head of School or Dean of Students will comply with the request without unnecessary delay and in a reasonable period of time, but in no case more than 45 days after it received the request, and will comply before any IEP Team meeting regarding an Individualized Education Program or any due process hearing relating to the identification, evaluation, or placement of the student.
3. The Head of School or Dean of Students may deny a request for access to or copies of the student's education records if there is reasonable doubt as to the legality of the parent-child relationship. Access will be withheld until a

determination of legal right to access can be established.
Parents/eligible students may also request to review the following:

Inspire ME Academy

1. *Inspire ME Academy's* list of types and locations of all records and titles of officials responsible for the records.
2. *Inspire ME Academy's* record of disclosures of personally identifiable information (see following section).

E. Requests to Amend Education Records

Parents/eligible students may ask *Inspire ME Academy* to amend education records they believe are inaccurate, misleading or in violation of the student's privacy rights as follows:

1. The parent/eligible student must make a written request to the Head of School or Dean of Students to amend the education record. The request must clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
2. The Head of School or Dean of Students shall, within a reasonable period of time after receipt of the request, either amend the record in accordance with the request or inform the parent/eligible student of its refusal to amend the record and inform the parent/eligible student of their right to request a hearing.
3. If the parent/eligible student requests a hearing, it shall be held within a reasonable period of time from *Inspire ME Academy's* receipt of the written request. The parent/eligible student shall be given advance notice of the date, place, and time of the hearing. The Head of School shall designate an individual to conduct the hearing. This individual may be an employee of *Inspire ME Academy* so long as he/she does not have a direct interest in the outcome of the hearing. The parent/eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.
4. *Inspire ME Academy* shall make its decision in writing within a reasonable period of time. The decision of the school shall include a summary of the evidence and the reasons for the decision.
5. If, as a result of the hearing, *Inspire ME Academy* decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall amend the education records of the student accordingly and so inform the parent/eligible student in writing.

6. If, as a result of the hearing, decides that the *Inspire ME Academy* information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent/eligible student of their right to *Inspire ME Academy*.

Legal Information

Family Education Rights and Privacy Act (FERPA) and Individuals (IDEA) Confidentiality Provisions can be viewed side-by-side at

<http://www2.ed.gov/policy/gen/guid/ptac/pdf/idea-ferpa.pdf>
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Americans with Disabilities Act (ADA). (2015). [Web content]. Retrieved from <http://www.ada.gov/pubs/ada.htm>

ED.gov. (2015). [Web content]. Retrieved from <http://idea.ed.gov/>

USE OF PHYSICAL RESTRAINT AND SECLUSION

The Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents an imminent risk of injury or harm to the student or others. The head of school has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

I. DEFINITIONS.

The following definitions apply to this policy and procedure:

A. **Physical restraint:** An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

1. **Physical escort:** A temporary touching or holding of the hand, wrist, arm, shoulder, hip or back for the purpose of moving a student voluntarily.
2. **Physical prompt:** A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
3. **Physical contact:** When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
4. **Momentarily deflecting the movement of a student** when the student's movements would be destructive, harmful or dangerous to the student or others.
5. **The use of seat belts, safety belts or similar passenger restraints,** when used as intended during the transportation of a child in a motor vehicle.
6. **The use of a medically prescribed harness,** when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.
7. **Restraints used by law enforcement officers** in the course of their professional duties are not subject to this policy/procedure or MDOE Rule Chapter 33.
8. **MDOE Rule Chapter 33** does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

B. **Seclusion:** The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student. Seclusion does not include: 1. **Timeout:** An intervention where a student requests, or complies with an adult request for, a break.

II. PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure.

A. PHYSICAL RESTRAINT.

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

1. Permitted Uses of Physical Restraint

a. Physical restraint may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

b. Physical restraint may be used to move a student only if the need for movement outweighs the risk involved in such movement.

c. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule Chapter 33.

d. Parents may be requested to provide assistance at any time.

2. Prohibited Forms and Uses of Physical Restraint

a. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.

b. Physical restraint used to prevent property destruction or disruption of the environment in the absence of a risk of injury or harm.

c. Physical restraint that restricts the free movement of a student's

diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).

d. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.

e. Aversive procedures and mechanical and chemical restraints.

i. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.

ii. Mechanical restraints are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards.

iii. Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan.

3. Monitoring Students in Physical Restraint

a. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.

b. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to him/herself or others.

c. If an injury occurs, applicable school policies and procedures should be followed.

4. Termination of Physical Restraint

a. The staff involved in the use of physical restraint must continually assess for signs that the student is no longer presenting a risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

b. The time a student is in physical restraint must be monitored and recorded.

c. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.

d. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create a risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

B. SECLUSION.

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A “timeout” where a student requests, or complies with an adult request for, a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or defined area with the student (including but not limited to classrooms, offices and other school locations).

1. Permitted Uses and Location of Seclusion

a. Seclusion may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

b. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.

i. Seclusion may not take place in a locked room.

ii. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous materials and objects which the student could use to self-inflict bodily injury.

c. Parents may be requested to provide assistance at any time.

2. Prohibited Uses of Seclusion

a. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.

b. Seclusion used to prevent property destruction or disruption of the environment in the absence of risk of injury or harm.

3. Monitoring Students in Seclusion

a. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.

b. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to him/herself or others.

c. If an injury occurs, applicable school policies and procedures should be followed.

4. Termination of Seclusion

a. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting a risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

i. The time a student is in seclusion must be monitored and recorded.

ii. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the seclusion is terminated.

iii. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create a risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

III. NOTIFICATION AND REPORTS OF PHYSICAL RESTRAINT AND SECLUSION INCIDENTS.

For the purposes of this procedure, an “incident” consists of all actions between the time a student begins to create a risk of harm and the time the student ceases to

pose a risk of harm and returns to his/her regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.
2. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within the school day in which the incident occurred. The administrator/designee must utilize all available phone number or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.
3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with [school unit name] usual emergency notification procedures.
4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the *Inspire ME Academy* emergency notification procedures shall be followed and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an *Inspire ME Academy* administrator/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

1. Student name;
2. Age, gender and grade;
3. Location of the incident;
4. Date of the incident;
5. Date of report;
6. Person completing the report;
7. Beginning and ending time of each physical restraint and/or seclusion;

8. Total time of incident;
9. Description of prior events and circumstances;
10. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
11. The student behavior justifying the use of physical restraint or seclusion;
12. A detailed description of the physical restraint or seclusion used;
13. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
14. Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate;
15. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan;
16. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification and any treatment administered;
17. The date, time and method of parent/legal guardian notification;
18. The date and time of administrator/designee notification; and
19. Date and time of staff debriefing.

Copies of the incident reports shall be maintained in the student's file and in the school office.

IV. SCHOOL UNIT RESPONSE FOLLOWING THE USE OF PHYSICAL RESTRAINT OR SECLUSION.

A. Following each incident of physical restraint or seclusion, an administrator/designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):

1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and school board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.

2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.

B. Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.

V. PROCEDURE FOR STUDENTS WITH THREE INCIDENTS IN A SCHOOL YEAR.

Inspire ME Academy will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

A. Special Education/504 Students

1. After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

B. All Other Students

1. A team consisting of the parent/legal guardian, administrator/designee, a teacher for the student, a staff member involved in the incident (if not the administrator/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.

2. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavior assessment) and/or develop a BIP (behavior intervention plan).

VII. CUMULATIVE REPORTING REQUIREMENTS

A. Reports within the school

1. Each building administrator must report the following data on a quarterly and annual basis:

- a. Aggregate number of uses of physical restraint;
- b. Aggregate number of students placed in physical restraint;
- c. Aggregate number of uses of seclusion;
- d. Aggregate number of students placed in seclusion;
- e. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and
- f. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.

2. The Head of School shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education

1. The Head of School shall submit an annual report to the Maine Department of Education on an annual basis that includes the information required in Section 7.A.1 above.

Legal Reference: Me. DOE Rule Ch. 33 (April 2013)

Adopted: _____

V. ANNUAL NOTICE OF POLICY/PROCEDURE

Inspire ME Academy shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Board.

IV. TRAINING REQUIREMENTS

A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.

B. *Inspire ME Academy* will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Head of School's office, in each school office and in the school's Emergency Management Plan.

V. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Head of School as soon as possible. The Head of School shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days, if practicable. A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

Legal Reference: 20-A M.R.S.A. §§ 4502(5) (M); 4009 Me. DOE Rule, Ch. 33

Inspire ME Academy

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Special Education PROCEDURAL SAFEGUARDS

The Procedural Safeguards set forth in the Maine Unified Special Education Regulations are the rights that apply when children are: in the referral process for special education; or already identified under special education; or whose parents believe should be identified under special education. If the student is an adult student, the rights apply to the adult student. The School Administrative Unit must provide a copy of the Procedural Safeguards to parents or adult students once a year, and more than once a year if specifically required under the regulations. Strong advocacy by parents and students depends on their awareness of both these safeguards and the rights those safeguards protect.

In the Individuals with Disabilities Improvement Act of 2004 (the reauthorization of the IDEA, 2004), the Congress required the U.S. Department of Education to publish and widely disseminate 'model forms', that are "consistent with the requirements of [Part B of the IDEA]" and "sufficient to meet the requirements."

<http://www.maine.gov/doe/specialed/laws/proceduralsafeguards/index.html>

A. PARENTAL PARTICIPATION

As a parent, you have the right to know about and go to Individual Education Program ("IEP") Team meetings about your child's special education. These meetings may discuss your child's need for special education, evaluations that may be done, services that may be provided and the setting where your child might get his/her services. If you can't attend a meeting in person, you have the right to attend by phone or video conferencing.

B. WRITTEN NOTICE TO PARENTS

You must be given a written notice at least 7 days BEFORE any changes in your child's program. If the school decides NOT to make a change, you will also get a written notice.

You will receive a written notice for these types of things:

- Whether your child is eligible for special education
- Evaluations
- Changes to services or the setting in which your child receives those services. The school may need you to sign a form allowing them to do one of the things listed above. This form may come to you at the same time as the written notice.

The written notice will:

- Explain the change and why the school wants to make the change or will not make the change.

- List other things that the school thought about and why they decided not to do them.
- Describe the things it used to make the decision: evaluations, tests, review of your child's records, or teacher reports.
- Explain other things that the school thought about to make its decision.
- List people you can contact to help you understand your rights.

C. PARENT CONSENT

Before the school can do an evaluation to see if your child needs special education, you will need to sign a form for this. If more evaluations or reevaluations are needed, you will need to sign a new form allowing the school to conduct them. The school also cannot begin to provide special education services to your child unless you sign a form. When you sign any of these forms, you are signing that you understand what the district plans on doing and that you agree. If you don't sign the form to let the school evaluate your child, the school can ask for a hearing or mediation to see if they can evaluate your child without your permission. If you don't sign the form to let the school provide special education services to your child, the school cannot provide those services. If, after your child begins to receive special education services, you decide to take back your consent for those services, the school must stop providing them to your child. Either parent can sign the forms. The school will do evaluations or begin services for your child once one parent has signed the forms as long as that parent has parental rights, even if the other parent does not want to sign them.

D. INDEPENDENT EDUCATIONAL EVALUATION

If you don't agree with a school evaluation, you can ask the school to pay for another evaluation done by a person who does not work for the school. If the school doesn't want to pay, it must ask for a hearing to show that their evaluation is done correctly. If the hearing says that the school evaluation is done correctly, you can still ask for someone else to do the evaluation, but you will have to pay for it. If the hearing shows that the school evaluation is not done correctly, the school will pay for the new evaluation by someone else. This new evaluation will need to meet the same standards as the one done by the school. If an independent evaluation is done, the school will have to talk about that evaluation and how that might change special education for your child.

E. ACCESS TO RECORDS

You have the right to look at the school's records about your child's special education. The school has to allow you to look at these records within 45 days of your request, or sooner if there is a meeting scheduled or if you have a hearing scheduled about your child's special education. If another child is mentioned in records about your child, you won't be able to see those parts of the records.

You have the following rights:

- The right to ask the school to explain the records.

- The right to have someone who is working with you look at the records.
- The right to ask for copies of records if that is the only way that you are able to look at them.
- The right to prevent the school from releasing your child's records without your consent, unless the state or federal law allows for the release of that information.

You won't have to pay to look at your child's records, but you may have to pay to have copies of records. If you ask, the school will tell you what kinds of records are kept on your child and where all the records are kept and used. The school keeps a list of people who look at a child's records, except for parents and teachers. The school will keep a list of the person's name, the date they looked at the records and why they needed to look at them.

F. AMENDMENT OF RECORDS AT PARENT'S REQUEST

If you think any of the information in your child's record is wrong, you can ask that the school change it. If the school doesn't want to change the information, they must tell you that they refuse and then you can ask for a hearing. If the school changes the record because of the hearing, they have to send you a letter telling you it was changed. If the school doesn't have to change your child's because of the hearing, they have to send you a letter telling you that you can put something in writing in your child's record explaining why you don't agree with the information. Your written statement will stay with your child's record.

G. COMPLAINT INVESTIGATION

If you think the school is not following the special education rules, you can write down your complaints and send it to the Department of Education's Due Process Office. You must write the names and addresses of the child and the school, your contact information, and how you think the school should fix the problem. You must also sign the complaint and give a copy of it to the Department of Education. You may use a form for your complaint that is available from the Due Process Office (207-624-6644). The Department will have up to 60 days to investigate (unless the Department has given you or the school more time) and decide if the school is following the special education law or rules. If the school is not following the law or rules, the Department will tell the school what to do to take care of your complaint.

H. MEDIATION

If you and the school do not agree about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations, either you or the school can ask for mediation. Both you and the school must agree to the mediation. You can ask for mediation even if you are also asking for a hearing or filing a complaint. The mediator must be impartial (does not favor either side) and is free to both you and the school. The

mediation must be held promptly and at a time and a place that is convenient to both you and the school. The mediator is trained in helping people resolve disputes. If you and the school reach agreement during the mediation, the school must do what the agreement says. If the school does not do what you agreed on during the mediation, you can file a complaint about that. What people say at the mediation remains confidential.

I. DUE PROCESS HEARING

Either you or the school can ask for a hearing about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations. You must ask for a hearing in writing, and you may choose to use a form that is available from the Due Process Office (207-624-6644). You must write your child's name, his/her address, and where your child goes to school. You have to write down the problem and any other information about the problem. You should also write down what you would like to have happen for your child. You must give a copy of the form or letter to the Maine Department of Education. An impartial hearing officer will listen to both you and the school. There may be people who can help you understand the hearing process, and you can ask the Due Process Office to give you a list of those people. At least five working days before the hearing, you and the school will need to share evidence that you want to talk about at the hearing. A decision about the complaint will be made within 45 days, unless the hearing officer has given you or the school more time. The hearing officer's decision is final unless you or the school decides that you want to bring a civil action in court. (See below.)

You and the school have the right to:

- Bring a lawyer and/or people who have special skills or training on children with disabilities.
- Bring evidence and question witnesses. You can require witnesses to attend by serving them with a subpoena (available from the Due Process Office).
- Not allow evidence that wasn't shared at least five working days before the hearing.
- Get a recording or exact written report of the hearing.
- Get a written report of what the hearing officer decided.

As the parent, you have more rights:

- You can bring your child to the hearing.
- You can say that the public can attend.
- You don't have to pay for the report of decisions and record of the hearings.
- The hearing has to be held during regular business hours at a time and place that works for you and your child.

J. CIVIL ACTION

Either you or the school can bring a civil action if they are unhappy with the result of the due process hearing. The court will review the record of the hearing, may review

additional information and make a decision. You must go through the hearing process before filing a civil action.

K. AWARD OF ATTORNEY'S FEES

The school may have to pay your attorney's fees if ordered to do so by the court. A settlement agreement may include the school paying your attorney's fees. You or your attorney may have to pay the school's attorney's fees, but only in the rare case when the court finds that you brought your case for an improper reason, such as to harass the school or cause delay without a good reason.

L. CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

Unless you and the school agree to something else, your child must stay in his/her current educational program until your complaint, mediation or hearing is finished.

M. PRIVATE SCHOOL PLACEMENT BY PARENTS

In some cases, a school district might have to pay you for sending your child to a private school. You would need to show at a due process hearing that your child's local school did not provide a free appropriate public education and that the private school you chose is right for your child. You must also either tell the school at an IEP Team meeting that you don't like the plan for your child and are going to send your child to a private school for which the public school should pay, or else write those things in a letter at least 10 days before you remove your child from the public school. If evaluations were already planned for your child, you will need to let the school do those evaluations.

N. DISCIPLINARY PROCEDURES

Even though your child is in special education, he/she must follow the same rules as all other students and may be suspended if he/she breaks those rules. If your child is suspended for more than 10 days, either in a row or over the whole school year, the school must provide some services outside of your child's regular school program to help your child continue to work on IEP goals. If your child is suspended for a total of more than 10 days, there will be a meeting to determine if your child's behavior that led to the suspensions is related to your child's disability. If your child's behavior is because of his/her disability, the IEP team must do a study of your child's behavior and write a behavior plan, and must return the child to his/her program (unless the suspension involved weapons, drugs or serious injury). If the child's behavior is not because of his/her disability, then the school may treat your child the same way they treat other children, and must consider whether to do a study of your child's behavior or write a behavior plan. If the school decides that your child's behavior is not because of his/her disability and you disagree, you can ask for an expedited due process hearing. The hearing will take place sooner than usual, within 20 days plus 10 days for the hearing officer to write a decision. If your child was placed in a different setting because of

his/her behavior, he/she must remain in that different setting while the due process hearing takes place unless you and the school come to a different agreement.

O. TRANSFER OF RIGHTS

Once your child is 18, he/she will have the rights outlined in Maine's Procedural Safeguards unless a court gives him/her a legal guardian. Your child will be told of these rights about a year before he/she turns 18. Both you and your adult child will be invited to meetings and get the written notices about changes.

(As adapted from 05-071; Chapter 101, *Maine Unified Special Education Regulation*)

Adopted _____

References

Maine Department of Education, Special Education Rules & Regulations
<http://www.maine.gov/doe/specialed/laws/index.html>

Maine Department of Education,
(05-071; Chapter 101) Maine Unified Special Education Regulation Birth to Age
Twenty
<http://www.maine.gov/doe/specialed/laws/chapter101.pdf>

Procedural Safeguards
<http://www.maine.gov/doe/specialed/laws/proceduralsafeguards/index.html>

Referral/Pre-Referral of Students with Disabilities (IHBA)

Inspire ME Academy will ensure that a special referral process as required by Maine Special Education Regulations Chapter: 101 7.8 is fully implemented.

Inspire ME Academy shall refer to the P.E.T. (Pupil Evaluation Team) all school-age students suspected of having a disability that requires special education and related services. Referrals to the P.E.T may be made by a child's parent/guardian, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

A. Referrals by Parents/Guardians

A parent/guardian may refer his or her child to the P.E.T. at any time. That referral shall be made in writing directly to the office of the Dean of Students or his/her designee, or the Head of School. Should the parent/guardian seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the family in making the referral in writing to the office of the Head of School. Should a parent/guardian attempt to make a referral orally, professional staff shall assist the parent/guardian in reducing that referral to writing and submitting it to the office of the Head of School.

A parent/guardian referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the school's pre-referral procedures (discussed below). Those pre-referral procedures shall continue during the referral process, however.

B. Referrals by Staff

Any professional employee of the school may refer a child to the P.E.T. regardless of the results of initial child find activities, but usually only after completion of any pre-referral intervention process used by the school. However, the school may move directly forward with the referral process in those circumstances where the school unit and parent/guardian agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the office of the Head of School

C. Referrals by Others

Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the P.E.T. regardless of the results of initial child find activities, but usually only after completion of any pre-referral intervention process used by *Inspire ME Academy*. However, the school may move directly forward with the referral process in those circumstances where the school unit and parent/guardian agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the office of the Head of School.

D. Receipt of Referral

Regardless of the source of the referral, a referral is received by the school on the date that the written referral is received by the office of the Head of School. It shall be signed and dated by the Head of School, Dean of Students, or designee, thereby indicating the date of the receipt of that referral.

E. Time Line for Processing Referral

Once the referral has been received in the office of the Head of School, the P.E.T. shall review existing evaluation data and determine the need for additional evaluations. The P.E.T. may conduct its review without a meeting. If additional evaluations are needed, the school must send a "consent to evaluate" form to the parent/guardian within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the school shall send the parent/guardian its written notice form documenting that referral.

Once the office of the Head of School receives the signed consent for evaluation back from the parent/guardian, the school shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting or within 30 calendar days of determining that the student is eligible.

The school shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

F. Transfer Students

Students who have already been identified as in need of special education services and who transfer into the school unit from another school unit within Maine shall, on enrollment and in consultation with the parent/guardian, be provided with a Free Appropriate Public Education (FAPE) (including services comparable to those described in the child's IEP from the previous school unit) until *Inspire ME Academy* either adopts the child's IEP from the previous unit or develops, adopts, and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into the school from another school unit from outside of Maine shall, on enrollment and in consultation with the parent, be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the local unit conducts an evaluation to determine whether the student is eligible for special education and, if so, develops, adopts, and implements a new IEP.

If the transfer student's current IEP from his or her prior school unit is not available or is believed to be inappropriate by either the parent/guardian or the school, the school should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into *Inspire ME Academy* after the referral time line has begun in the previous school unit but before an eligibility determination has been made, the time line referenced above for completing that process shall not apply if the receiving school is making sufficient progress to ensure a prompt completion of the evaluation, and the parent/guardian and school unit agree to a specific time when the evaluation will be completed and the eligibility decision made.

Pre-Referral Procedures

Professional school staff members who observe that a student is encountering academic or functional difficulties in school that interfere with the student's education shall document those specific difficulties on a pre-referral checklist. The school staff member shall then develop intervention strategies using the intervention checklist that accompanies the pre-referral checklist. The staff member may consult with other school employees and/or the student's parent/guardian in developing the intervention strategy. The intervention strategies shall have an established time period for implementation, and at the end of that time, its success shall be assessed and documented at the bottom of the

intervention checklist. If the intervention strategies have not been effective or if the interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the staff member shall refer the child to the IEP consistent with the procedures set forth above.

Inspire ME Academy shall notify the parent/guardian whenever their child has demonstrated educational difficulties that have led to completion by a staff member of the pre-referral checklist and intervention strategy checklist. The *Inspire ME Academy* notification of pre-referral interventions should include copies of the completed checklists and shall request that the parent/guardian contact the staff member who has completed the documents. That notification shall also inform the parent/guardian that they have a right to refer their child directly to the P.E.T. if they suspect that their child may need special education services. The local unit may advise the parent/guardian as to why it may be appropriate to have the child participate in the intervention strategies prior to a referral to the P.E.T., but the local unit shall not reject or delay the referral until the completion of the intervention strategies.

All notes from the pre-referral process and, if relevant, team meetings and all the data collection procedures that may have been developed through this process shall be considered by the P.E.T. and shall become part of the child's special education file. For children who do not qualify for special education services, all pre-referral documents are kept in the child's cumulative folder for future reference and for ongoing educational planning.

The general education interventions developed through this pre-referral process shall be continued in the event of a referral while the referral is being handled by the P.E.T., and the resulting data shall become part of the child's special education file.

Legal Reference Ch. 101, §§ II(27), III, IV(2)(D), (E), V(4)(A) (Me. Dept. of Ed. Rules) (July 2011)

Adopted: _____

REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS

It shall be the policy of *Inspire ME Academy* to refer all school-age students suspected of having a disability that requires special education to the P.E.T. (Pupil Evaluation Team) for an evaluation in all suspected areas of disability. Referrals of students to the P.E.T. may be made by parents/guardians at any time and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Head of School.

Regardless of the source of the referral, a referral will be considered received by the school on the date that the written referral is received by the office of the Dean of Students, or designee. It shall be signed and dated by the Dean of Students, or designee, thereby indicating the date of the receipt of that referral.

The Head of School, in consultation with the Dean of Students and/or P.E.T. may develop procedures for referral and the use of pre-referral interventions within *Inspire ME Academy*, and may from time to time amend those procedures as necessary.

Legal Reference: Ch. 101, §§ II(27), III, IV(2)(D), (E), V(4)(A) (Me. Dept. of Ed. Rules (July 2011)).

Adopted: _____

CHILD FIND (IHBAC)

A. Children Who Need Special Education

Children who need special education services are those who have exceptionalities that prevent them from progressing effectively in a regular school program and who need a special class, special program, or special services. These exceptionalities

Title 20-A, Chapters 301 & 302 of Maine State Law require that local school systems must provide special education programs for children who need them. Children are eligible for services at age 5, on or before October 15th of any school year, and until they reach 20 years old.

B. Identification of Children

Identification of children in need of special services is the responsibility of the P.E.T. This team includes the parents, teachers, Head of School or Dean of Students and other key persons. Teachers, parents, or other agencies concerned about a particular student refers the student to the P.E.T who reviews and develops a plan for evaluating and testing of the student. The P.E.T meets to review the results of the testing and develops a special education program which will meet the student's needs. This process should take no more than 60 calendar days to complete and is done with parent cooperation and agreement.

C. Special Education Services provided by *Inspire ME Academy*

As a part of the *Inspire ME Academy* philosophy, we will teach in an inclusive setting where all students learn together. During instruction time, we will group by ability so our teachers can better address the needs of the students. The students will be grouped based on where they need re-teaching and where they can be challenged to deepen their understanding. Interventions and small-group instruction will be based not only on special education status but also for all students who are in need of these services. Before and after school tutoring is an option for all of our students who need extra help in areas and will be offered in a variety of subjects depending on need. Our progress monitoring will be analyzed and then applied to the groups of students in our school. Ability groups and teachers will have the understanding that all groups can be changed depending on the needs of our students at any given time. This will help our teachers provide direct instruction to a particular level of students as well as plan targeted differentiation strategies to the specific needs of the group. All students will have their own learning plans.

D. If Your Child Has an Exceptionality

If your child has an exceptionality or you think an exceptionality may exist, please arrange a meeting with your child's teacher and with the Head of School or Dean of Students. Discuss with us your concerns and your child's need for evaluation and special education services. We will evaluate your child, discuss our evaluation with you, and, if it is necessary, we will develop a suitable special education program.

E. Parental Rights

If you feel that appropriate services are not provided for your child, you may request a meeting with the Dean of Students or Head of School. If the problem is not resolved, you may request a meeting with the Maine Department of Education. At any time you may request a state investigation or hearing. A written request for an official review of the matter should be made to the Commissioner of Education, Augusta, Maine 04333. The Department will set up an investigation or hearing to review the case. The investigation or hearing officer will either concur with the existing program or will prescribe a different one, which *Inspire ME Academy* must implement. If the preceding steps do not produce satisfactory results, you may initiate legal action in the District Court of the United States. Meanwhile, your child would remain in the current educational program.

F. We Are Here

We are here to do our best to help your child to learn and grow. If you want to discuss a concern about your child's progress in school, or if you want more information about *Inspire ME Academy's* educational programs, we want to hear from you. Contact your child's teachers, the Head of School, or Dean of Students; we will be glad to meet with you for a conference.

Legal Reference: 34 C.F.R. § 300.111 (2006)
Ch. 101§ IV (2) (2007) (Me. Dept. of Ed. Rules)

Adopted _____

GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES

The Board has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether the school unit is fully meeting its obligations under state and federal laws to protect persons with disabilities. This procedure is intended to meet the requirements of the federal Rehabilitation Act (34 CFR § 104.7(b)) and the federal Americans with Disabilities Act (28 CFR § 35.107(b)). Questions about this grievance procedure should be directed to the Dean of Students or Head of School.

Step One

A person with an identifiable disability, or someone acting on that person's behalf, may file a written grievance regarding compliance with state or federal disabilities laws with the Head of School where the grievance arose, or with the Dean of Students or Head of School. If filled with Dean of Students, that person shall forward it to the Head of School. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance.

The Head of School, after consultation with the Dean of Students, shall respond in writing to the grievance within 15 working days of its receipt. Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The Head of School's written response shall be forwarded to the grievant and to the Dean of Students.

Step Two

If dissatisfied with the response, the grievant may obtain a review by the Board. The grievant must request that review within 15 working days of the decision by the principal. The Board, after consultation with the Dean of Students, shall respond in writing to the grievance within 15 working days. Extensions of 15 working days may be allowed when necessary to address fully the issues in the grievance. The Board's written response shall be forwarded to the grievant and to the Dean of Students. Except for grievances regarding physical alterations to school buildings or grounds, the decision of the Board shall be final. In the case of grievances regarding physical alterations to school buildings or grounds, a dissatisfied grievant may obtain a review by the *Inspire ME Academy* Board of the Head of School's decision.

The grievant must request that review within 15 working days of the decision by the Board. The Board shall have a reasonable time to schedule a meeting on the grievance and to issue its decision.

Nothing in this grievance procedure in any way forecloses a person with a disability from seeking redress for their concerns at any time through other legal avenues,

such as through the Office for Civil Rights, the Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.

Questions about other legal avenues available for persons with disabilities to pursue compliance concerns under various disabilities laws should be directed to the Dean of Students or Head of School.

This notice will be available in large print and on audiotape from the Head of School and/or the Dean of Students.

Adopted: _____

DRAFT

Notification of Rights Under FERPA

Student Education Records and Information

Inspire ME Academy shall comply with the Family Educational Rights and Privacy Act (“FERPA”) and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and student information.

A. Directory Information

Inspire ME Academy designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, and honors and awards received. *Inspire ME Academy* may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

B. Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and *Inspire ME Academy* must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent.

C. Information on the Internet

Under Maine law, *Inspire ME Academy* shall not publish on the Internet any information that identifies a student, including but not limited to the student’s full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents’ names, without written parental consent.

D. Transfer of Student Records

As required by Maine law, *Inspire ME Academy* sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

E. Designation of Law Enforcement Unit

Inspire ME Academy may disclose student education records without parental consent to personnel of its law enforcement unit, provided that they have been designated as *Inspire ME Academy* officials with legitimate educational interests for the purpose of compliance with FERPA.

The Board hereby designates its Dean of Students or designee as the law enforcement unit for the purpose of disclosure of student education records under FERPA.

F. Health or Safety Emergencies

As permitted by FERPA, the school may disclose personally identifiable information from a student's educational record to appropriate parties, including parents of an eligible student, if taking into account the totality of the circumstances, it determines that there is an articulable and significant threat to the health or safety of the student or other individuals and knowledge of the information is necessary to protect the health or safety of the student or other individuals. In the event of disclosure, the school will record the articulable and significant threat that formed the basis for the disclosure and the parties to whom the school has disclosed and maintain such record with the student's educational record.

G. Administrative Procedures and Notices

The Head of School is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and regulations concerning student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in the school.

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99

20 U.S.C. § 7908

20-A M.R.S.A. §§ 6001, 6001-B

Ch. 101, 125 (Me. Dept. of Ed. Rules)

Adopted: _____

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

The Family Educational Rights and Privacy Act (“FERPA”) provides certain rights to parents and eligible students (18 years of age or older) with respect to the student’s education records.

A. Inspection of Records

Parents/eligible students may inspect and review the student’s education records within 45 days of making a request. Such requests must be submitted to the Head of School in writing and must identify the record(s) to be inspected. The Head of School will notify the parent/eligible student of the time and place where the record(s) may be inspected. Parents/eligible students may obtain copies of education records at a cost of 10 cents per page.

B. Amendment of Records

Parents/eligible students may ask *Inspire ME Academy* to amend education records they believe are inaccurate, misleading or in violation of the student’s right to privacy. Such requests must be submitted to the Head of School in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Head of School decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing, and information about the hearing procedure.

C. Disclosure of Records

Inspire ME Academy must obtain a parent/eligible student’s written consent prior to disclosure of personally identifiable information in education records except in circumstances as permitted by law.

1. Directory Information

Inspire ME Academy designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, and honors and awards received. Parents/eligible students who do not want *Inspire ME Academy* to disclose directory information must notify the Head of School in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

2. Military Recruiters/Institutions of Higher Education

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and *Inspire ME Academy* must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want *Inspire ME Academy* to disclose this information must notify the Head of School in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

3. School Officials with Legitimate Educational Interests

Education records may be disclosed to school officials with a “legitimate educational interest.” A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by *Inspire ME Academy* as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); members of the Board of Education; persons or companies with whom *Inspire ME Academy* has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, or therapists); and parents, students and volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.

4. Collection of Student Social Security Numbers for Maine Department of Education Longitudinal Data Studies

In 2009, the Maine Legislature passed a law (P.L. Chapter 448) that authorizes the Maine Commissioner of Education to require local school units to request that parents provide students’ social security numbers to the school. The social security numbers will be used by the Department of Education to create a “longitudinal data system” that will link data about the student’s educational history to data about the student’s endeavors after leaving school, such as earnings, educational attainment and choice of career.

Your compliance with this request is COMPLETELY VOLUNTARY. We must REQUEST that you provide your child’s social security number, but you are NOT REQUIRED to provide the number to us. There will be no

adverse consequences for your child if you decline to provide the social security number. Your child will still be enrolled in school, and he or she will have all the same rights and privileges of every other student in *Inspire ME Academy*. If you are a student aged 18 or over, you have the right to decide whether to allow use of your social security number. No child's social security number may be used for longitudinal data purposes without the parent or the 18-year-old student's written consent.

5. Other School Units

As required by Maine law, *Inspire ME Academy* sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

6. Health or Safety Emergencies

In accordance with federal regulations, *Inspire ME Academy* may disclose education records without prior written consent in a health and safety emergency to any person whose knowledge or the information is necessary to protect the health or safety of the student or other individuals.

7. Other Entities/Individuals

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Superintendent or building administrator.

D. Complaints Regarding School Department Compliance with FERPA

Parents/eligible students who believe that *Inspire ME Academy* has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Adopted: _____

STUDENT EDUCATION RECORDS AND INFORMATION ADMINISTRATIVE PROCEDURE

This administrative procedure is intended to assist administrators and school staff in complying with the requirements of federal and state statutes and regulations concerning student education records and information, including special education requirements.

A. Definitions

The following definitions apply to terms used in this procedure.

1. "Act" means the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g).
2. "Directory information" means the following information contained in an education record of a student: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school, and honors and awards received.
3. "Eligible student" means a student who has attained 18 years of age who has not been judged by a court of competent jurisdiction to be so severely impaired that the student is unable to make decisions or exercise judgment on his/her own behalf. When a student attains the age of 18, all rights accorded to parents concerning education records transfer to the eligible student.
4. "Parent" means parent, regardless of divorce or separation, a legal guardian, or individual acting as a parent or guardian provided that there shall be a presumption that a parent has the authority to exercise the rights governing such matters as divorce, separation or custody or a legally binding instrument that specifically revokes such rights.
5. "Education Record" means information or data that directly relates to a student and is maintained by the school unit in any medium, including but not limited to handwriting, print, computer media, video or audio tape, microfilm and microfiche. Records of instructional, supervisory and administrative personnel and personnel who support these individuals, which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a temporary substitute for the person who made the record are excluded from this definition.
6. "Student" includes any individual with respect to whom the school unit maintains education records.

B. Notification

Inspire ME Academy

Parents and eligible students shall be provided with notice of their rights under FERPA and other applicable federal and state laws and regulations concerning education records at the beginning of each school year or upon enrollment if a student enrolls after the start of the school year. *Inspire ME Academy* may provide notice through any of the following means.

1. Mailing to students' homes;
2. Distribution to students to take home;
3. Publication in student handbooks;
4. Publication in newsletters or other materials distributed to each parent/ eligible student.

C. Access to Policy and Administrative Procedures

Inspire ME Academy 's policy on Student Education Records and Student Information shall be posted in the school. In addition, school staff shall provide copies of this administrative procedure to parents/eligible students upon request.

D. Inspection and Review of Education Records

Parents/eligible students may review and inspect their educational records by the following procedure:

1. The parent/eligible student must make a written request to the Head of School or Dean of Students to review the records.
2. The Head of School or Dean of Students will comply with the request without unnecessary delay and in a reasonable period of time, but in no case more than 45 days after it received the request, and will comply before any IEP Team meeting regarding an Individualized Education Program or any due process hearing relating to the identification, evaluation, or placement of the student.
3. The Head of School or Dean of Students may deny a request for access to or copies of the student's education records if there is reasonable doubt as to the legality of the parent-child relationship. Access will be withheld until a

determination of legal right to access can be established.
Parents/eligible students may also request to review the following:

Inspire ME Academy

1. *Inspire ME Academy's* list of types and locations of all records and titles of officials responsible for the records.
2. *Inspire ME Academy's* record of disclosures of personally identifiable information (see following section).

E. Requests to Amend Education Records

Parents/eligible students may ask *Inspire ME Academy* to amend education records they believe are inaccurate, misleading or in violation of the student's privacy rights as follows:

1. The parent/eligible student must make a written request to the Head of School or Dean of Students to amend the education record. The request must clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
2. The Head of School or Dean of Students shall, within a reasonable period of time after receipt of the request, either amend the record in accordance with the request or inform the parent/eligible student of its refusal to amend the record and inform the parent/eligible student of their right to request a hearing.
3. If the parent/eligible student requests a hearing, it shall be held within a reasonable period of time from *Inspire ME Academy's* receipt of the written request. The parent/eligible student shall be given advance notice of the date, place, and time of the hearing. The Head of School shall designate an individual to conduct the hearing. This individual may be an employee of *Inspire ME Academy* so long as he/she does not have a direct interest in the outcome of the hearing. The parent/eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.
4. *Inspire ME Academy* shall make its decision in writing within a reasonable period of time. The decision of the school shall include a summary of the evidence and the reasons for the decision.
5. If, as a result of the hearing, *Inspire ME Academy* decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall amend the education records of the student accordingly and so inform the parent/eligible student in writing.

6. If, as a result of the hearing, decides that the *Inspire ME Academy* information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent/eligible student of their right to *Inspire ME Academy*.

Legal Information

Family Education Rights and Privacy Act (FERPA) and Individuals (IDEA) Confidentiality Provisions can be viewed side-by-side at

<http://www2.ed.gov/policy/gen/guid/ptac/pdf/idea-ferpa.pdf>
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

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USE OF PHYSICAL RESTRAINT AND SECLUSION

The Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents an imminent risk of injury or harm to the student or others. The head of school has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

I. DEFINITIONS.

The following definitions apply to this policy and procedure:

A. **Physical restraint:** An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

1. **Physical escort:** A temporary touching or holding of the hand, wrist, arm, shoulder, hip or back for the purpose of moving a student voluntarily.
2. **Physical prompt:** A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
3. **Physical contact:** When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
4. **Momentarily deflecting the movement of a student** when the student's movements would be destructive, harmful or dangerous to the student or others.
5. **The use of seat belts, safety belts or similar passenger restraints,** when used as intended during the transportation of a child in a motor vehicle.
6. **The use of a medically prescribed harness,** when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.
7. **Restraints used by law enforcement officers** in the course of their professional duties are not subject to this policy/procedure or MDOE Rule Chapter 33.
8. **MDOE Rule Chapter 33** does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

B. **Seclusion:** The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student. Seclusion does not include: 1. **Timeout:** An intervention where a student requests, or complies with an adult request for, a break.

II. PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure.

A. PHYSICAL RESTRAINT.

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

1. Permitted Uses of Physical Restraint

a. Physical restraint may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

b. Physical restraint may be used to move a student only if the need for movement outweighs the risk involved in such movement.

c. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule Chapter 33.

d. Parents may be requested to provide assistance at any time.

2. Prohibited Forms and Uses of Physical Restraint

a. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.

b. Physical restraint used to prevent property destruction or disruption of the environment in the absence of a risk of injury or harm.

c. Physical restraint that restricts the free movement of a student's

diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).

d. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.

e. Aversive procedures and mechanical and chemical restraints.

i. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.

ii. Mechanical restraints are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards.

iii. Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan.

3. Monitoring Students in Physical Restraint

a. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.

b. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to him/herself or others.

c. If an injury occurs, applicable school policies and procedures should be followed.

4. Termination of Physical Restraint

a. The staff involved in the use of physical restraint must continually assess for signs that the student is no longer presenting a risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

b. The time a student is in physical restraint must be monitored and recorded.

c. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.

d. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create a risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

B. SECLUSION.

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A “timeout” where a student requests, or complies with an adult request for, a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or defined area with the student (including but not limited to classrooms, offices and other school locations).

1. Permitted Uses and Location of Seclusion

a. Seclusion may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

b. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.

i. Seclusion may not take place in a locked room.

ii. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous materials and objects which the student could use to self-inflict bodily injury.

c. Parents may be requested to provide assistance at any time.

2. Prohibited Uses of Seclusion

a. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.

b. Seclusion used to prevent property destruction or disruption of the environment in the absence of risk of injury or harm.

3. Monitoring Students in Seclusion

a. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.

b. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to him/herself or others.

c. If an injury occurs, applicable school policies and procedures should be followed.

4. Termination of Seclusion

a. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting a risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

i. The time a student is in seclusion must be monitored and recorded.

ii. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the seclusion is terminated.

iii. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create a risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

III. NOTIFICATION AND REPORTS OF PHYSICAL RESTRAINT AND SECLUSION INCIDENTS.

For the purposes of this procedure, an “incident” consists of all actions between the time a student begins to create a risk of harm and the time the student ceases to

pose a risk of harm and returns to his/her regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.

2. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within the school day in which the incident occurred. The administrator/designee must utilize all available phone number or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.

3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with [school unit name] usual emergency notification procedures.

4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the *Inspire ME Academy* emergency notification procedures shall be followed and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an *Inspire ME Academy* administrator/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

1. Student name;
2. Age, gender and grade;
3. Location of the incident;
4. Date of the incident;
5. Date of report;
6. Person completing the report;
7. Beginning and ending time of each physical restraint and/or seclusion;

8. Total time of incident;
9. Description of prior events and circumstances;
10. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
11. The student behavior justifying the use of physical restraint or seclusion;
12. A detailed description of the physical restraint or seclusion used;
13. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
14. Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate;
15. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan;
16. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification and any treatment administered;
17. The date, time and method of parent/legal guardian notification;
18. The date and time of administrator/designee notification; and
19. Date and time of staff debriefing.

Copies of the incident reports shall be maintained in the student's file and in the school office.

IV. SCHOOL UNIT RESPONSE FOLLOWING THE USE OF PHYSICAL RESTRAINT OR SECLUSION.

A. Following each incident of physical restraint or seclusion, an administrator/designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):

1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and school board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.

2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.

B. Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.

V. PROCEDURE FOR STUDENTS WITH THREE INCIDENTS IN A SCHOOL YEAR.

Inspire ME Academy will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

A. Special Education/504 Students

1. After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

B. All Other Students

1. A team consisting of the parent/legal guardian, administrator/designee, a teacher for the student, a staff member involved in the incident (if not the administrator/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.

2. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavior assessment) and/or develop a BIP (behavior intervention plan).

VII. CUMULATIVE REPORTING REQUIREMENTS

A. Reports within the school

1. Each building administrator must report the following data on a quarterly and annual basis:

- a. Aggregate number of uses of physical restraint;
- b. Aggregate number of students placed in physical restraint;
- c. Aggregate number of uses of seclusion;
- d. Aggregate number of students placed in seclusion;
- e. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and
- f. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.

2. The Head of School shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education

1. The Head of School shall submit an annual report to the Maine Department of Education on an annual basis that includes the information required in Section 7.A.1 above.

Legal Reference: Me. DOE Rule Ch. 33 (April 2013)

Adopted: _____

V. ANNUAL NOTICE OF POLICY/PROCEDURE

Inspire ME Academy shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Board.

IV. TRAINING REQUIREMENTS

A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.

B. *Inspire ME Academy* will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Head of School's office, in each school office and in the school's Emergency Management Plan.

V. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Head of School as soon as possible. The Head of School shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days, if practicable. A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

Legal Reference: 20-A M.R.S.A. §§ 4502(5) (M); 4009 Me. DOE Rule, Ch. 33

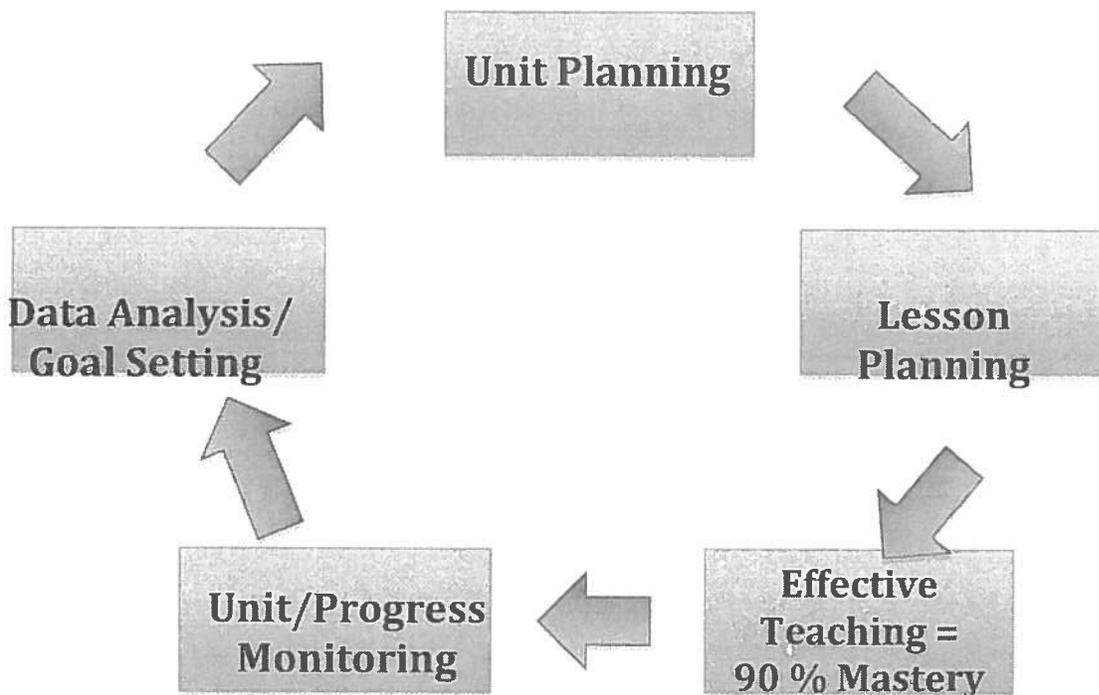
Inspire ME Academy

A.4 Assessment

Internal Informative Assessments

At Inspire ME Academy, students will be assessed in many different ways to determine student performance. Students will take a series of academic assessments when first entering the school to determine where they are academically in all areas. They will take a reading assessment to determine their general reading level and abilities. The Fountas and Pinell Reading assessment will be used three times a year to assess students reading level and grade level equivalency. By assessing decoding skills, reading fluency, and reading comprehension students will be assessed and then given a level. These results can be interpreted to help with understanding of where the student needs literacy instruction in order to progress. Fountas and Pinell Assessment Systems are widely accepted and highly effective tools. More information and research can be found in the Appendix. Students will also take math skills/abilities assessments to determine what math skills they have mastered and ones they have not. This assessment will be “home-grown” and based on the Common Core standards. This will help guide our initial ability groups for instruction so students are not spending a lot of time reviewing concepts they have already mastered.

Following the initial assessments students will take progress-monitoring assessments every six weeks in each core subject. The basis of the assessment will be to cover concepts taught over the past six weeks. Built into each UbD instructional unit is a plan for assessment that aligns with the CCS that unit addresses. After giving and scoring these assessments, as well as other assessments (i.e. exit tickets, homework, questioning for understanding) teachers will meet as a Professional Learning Team for a “data day” which takes place on Friday afternoons during the staff development time. The purpose of the data meeting is to analyze the student data from the past six weeks of instruction and use it to guide instruction in the future. Depending on the students achievement there might be a change in the ability groupings, concepts that need to be re-taught, or topics that have been mastered. This will also be a time for discussing interventions and identifying students who could benefit from interventions.



Inspire ME Academy

Statewide Assessments

Students at Inspire ME Academy will participate in the statewide assessments just as any other school in Maine. The assessment given in the state of Maine (once decided upon) will help us determine the effectiveness of our students compared to Maine as a whole. **These assessment results will be another form of data that will drive instruction for teachers and administrators.**

THIS IS HOW WE WILL USE THESE ASSESSMENTS.

At the beginning of each school year, teachers and administrators will analyze the results of statewide testing and use it to generate school wide student achievement goals for the year. These goals will be directly relate to the result of the prior year's testing outcomes. With these goals, the administrators and teachers will determine best practices that will help them achieve this goal. As a Professional Learning Team all employees will help work toward reaching the school's student achievement goals. These scores and achievement of the goals will score one part of Administration and Teachers performance evaluations.

Reporting

Parents will receive frequent and meaningful contact about their student's progress in all subject areas. Students will receive quarterly report cards showing evaluation in all subject areas. Students who are on IEP's will also receive progress reports on their annual IEP goals at the same intervals as their report cards. Parent's will be required to attend three parent teacher conferences a year that falls at the same time report cards are released. We will also make use of a Student Information System Database with a Parent portal, where Parents can follow their student's progress.

Inspire ME Academy believes that every student has the ability to learn and we strongly believe that we can get students to grade level proficiency. Under this belief, students will be promoted to the next grade level with regularity. Retention will only be used in extreme cases as we feel that retention will be more detrimental to the student's progress at this grade level. Ability groupings across grade levels if needed, allows for students needs to be met without retention.

Performance Measures (Indicators)

TAB 8

Charter School Name: Inspire ME Academy

Indicator and Measure	Target	Documentation to be Provided by School
<u>Student Academic Proficiency: State Assessments</u> Measure 1: Proficiency on State Assessments in reading.	75%	
<u>Student Academic Proficiency: State Assessments</u> Measure 2: Proficiency on State Assessments in math.	75%	
<u>Student Academic Proficiency: School Selected Assessments</u> Measure 1: Growth on school selected standardized test in reading.		
<u>Student Academic Proficiency: School Selected Assessments</u> Measure 2: Growth on school selected standardized test in math.		
<u>Student Academic Proficiency: School Selected Assessments</u>		

<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 4: Proficiency on school selected standardized test in reading.</p>		
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 5: Proficiency on school selected standardized test in math.</p>		
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 6: Proficiency on school designed assessment program measuring reading growth</p>		
<p><u>Student Academic Growth: State Assessments</u> Measure 1: Same cohort growth on State Assessment in ELA</p>		
<p><u>Student Academic Growth: State Assessments</u> Measure 2: Same cohort growth on State Assessment in math</p>		
<p><u>Student Academic Growth: State Assessments</u> Measure 3: Successive cohort growth on State Assessment in ELA</p>		
<p><u>Student Academic Growth: State Assessments</u> Measure 4: Successive cohort growth on State Assessment in math</p>		
<p><u>Achievement Gaps</u> Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.</p>		
<p><u>Achievement Gaps</u> Measure 2: Gaps in proficiency and growth between major student subgroups on school selected assessment</p>		

Achievement Gaps		
Student Attendance Measure 1: Average Daily Attendance Rate	98%	
Student Enrollment Measure 1: Maintaining student enrollment throughout the year.	95%	
Student Enrollment Measure 2: Student re-enrollment from one year to the next	98%	
Student Enrollment Measure 3: Student enrolled continuously for multiple years	95%	
Financial Performance and Sustainability Measure 1: Budget versus actual revenue and expenditures	90%	
Governance Board Performance & Stewardship Measure 1: Public accountability – Transparent, responsive, and legally compliant Board operations	100%	
Adequacy of Facilities Maintenance in Support of Program Measure 1: Facility meets State standards	100%	
Transportation & Food Service Measure 1: Record of costs and student utilization		
Transportation & Food Service Measure 2: Record of costs and student utilization		
School Social and Academic Climate Measure 1: Instances of bullying, harassment, or other abusive practices.	0%	

<p>School Social and Academic Climate Measure 2: Confidential survey of parents, staff, and students.</p>	<p>50%</p>	
<p>Parent and Community Engagement Measure 1:</p>	<p>75%</p>	
<p>Parent and Community Engagement Measure 2:</p>		
<p>Parent and Community Engagement Measure 3:</p>		<p>P/CSC/Monitoring/Monitoring-Perf. Indicators/4-2015 BLANK School Performance Measures</p>
<p>Parent and Community Engagement Measure 4:</p>		<p>P/CSC/RFP TABS EXH A-E/ TAB 8 Performance Measures.</p>

Inspire ME Academy

A.5 School Climate and Discipline

Inspire Me Academy will have a school climate that accentuates the positive. Positive reinforcement has proven to work better than simply disciplining for bad behavior. It is important to have a positive environment with clear expectations for behavior. Our leaders and teachers will model, teach and help students apply good citizenship skills. We will use our GREAT values (Generosity, Respect, Enthusiasm, Achievement, and Tenacity) to lead and guide staff, students and parents. This Acronym will be predominately posted as a reminder in every room and in the hallways. This will reinforce the teachings of the staff. Positive affirmation of good behavior as well as improved behavior is very important to students' success. We will recognize students for the progress they make.

Our Head of School will have the responsibility of staff development in this area. We will seek staff that believes in this positive approach to discipline and then train them in strategies that will help them be successful in applying this approach in and out of the classroom. The Head of School will also be a great resource for students that are having difficulty with their behavior or other issues that affect the learning process. We want to help students and families be successful; education and support are crucial! It is important to note that when discipline is appropriate the Head of School with guidance from the Dean of Students (year 3) will administer it. *Teach like a Champion*, by Doug Lemov will be required reading for all incoming staff. It has wonderful **positive** engagement techniques that help keep everyone on task and helps teachers hone their craft.

Every Friday students will have 30 minutes of Character Education, where teachers will teach aspects of the GREAT values. This will allow the students to learn in depth what these values mean and how to practice them and use them to be successful students and citizens. Letitriple.com is a great resource for teaching Character in fun and engaging ways. Students will grade themselves as well as be graded by the teacher on their GREAT values. This will be included as part of the student's report card.

With an overwhelmingly positive approach and clear expectations and accountability for behavior, there will be no room for bullying. The two values Generosity and Respect will focus on treating yourself and others well. Bullying will not be tolerated in any form, physically, socially, or emotionally.

We will have very clear expectations for all students, teachers and parents so there is no question about what is expected. There will be a "no excuses" mentality for behavior. If a student is on an IEP with a behavior element, he/she will work with a special education teacher to work towards meeting expectations. If it is found the behavior is due to the disability, a behavior plan will be put in place.

Teachers will make every effort to handle discipline quickly and effectively in the classroom, using strategies such as redirection or a "time out" desk with a writing opportunity for the child to express how they are feeling. The more positive the approach the more successful the student and class will be.

This is the foundation of our school culture and discipline philosophy. We aim to staff our school with like-minded leaders and educators. Our leaders will work with the board to develop a sound discipline policy that reflects these ideas. **We feel it is imperative for the staff to be involved in the development of this policy.** Tab 9 includes samples, which we will use as a guide.

Inspire ME Academy believes this positive culture will provide a safe and nurturing environment that will allow all children to feel safe and cared for. This will allow the focus to be on learning. Our aim is to have a culture where it is "cool to be smart"! Inspiring all students to want to learn is the goal. A happy student is a well-behaved student.

Inspire ME Academy

For the Safety of all students and staff, Inspire ME Academy reserves the right to disenrollment of a student if a student's behavior is having an adverse/unsafe effect on the learning community.

Inspire ME Academy will welcome parent involvement as volunteers. We will also have several events that welcome parents to the school in other ways such as parent/student breakfasts, student performances and movie nights. Welcoming the parents into the community in fun events helps them feel more connected and welcome and then we can always remind them of volunteer opportunities at these events. Having the GREAT values displayed around the school also reminds parents and community our expectations for good citizenship.

Our Anti-bullying and Anti-harassment Policies in TAB 12 and 13 are samples we will use to develop our own. We like to refer to them as Pro-Kindness Policies! Kindness will be a word you hear often at Inspire ME Academy. If you are being kind to one another, there is no room for bullying or harassment. We do believe kindness can be modeled and taught. Kindness is also contagious!

An Emergency Response Guide will be developed once staff and a facility are in place and will cover all appropriate aspects needed to ensure our staff and students are safe. It is also difficult to plan emergency response when we are not positive of which facility we will choose. However, we have included guides from the US Department of Education as well as a Plan Template from Ready.gov. to help in development of our own Emergency Response Guide. This can be found under Tab 11.

Inspire ME Academy

Student Discipline Policy

It is essential for schools to maintain a safe and orderly environment which supports student learning and achievement. Good discipline allows the schools to discharge their primary responsibilities to educate students and promote good citizenship. All students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school. The Board expects the following principles to guide the development and implementation of school rules and disciplinary procedures:

- A. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.
- B. Expectations for student behavior should be clear and communicated to school staff, students and parents.
- C. Consequences for misbehavior should be in proportion to the offense, fair and consistently enforced. School staff shall have the discretion to tailor discipline to the facts and circumstances of the particular case.
- D. Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.

Physical force and corporal punishment shall not be used as disciplinary methods. However, state law provides that "a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to a) control the disturbing behavior; or b) remove the person from the scene of the disturbance." Any restraint or seclusion of students shall comply with applicable regulations and Board policy.

Teachers are authorized to make and enforce rules for effective classroom management and to foster appropriate student behavior, subject to the direction and approval by the Head of School. School-wide rules shall be developed by the Head of School with appropriate input from school staff, students, parents, and subject to approval by the Board. The Head of School or the Dean of Students shall provide for the suspension of or other serious disciplinary action against students in accordance with Board policies, administrative procedures and Maine law.

Students with disabilities shall be disciplined in accordance with Board policy and applicable federal and state law/regulations.

Legal Reference: 17-A MRS § 106
20-A MRS §§ 1001(15A); 4009

Borrowed/edited from Harpswell Coastal Academy

Practical Information on Crisis Planning: A Guide for Schools and Communities

U.S. Department of Education
August 2004

Preparing Your School for a Crisis

Taking action now can save lives, prevent injury, and minimize property damage in the moments of a crisis. If you do not have a crisis plan in place, it is time to develop one. If you have one, review, practice, and update your plan. This brochure is designed to assist schools and communities in either situation. Although every school's needs and circumstances are different, these checklists provide general guidance that can be adapted as appropriate to each district's or school's circumstances.

If you would like additional, more detailed information on how to prepare your school or district for a crisis, you can order a free copy of *Practical Information on Crisis Planning: A Guide for Schools and Communities*, from which these checklists have been taken, on the U.S. Department of Education Office of Safe and Drug-Free School's emergency preparedness Web site: www.ed.gov/emergencyplan. This Web site contains many other crisis planning resources as well.

Additional Web Sites

- www.ed.gov/emergencyplan
- <http://www.ready.gov/>
- www.fema.gov/kids/
- www.redcross.org/services/disaster
- www.nasponline.org

Mitigation and Prevention

The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.

- Connect with community emergency responders to identify local hazards.
- Review the last safety audit to examine school buildings and grounds.
- Determine who is responsible for overseeing violence prevention strategies in your school.
- Encourage staff to provide input and feedback during the crisis planning process.
- Review incident data.
- Determine major problems in your school with regard to student crime and violence.
- Assess how the school addresses these problems.
- Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crises.

Preparedness

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs.

- Determine what crisis plans exist in the district, school, and community.
- Identify all stakeholders involved in crisis planning.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.

- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Identify the necessary equipment that needs to be assembled to assist staff in a crisis.

Response

A crisis is the time to follow the crisis plan and make use of your preparations.

- Determine if a crisis is occurring.
- Identify the type of crisis that is occurring and determine the appropriate response.
- Activate the incident management system.
- Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community.
- Monitor how emergency first aid is being administered to the injured.
- Decide if more equipment and supplies are needed.

Recovery

During recovery, return to learning and restore the infrastructure as quickly as possible.

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff are assessing students for the emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff, and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture "lessons learned" and incorporate them into revisions and trainings.

Company Name

Address

Telephone

Contact Name

Title

Last Revision Date

Policy and Organizational Statements

Identify the goals and objectives for the emergency response plan.

Define what your emergency response team is expected to do during an emergency (e.g., evacuate employees and visitors, provide first aid, etc.)

Identify any regulations covered by your plan (e.g., OSHA, fire code, etc.)



Evacuation Plan

Evacuation may be required if there is a fire in the building or other hazard. The evacuation team will direct the evacuation of the building and account for all employees outside at a safe location.

Employees will be warned to evacuate the building using the following system:	
Employees should assemble at the following location for accounting by the evacuation team:	

(Post a map showing the location(s) in a conspicuous location for all employees to see.)

Person who will bring the employee roster and visitor log to the evacuation assembly area to account for all evacuees. The evacuation team leader will be informed if anyone is missing or injured.	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Evacuation Team	Name / Location
Evacuation Team Leader	
Floor Wardens (one for each floor)	
Searchers (one per floor)	
Stairwell and Elevator Monitors	
Aides for Persons with Disabilities	
Assembly Area Monitors (account for evacuees at the assembly area and inform incident commander if anyone is missing or injured)	

Severe Weather/Tornado Sheltering Plan

If a tornado warning is issued, broadcast a warning throughout all buildings instructing everyone to move to shelter.

Shelter-In-Place Team Assignments	Name / Location
Team Leader	
Person to monitor weather sources for updated emergency instructions and broadcast warning if issued by weather services	
Persons to direct personnel outside to enter the building	
Persons to direct employees to designated tornado shelter(s)	

Tornado Warning System & Tornado Shelter Locations

Location of tornado warning system controls	
Location of tornado shelters	

Shelter-In-Place Plan

If warned to "shelter-in-place" from an outside airborne hazard, a warning should be broadcast and all employees should move to shelter.

Shelter-In-Place Team Assignments	Name / Location
Team Leader	
Direct personnel outside to enter the building; then close exterior doors	
Shutdown ventilation system and close air intakes	
Move employees to interior spaces above the first floor (if possible)	
Person to monitor news sources for updated emergency instructions	
Assembly Area Monitors (to account for evacuees at the assembly area)	

Shelter-In-Place Shutdown of Ventilation System

Location of controls to shutdown ventilation system:	
Location of air handling units, fan rooms, or air intakes:	

Lockdown Plan

Persons trained to use the warning system to warn persons to "lockdown"

Name	Location

Instructions for Broadcasting Warnings

Where to Access the Warning System
(e.g., telephone, public address system, etc.)

Instructions for using the system

Medical Emergency Plan

If a medical emergency is reported, dial 9-1-1 and request an ambulance. Provide the following information:

- Number and location of victim(s)
- Nature of injury or illness
- Hazards involved
- Nearest entrance (emergency access point)

Alert trained employees (members of the medical response team) to respond to the victim's location and bring a first aid kit or AED.

Personnel Trained to Administer First Aid, CPR, or use Automated External Defibrillator (AED)

Name	Location / Telephone

Locations of First Aid Kits and Automated External Defibrillator(s)

Locations of First Aid Kits and "Universal Precautions" kit (used to prevent exposure to body fluids)	
Locations of Automated External Defibrillator(s) (AEDs)	

Procedures

- Only trained responders should provide first aid assistance.
- Do not move the victim unless the victim's location is unsafe.
- Control access to the scene.
- Take "universal precautions" to prevent contact with body fluids and exposure to bloodborne pathogens.
- Meet the ambulance at the nearest entrance or emergency access point; direct them to victim(s).

Fire Emergency Plan

If a fire is reported, pull the fire alarm, (if available and not already activated) to warn occupants to evacuate. Then Dial 911 to alert Fire Department. Provide the following information:

- Business name and street address
- Nature of fire
- Fire location (building and floor or)
- Type of fire alarm (detector, pull station, sprinkler waterflow)
- Location of fire alarm (building and floor)
- Name of person reporting fire
- Telephone number for return call

Evacuation team to direct evacuation of employees and visitors.

Procedures

- Evacuate building occupants along evacuation routes to primary assembly areas outside.
- Redirect building occupants to stairs and exits away from the fire.
- Prohibit use of elevators.
- Evacuation team to account for all employees and visitors at the assembly area.
- Meet Fire Department Incident Commander (IC). Inform the IC if everyone has been accounted for and if there are any injuries. Provide an update on the nature of the emergency and actions taken. Provide building floor plans, keys and other assistance as requested.
- Assign personnel to verify that fire protection systems are operating normally and to operate building utility and protection systems as directed by the fire department.

Property Conservation

Identify preparations before a forecast event such as severe weather.

Identify how you will assess damage; salvage undamaged goods; and cleanup the building following an incident.

Identify the contractors, equipment, and materials that would be needed. Update the resource table at the end of this plan.

Annexes

Hazard or Threat-specific

Instructions: Review the following list of hazards and identify those hazards that are foreseeable. Review the links to information provided within the Ready Business website to develop specific emergency procedures.

Natural hazards (geological, meteorological, and biological)

Geological hazards

- Earthquake
- Tsunami
- Volcano
- Landslide, mudslide, subsidence

Meteorological Hazards

- Flood, flash flood, tidal surge
- Water control structure/dam/levee failure
- Drought
- Snow, ice, hail, sleet, arctic freeze
- Windstorm, tropical cyclone, hurricane, tornado, dust storm
- Extreme temperatures (heat, cold)
- Lightning strikes (Wildland fire following)

Biological hazards

- Foodborne illnesses
- Pandemic/Infectious/communicable disease (Avian flu, H1N1, etc.)

Technology caused event

- Utility interruption or failure (telecommunications, electrical power, water, gas, steam, HVAC, pollution control system, sewerage system, other critical infrastructure)

Human-caused events (accidental and intentional)

Accidental

- Hazardous material spill or release
- Nuclear Power Plant Incident (if located in proximity to a Nuclear power plant)
- Explosion/Fire
- Transportation accident
- Building/structure collapse
- Entrapment and or rescue (machinery, confined space, high angle, water)
- Transportation Incidents (Motor Vehicle, Railroad, Watercraft, Aircraft, Pipeline)

Intentional

- Robbery
- Lost Person, Child Abduction, Kidnap, Extortion, Hostage Incident, Workplace violence
- Demonstrations, Civil disturbance
- Bomb threat, Suspicious package
- Terrorism

Public Emergency Services & Contractors

Emergency Service	Name	Emergency Telephone	Business Telephone
Fire Department			
Emergency Medical Services			
Police Department			
Emergency Management Agency			
Hospital			
Public Health Department			
State Environmental Authority			
National Response Center (EPA)			
Electrician			
Plumber			
Fire Protection Contractor			
Elevator Service			
Hazardous Materials Cleanup			
Cleanup / Disaster Restoration			

Warning, Notification & Communications Systems

The following systems are used to warn employees to take protective action (e.g., evacuate, move to tornado shelter, shelter-in-place, or lockdown) and provide them with information. The Communications capabilities enable members of our emergency team to communicate with each other and others.

	System	Location/Control Panel or Access Point
Warning System	Fire Alarm	
	Public Address	
	Other (describe)	
Notification System	Electronic	
	Telephone call tree	
Communications Capabilities	Telephone	
	Two-way radio	

Fire Protection Systems

Document the fire protection systems including the types of systems, location, area, or hazard protected, and instructions.

System Type	Location	Access Point / Instructions
Sprinkler System	Control Valve	
	Control Valve	
	Control Valve	
Fire Pump		
Special Extinguishing Systems	Computer Room	
	Kitchen	
	Manufacturing Area	

Revision History

Revision No.	Date	Description of Changes	Authorization

Plan Distribution & Access

The Plan will be distributed to members of the emergency response team and department heads. A master copy of the document should be maintained by the emergency response team leader. The plan will be available for review by all employees.

Provide print copies of this plan within the room designated as the emergency operations center (EOC). Multiple copies should be stored within the facility EOC to ensure that team members can quickly review roles, responsibilities, tasks, and reference information when the team is activated.

An electronic copy of this Plan should be stored on a secure and accessible website that would allow team member access if company servers are down.

Electronic copies should also be stored on a secured USB flash drive for printing on demand.

Inspire ME Academy

Anti-Bullying Policy Sample

Bullying in any form will not be tolerated. Bullying is a form of abuse, where a person or group of people speak or act in an abusive manner in order to have physical or social power over another person and usually occurs of time.

Inspire ME Academy will provide a school culture that does not allow for bullying. Staff will need to model positive behaviors and intervene quickly in any bullying situation. The focus first will be on changing the behavior rather than punishing it. Our expectation is that bullying will be stopped long before it requires escalated disciplinary action.

If a person (staff or student) believes they are being bullied, they should report such behavior to the appropriate person.

- a. Staff to the Head of School
- b. Students to a staff member or parent

Reports of Bullying will be documented in accordance with applicable laws and reported to the Head of School within the same school day. The Head of School is responsible for addressing the complaint immediately. The Head of School is responsible for all documentation. Any person who, after investigation, is found to have bullied a student or staff member will be subject to disciplinary action.

Adapted from parts of Harpswell Coastal Academy

Inspire ME Academy

Anti-Harassment Policy Sample

Harassment in any form will not be tolerated.

If a person (staff or student) believes they are being harassed, they should:

- 1) Notify the harasser that the behavior is offensive and request that it stop.
- 2) If that is not possible, report such behavior to the appropriate person.
 - a. Staff to the Head of School
 - b. Students to a staff member or parent

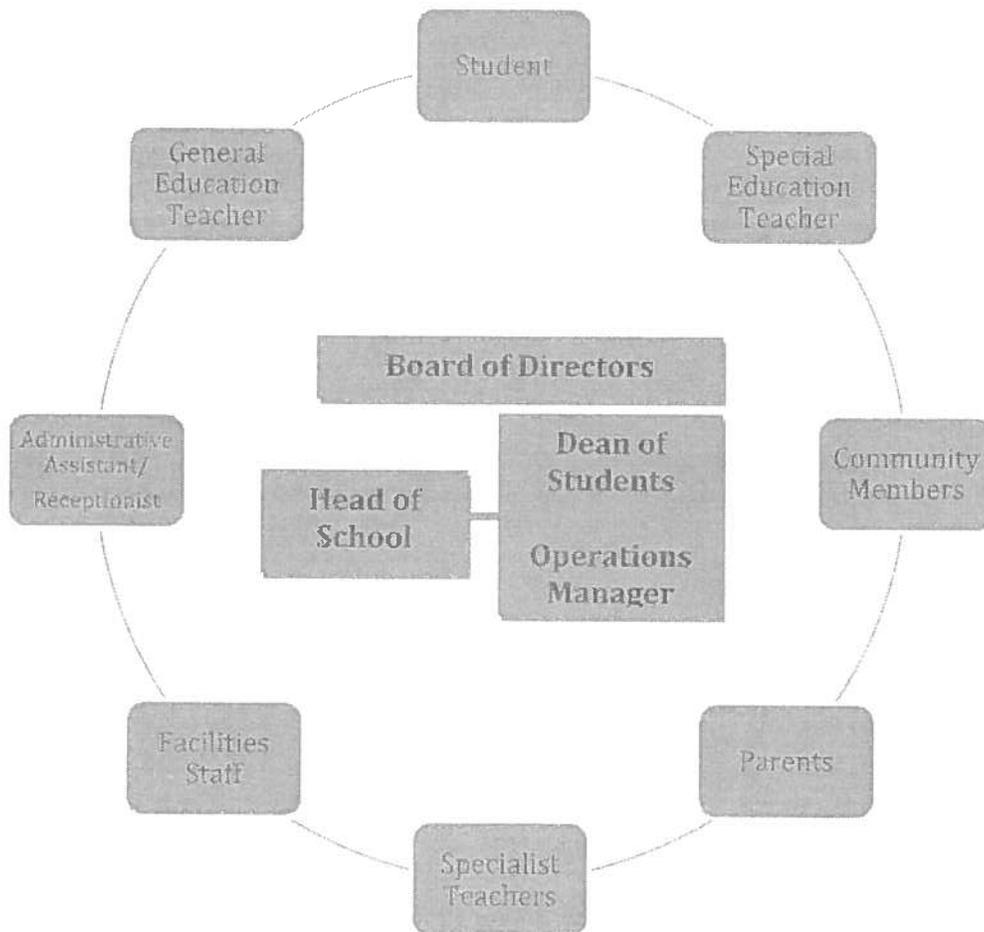
Reports of harassment will be kept confidential, to the extent permitted by law. Once a staff member receives a complaint, the incident must be documented and reported to the Head of School within the same school day. The Head of School is responsible for addressing the complaint immediately. The Head of School is responsible for all documentation. Any person who, after investigation, is found to have committed any act of harassment towards a student or staff member will be subject to disciplinary action or termination of employment.

Adapted from parts of Harpswell Coastal Academy

Inspire ME Academy

B. Organizational and Operational Plan

Inspire ME Academy will have a Governing Board of Directors and will utilize key advisory personnel to help the board make informed decisions. Three key staff will lead the school: the Head of School, Dean of Students (year 3) and an Operations Manager. They will be at the center of school operations with teachers, support staff, students, parents and community members around them. These key leaders will be accountable to the board for all operating responsibilities.



Inspire ME Academy

B.1 School Calendar and Daily Schedule

TAB 14

At Inspire ME Academy, we offer a longer school day than the traditional public schools. Our official day will run from 7:45-3:30 and the students will have more time for learning. Our school day will contain 2.5 hours of literacy instruction, 1.5 hours of math instruction and .75 hour of writing each day. Science and social studies as well as a foreign language and physical education are a part of the daily schedule.

A Typical Day at Inspire ME Academy (M-Th):

7:15-7:45: Breakfast

7:45-8:00: Welcome Circle (entire student body)

8:00-10:30: English Language Arts (snack time 9am)

10:30-11:10: Science/Social Studies (on a rotating basis by term)

11:10-11:50: Physical Education

11:50-12:30: LUNCH

12:30-2:00: Math

2:00-2:45: Writing (15 minutes of handwriting to start)

2:45-3:20: Foreign Language

3:20-3:30: Pack up/End of day procedures

Homework Club will be available every day from 3:30 to 4:30pm for any student that wants to stay.

Inspire ME Academy

At Inspire ME Academy, each Friday will be “Fun Friday”. We will have core instruction in the morning with a half hour of Health/Wellness. After lunch, we will have our Character Education Program, followed by Teacher time. Teachers will have staff development time to look at data, review learning results, learn new teaching strategies, or plan with colleagues. During this time, students will attend a variety of mini-courses. We will offer stipends to community specialists willing to teach their specialty for a six to eight week period. Students will be able to choose one or two offerings each period. We will also use this time to cycle in the performing and visual arts.

A Typical Fun Friday at Inspire ME Academy:

7:15-7:45: Breakfast

7:45-8:00: Welcome Circle (entire student body)

8:00-9:00: English Language Arts

9:00-10:00: Math

10:00-10:30: Writing

10:30-11:10: Health and Wellness (possibly a short PE Session Included)

11:10-11:50: LUNCH

11:50-12:20: Character ED. Learning and sharing of our GREAT values and Letitriple.org

12:20-3:20: Fun Friday Activities (snack time 2:30) (teachers will be in professional development)

3:20-3:30: Pack-up/End of day procedures

Inspire ME Academy will follow a similar school calendar as the Sanford School District Academic Calendar. Key difference--Our start date will be one week earlier starting before Labor Day. Our school will not have any early release days or teacher workshop days during the student academic calendar because we will utilize *Fun Fridays* as a time for teachers to meet and collaborate and have time for professional development. We will have 184 school days unlike most current school calendars, which only incorporate 175 school days. Our schedule allows for an additional 346 hours of instruction, which is the equivalent of 55 traditional school days.

Tjbls

INSPIRE ME ACADEMY 2016-2017 SCHOOL YEAR CALENDAR

AUGUST '16						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

31 First Day of School

SEPTEMBER '16						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Labor Day
(No School)

OCTOBER '16						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10 Columbus Day
(No School)

NOVEMBER '16						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11 Veterans Day
(No School)
21-25 Thanksgiving Break

DECEMBER '16						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

26-30 Winter Break

JANUARY '17						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 M.L. King Jr. Day
(No School)

FEBRUARY '17						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

20 Presidents Day
(No School)
20-24 Break

MARCH '17						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL '17						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

17-21 Spring Break

MAY '17						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

29 Memorial Day
(No School)

JUNE '17						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

17 Last Day of School

JULY '17						
S	M	T	W	Th	F	S

Inspire ME Academy

School Closing Policy

The Head of School will make decisions regarding School Closure. We will follow Sanford Public School lead for the most part; however, on days we are in session different from Sanford Public Schools the Head of School will make any necessary decisions. We will utilize an automatic call system embedded into the Student Information System Database we choose. We will also report any closings that are not the same as the local School District to the local TV and Radio Stations. We will list the stations in the Student Handbook. If a student comes from a district other than Sanford and their district schools are closed for weather related issues they will not be considered absent if they cannot make it to school. We will not make up snow days unless they exceed 4 days.

B.2. Student Recruitment and Enrollment

Inspire ME Academy will have inclusion classrooms with one teacher having Special Ed Certification. The teachers will team-teach and the Special Ed Certified teacher will have the added responsibility to ensure compliance for Identified Students. The Special Ed Certified teacher will also be responsible in helping grade level teachers with the RTI process.

Exhibit B

Exhibit B

Projected Enrollment Table (min, planned, max)						
Grades	Ages	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
4	9	20,25,30	20,25,30	20,25,30	20,25,30	20,25,30
5	10	20,25,30	20,25,30	20,25,30	20,25,30	20,25,30
6	11	20,25,30	20,25,30	20,25,30	20,25,30	20,25,30
7	12		20,25,30	20,25,30	20,25,30	20,25,30
8	13			20,25,30	20,25,30	20,25,30

Inspire ME Academy will have approximately 75 students in the first year and grow to between 100 and 150 by year five. Sanford Public Schools currently have approximately 230 students per grade in grades 4 thru 8; allowing for enrollment of 23 per grade or 47% of our target enrollment coming from Sanford Public Schools. Sanford also has a large homeschooling population (estimating about 45 children in grades 1-8 using percentages from 2002, the last time individual towns were documented and applying that to today's totals) We will target all of York County to fill enrollment. If applicants from Sanford Public Schools exceed 23 per grade, we will request a waiver from the Sanford School Board to allow maximum enrollment through the lottery process. However, we understand they do not have to agree to it.

We will use all forms of media including newspaper, radio, website and bulk mailing to reach as many potential students as possible. As a part of our recruitment process we will make it known to the public that any student regardless of race, ethnic group, gender, or disability will be welcomed and allowed to enroll in our public charter school. We will also be sure to advise there will be no cost to any student who wants to enroll.

In keeping with Public Charter School Law, preference will be given to children of Founders, Board Members and Employees of Inspire ME Academy as well as younger siblings of students currently

Inspire ME Academy

enrolled in our school. If enrollment requests are greater than slots available, we will have an open public lottery to fill the slots. When the slots are filled, the next ten names chosen for each grade level will be put on a waitlist. Parents will have two weeks to confirm their student's enrollment or their spot will be forfeited and given to the next student on the waitlist. The deadline for all intent to enroll applications will be in February. The lottery will be held shortly after the application deadline.

Initial community support has been very positive. At our initial organized informational meeting, parents, educators and community members who attended were very interested and supportive of the proposed plan for Inspire ME Academy. At the meeting six surveys were returned, all indicating they would be willing to help. Four of those surveys were parents of current third grade students that were searching for options for their child's education. We felt this was a good start for our first informational meeting and plan to have more going forward to continue to determine support.

Community support has been overwhelmingly positive. We have had one parent join the board. We have had primarily positive feedback. The lawyer we contacted to start our non-profit offered his services at no charge. The accountant we contacted to help file our 1023 IRS tax exemption offered her services at no charge. We have now received our tax-exempt status. The community is truly in need of options and our goal is to fill that need. We have been contacted by parents from as far away as Old Orchard Beach and South Berwick looking for options for their children, both of these locations would be about a half hour commute. A parent from New Mexico that is returning to Maine and has a sixth grader next fall also contacted us. She likes our vision and wants to be kept informed of our progress. Since we would be the only Charter School in York County, we feel we will be able to meet enrollment projections as all the new charter schools have wait lists currently.

Sanford has a Department of Human Services; this would be a great place to put a poster regarding the school, in order to reach people that may not otherwise find the information. Inspire ME Academy bought t-shirts and made a banner and walked in Sanford's 4th of July Parade; we felt very well received. We also had a second public informational meeting on June 14 and though the attendance was small the enthusiasm was very high from the people that did come. We received one more survey with offer to help. Letters of support and surveys along with school district data are included in the appendixes. We do have additional surveys on demand but did not get permission to print in a public document, so they are not included.

We have currently reached 54 Likes on Facebook and have just added a letter of intent to enroll on our website. We will be advertising this in all local papers in the weeks to come.

Inspire ME Academy

Maine Charter School Commission
 Projected Enrollment Table
 TAB 16.

Projected Enrollment Table		Inspire ME Academy				
	Ages	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Pre-K						
K						
1						
2						
3						
4		25	25	25	25	25
5		25	25	25	25	25
6		25	25	25	25	25
7			25	25	25	25
8				25	25	25
9						
10						
11						
12						

Address: P/CSC/RFP TABS – EXHIBITS A-E

Inspire ME Academy

B.3 Staffing and Human Resources

TAB 17

Year 1 Staffing Plan		
Administrative Staff		
Head of School	Full time	Educational Leader/Curriculum Dev. Discipline and Assessment Student/Teacher/Parent and community support/wellness
Operations Manager	Full time	Operations/Finance/Assist Staff
Receptionist	Full time (hourly)	Reception
Teaching Staff		
Grade 4 Teacher	1 Full time	Classroom Instruction
Grade 5 Teacher	1 Full time	Classroom Instruction
Grade 6 Teacher	1 Full time	Classroom Instruction
SPED Teacher	1 Full time	Classroom/Inclusion/IEP
Supplemental Teachers		
PE/Coach	.50 time	PE Instruction/wellness
Foreign Language	.50 time	Spanish/French
Art Teacher	.25 time	Art Instruction
Music Teacher	.25 time	Music/Performance
Teachers Aid/Sub	.50 time	Daily Classroom support/coverage
Facilities Staff		
Custodian	.50 time	Maint/cleanliness of Facilities
Food Service Staff		
Cafeteria Worker (2)	.50 time	All aspects of Food Service
	7 Full time Staff	7 Part time Staff

Staffing Plan

Inspire Me Academy will first recruit our leaders for the school. We will search for highly capable leaders that understand and identify with our mission. Once the Board of Directors has selected the school leader, the Head of School will actively recruit the staff needed to fill our first year staffing plan. Since we are a start up with no other staff, a hiring committee of 2 board members and two parents will assist in the selection process. All new staff will then be submitted to the board for approval. Once there is at least 5 staff members, the committee will be adjusted to include the new hires.

We will use many forms of recruitment such as our Website, jobsites (Serving Schools, Craigslist, etc.), and newspapers. We will also advertise with colleges who have Education Degree Programs. Inspire ME Academy will search for a combination of highly qualified teachers with solid experience and new teachers willing to learn and grow with constant support and mentoring. We will search for teachers with a variety of strengths in subject matter, literacy, math, science, and social studies. Inspire ME Academy will add 2 additional teachers in the next two years, and bring our part time teachers up to full time status by the third year. Foreign Language will be full time in year two and we will have a Dean of Students in year three.

Inspire ME Academy

We advertised on Craigslist recently for our Head of School and got two great responses. We are still accepting applications at this time. Letters of interest are available upon request.

Recruitment

Using several types of media and Outstanding College Graduates, we will clearly state our vision and seek out individuals who understand and are enthusiastic about our mission. We will post complete job descriptions for job posting including, job title, pay, location, required hours.

Retention

Inspire ME Academy will strive to be a great place to work. We value our employees. We will support our employees with competitive wages, a comprehensive benefits package and staff development. Our leaders will be supportive and caring of their employees. Excellent communication and clear expectations will help keep staff well informed.

Job Performance

Assessment of teachers will be based on the results in the classroom. Student Success= Teachers Success. The Head of School will be a common presence in the classroom, doing routine observations and mentoring of the teachers. This will help guide performance evaluations. The Head of School will offer two performance appraisals for each teacher each year, giving feedback of success and advice on where there is room for improvement. Each teacher will have a long-term growth plan developed by him or her in conjunction with their leader, which could be the Head of School or the Dean of Students. This will be used to evaluate their ongoing progress. Support staff's performance will be evaluated using criteria around their job descriptions.

Both our Head of School and our Teachers will be evaluated using *The Marzano School Leader Evaluation Model* and *The Marzano Art and Science of Teaching Framework* respectfully. Approved by the Maine Department of Education, these models align very well with our mission. We will also use these as a guide when selecting our staff. A framework is included in the appendix.

Professional Development

Professional growth and development is a vital part of our mission. We want all our leadership, teachers and staff to be the best that they can be. We will offer 3 hours of "teacher time" on Fridays every week. This time can be used for staff development as well as planning and collaborating. The Head of School/Dean of Students will have the responsibility to seek out excellent staff development opportunities that align with the mission and help strengthen the goals of the mission. We will also have staff development time prior to the start of each school year (3/5 days). First year staff as well as our first year of operation will offer 2 week of initiation/staff development time. This will allow for careful planning, group bonding, vision work and specific training aligned with our UbDs, team teaching and our inclusion model.

Teachers can also request to take workshops that they are interested in and that will enhance their teaching skills. Teachers that are already trained in special skills will be called upon to share their knowledge with their peers. Well-trained and diverse staff makes the school a better place for student learning. Professional Development is constantly changing in the world today and the Head of School will be expected to seek out and plan exceptional professional development that is in line with the mission of the school.

SAMPLE ONLY

DRAFT

**EMPLOYEE HANDBOOK
FOR
INSPIRE ME ACADEMY**

I.....Welcome
 II.....Company Policy
 III.....Purpose of This Handbook
 IV.....What You Can Expect From the Company

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- 1. Labor Policy
- 2. Hiring Policy
 - a. Equal Employment Policy
 - b. Conflict of Interest
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SAMPLE ONLY

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- N. Fire Prevention
- O. Personal Safety Equipment
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- R. References and Recommendations

VI.....Conclusion

I. Welcome

Welcome to the Inspire ME Academy (herein after referred to as "Company"). We hope that you enjoy your position with us and that it will prove beneficial to both you and the Company. We offer our best wishes for your future success. We hope you will be just as proud to be a member of our organization as we are to have you.

II. Company Policy

To provide the customer with consistently high quality and friendly, competent service.
To provide all our employees with equal opportunities for advancement.
To provide you with good working conditions, to pay you a fair wage and to promote your welfare.

Effective: January 01, 2013

III. Purpose of This Handbook

This handbook is for the information and use of all employees of the Company. It contains the policies of the Company relating to hours, wages, employee benefits and conditions of employment, and provides a reference manual that should be followed by the Company and its employees. Company policies are operating practices and procedures of the Company. These policies have been established for the benefit of the employees and management in order to provide the best working conditions possible.

THE LANGUAGE OF THIS HANDBOOK AND THE RULES AND POLICIES STATED WITHIN ARE NOT INTENDED TO CREATE, NOR DO THEY CONSTITUTE, A CONTRACT IMPLIED OR EXPRESS BETWEEN THE COMPANY AND ANY OF ITS EMPLOYEES. THE POLICIES AND PROCEDURES ARE NOT UNCHANGEABLE. IF CIRCUMSTANCES ARISE THAT WARRANT CONSIDERATION OF A CHANGE IN POLICIES OR PROCEDURES, EMPLOYEES SHOULD BRING SUCH CIRCUMSTANCES TO THE ATTENTION OF MANAGEMENT. THIS HANDBOOK AND THE RULES AND POLICIES CONTAINED IN IT ARE SUBJECT TO CHANGE AT ANY TIME WITHIN THE SOLE DISCRETION OF MANAGEMENT.

EMPLOYMENT AT THE COMPANY IS ON AN "AT WILL" BASIS AND MAY BE TERMINATED BY THE COMPANY OR THE EMPLOYEE AT ANY TIME FOR ANY REASON. ANY CHANGE TO THIS AT WILL EMPLOYMENT STATUS, INCLUDING EMPLOYMENT FOR A PARTICULAR REASON, MAY BE GRANTED ONLY WITH THE SPECIFIC PRIOR WRITTEN APPROVAL OF THE PRESIDENT OF THE COMPANY.

It is the duty of the management to administer fairly without discrimination these policies, and all employees are expected to abide by and follow these policies. In the event you have any questions concerning the application of any procedure or policy, you should first ask your supervisor, if possible. Any employee who feels that a policy has not been administered in accordance with this handbook should refer the problem directly to his/her supervisor or to another member of management. No employee shall be penalized or discriminated against in any

way for having requested consideration of the application of these policies or questioning the application of a policy in any situation.

Management intends that justice and fair dealing be the practice as well as the policy of the Company. Every employee should feel free to discuss his or her problems and any policies contained in this handbook with members of management. We welcome suggestions from you that will aid in maintaining constructive and harmonious relationships throughout the Company.

Please read this handbook carefully and review it with whomever you like-your family, your fellow employees, or your supervisor. If you have any questions, please bring them to the Employee Relations Office/Human Resources Department. When you have completed your review, please sign the form at the end of the handbook stating that you have reviewed the handbook, understand its contents, and agree to abide by it. Please return the form to the Employee Relations Office/Human Resources Department.

IV. What You Can Expect From the Company

A. Company Policies

1. Labor Policy

The Labor Policy of the Company is an open shop-open door policy. Each employee has the right to deal with members of management with reference to all working conditions. No employee is required to obtain any other person or organization to represent him or her in the presentation of problems or questions of regarding the application of the Company's working policies. No employee need pay to any person or to any organization any contribution or assessment for the right to work here. Management does not and will not discriminate against any employee because of membership or non-membership in any organization, whether it is religious, fraternal, professional or social. Each employee has the right to bring any problems to the attention of his or her supervisor or to any member of management. It is the duty of management to aid and assist whenever possible, in the solution of any problems or in the working out of suggestions. It is by solving our problems and capitalizing on suggestions that progress is made.

The management has attempted to provide the best conditions of employment, the most satisfactory tools and the most opportunity for advancement for each employee. It is the policy of the Company to compensate each employee in accordance with his or her ability and skill, and to provide him or her with every opportunity for training and development.

2. Hiring Policy

The Company hires individuals on the basis of their qualifications and ability to complete the responsibilities and tasks of the job to be filled. Unless otherwise provided in writing, employment with the Company is considered to be at will, so that either party may terminate the relationship at any time and for any lawful reason.

The Hiring Policy of this Company includes the following:

a. Equal Employment Policy

The Company is an equal opportunity employer. It is our policy to grant equal employment opportunities to qualified persons without regard to race, religion, color, national origin, sex, sexual orientation, pregnancy, age, veterans' or military status or non-job physical or mental handicap or disability or other classification protected by applicable federal, state or local laws, except where there is a bona fide occupational disability. The Company will provide equal opportunities in employment, promotion, wages, benefits and all other privileges, terms and conditions of employment. All recruiting, hiring, training, and promoting for all job classifications is done without regard to race, color, religion, sex, age or national origin except when a bona fide occupational qualification exist. All decisions on employment are made to further the principle of equal employment. All promotion decisions will continue to be made in accordance, with Equal Employment Opportunity principles, and only valid job requirements will be used.

b. Conflict of Interest

All persons employed by the Company owe a duty of fidelity to the Company. Employees must never place themselves in a position where their self-interest may conflict with this duty. Any employee who breaches this policy is subject to disciplinary action, up to and including discharge.

c. Anti-Nepotism Policies

Under the Company's Anti-nepotism policy, no relative may supervise a relative, work in the same department as a relative, or exert influence over a relative's hiring, salary, or promotion.

"Relative" is defined as a member of an individual's family, including wife, husband, son, daughter, mother, father, brother, sister, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, father-in-law, aunt, uncle, niece, nephew, grandmother, grandfather, stepparent, and stepchild.

d. Moonlighting

Employees may engage in other employment provided it does not interfere with duties as an Employee of the Company or impair the ability of the Employee to perform Company duties. Employee must advise supervisor in writing that they have or want a second job. All outside Employment shall be subject to departmental rules and regulations, and the prior approval of no approval necessary.

e. Introductory Period

No introductory period, upon hire employees are entitled to full benefits.

f. Standards of Conduct

It is anticipated that the Company employees will apply themselves fully to their work. Included in this assumption is that employees will report to work punctually as scheduled, perform their work assignments in a timely and professional manner, and follow all the Company policies, procedures, and practices.

Conduct that interferes with operations will not be tolerated. The Standards of Conduct are designed to be used to correct behavior. For the most part, they follow the principle of progressive discipline, i.e., warnings followed by increasing discipline depending on the type and frequency of offenses. Discipline under the Standards of Conduct will not be based on any employee's race, color, religion, gender, age, national origin, disability, or political affiliation. The standards were developed to protect the well-being and rights of all employees. The standards are intended to be illustrative but not all-inclusive. Accordingly, an offense which, in the judgment of management, although not listed in the policy, seriously undermines the effectiveness of the college's activities or the Employee's performance, is to be treated consistent with the provisions of the Standards of Conduct Policy.

g. Employee Background Check:

The Company will perform a background investigation to evaluate a job candidate's qualifications, character, fitness, and to identify potential hiring risks for safety and security reasons. A background investigation should include criminal history, social security number trace, past employment verification, credit score, and criminal history.

h. Health Examinations

The Company employing units may require periodic physical examinations and/or tests to certify an Employee's continued ability to perform job duties or to serve as a measure of disease control. The costs of these examinations and/or tests are the responsibility of the Company. If there is reasonable cause to believe that an Employee has an illness that can be detrimental to other staff, the Company may require the Employee to have a health examination to indicate whether the Employee has such an illness.

i. Immigration Law Compliance

The Company does not unlawfully discriminate on the basis of citizenship or national origin but, at the same time is committed to employing only the U.S. citizens and aliens who are authorized to work in the U.S. In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility.

III. Internet Policy

Purpose.

The purpose of this policy is to ensure the proper use of the Company's internet system and make its employees and users aware of what the Company deems as acceptable and unacceptable use of its internet system. This policy also provides for sanctions in the event of a breach or violation of the policy terms hereunder.

Applicability.

This Policy applies to all users of company technology, including employees, contractors, vendors, partners, associates, and any other parties accessing or using the Company's System through on-site or remote terminals.

Disclaimer of liability for use of Internet.

The Company is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an e-mail address on the Internet may lead to receipt of unsolicited e-mail containing offensive content. Users accessing the Internet do so at their own risk.

Duty not to waste computer resources.

Employees must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in online chat groups, printing multiple copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

No expectation of privacy.

The computers and computer accounts given to employees are the exclusive property of the Company. No individual should have any expectation of privacy in any communication over this System. The System is to be used solely for company-related business, and is not to be used for personal business or pleasure.

Monitoring computer usage.

The Company reserves the right to monitor, intercept and/or review all data transmitted, received or downloaded over the System. Any individual who is given access to the System is hereby given notice that the Company will exercise this right periodically, without prior notice and without the prior consent of the employee. The Company's interests in monitoring and intercepting data include, but are not limited to: protection of company proprietary and classified data; managing the use of the Company's computer System; preventing the transmission or receipt of inappropriate materials by employees; and/or assisting the employee in the management of electronic data during periods of absence. No individual should interpret the use of password protection as creating a right or expectation of privacy. In order to protect everyone involved, no one can have a right or expectation of privacy with regards to the receipt, transmission or storage of data on the Company's Internet System.

Blocking of inappropriate content.

Company may use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by Company networks. In the event you nonetheless encounter inappropriate or sexually explicit material while browsing on the Internet, immediately disconnect from the site, regardless of whether the site was subject to company blocking software.

Prohibited activities.

Material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, or otherwise unlawful, inappropriate, offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law), or in violation of Company's equal employment opportunity policy and its policies against sexual or other harassment may not be downloaded from the Internet or displayed or stored in Company's computers. Employees encountering, witnessing or receiving this kind of material should immediately report the incident to their immediate supervisor and supervisor, by phone at _____ or email at _____. Company's equal employment opportunity policy and its policies against sexual or other harassment apply fully to the use of the Internet and any violation of those policies is grounds for discipline up to and including discharge.

Games and entertainment software.

Employees may not use the Company's Internet connection to download games or other entertainment software, including wallpaper and screen savers, or to play games over the Internet.

Illegal copying.

Employees may not illegally copy material protected under copyright law or make that material available to others for copying. You are responsible for complying with copyright law and applicable licenses that may apply to software, files, graphics, documents, messages, and other material you wish to download or copy. You may not agree to a license or download any material for which a registration fee is charged without first obtaining the express written permission of your immediate supervisor and Human Resources.

Accessing the Internet.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to Company's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to the Company's network.

Virus detection.

Files obtained from sources outside the Company, including disks brought from home; files downloaded from the Internet, newsgroups, bulletin boards, or other online services; files attached to e-mail; and files provided by customers or vendors may contain dangerous computer viruses that may damage the Company's computer network. Employees should never download files from the Internet, accept e-mail attachments from outsiders, or use disks from non-company sources, without first scanning the material with company-approved virus checking software. If you suspect that a virus has been introduced into the Company's network, notify the Help Desk immediately.

Sending unsolicited e-mail (spamming).

Without the express permission of their supervisors, employees may not send unsolicited e-mail to persons with whom they do not have a prior relationship.

Amendments and revisions.

This policy may be amended or revised from time to time as the need arises. Users will be provided with copies of all amendments and revisions.

Violations of this policy.

Any employee who abuses the privilege of access to the Company's Voicemail, E-mail or the Internet System will be subject to corrective action, up to and including termination. If necessary, the Company also will advise law enforcement officials of any illegal conduct.

Use of Internet.

Use of the Internet via Company's computer system constitutes consent by the user to all of the terms and conditions of this policy.

Points of Contact.

Questions concerning the use of the Internet System should be directed to supervisor, by phone at _____ or email at _____. Questions concerning the improper use of the System should be directed to the employee's immediate supervisor and supervisor, by phone at _____ or email at _____.

4. Email Policy**Purpose.**

The purpose of this policy is to ensure the proper use of the Company's email system and make the users (defined below) aware of what the Company deems as acceptable and unacceptable use of its email system. This policy also provides for sanctions in cases of breach of violation of the policy terms.

Applicability.

This policy applies to the use of the Company's email services by the users at the Company's offices, as well as remote locations, including, but not limited to, the users homes, airports, hotels, and client offices.

All company employees, full-time or part-time, independent contractors, interns, consultants, clients, and other third parties who have been granted the right to use the Company's email services are defined as the users for the purpose of this policy and are required to sign this agreement confirming their understanding and acceptance of this policy.

Email Accounts are the Property of the Company.

All email accounts maintained on the Company's email systems are property of the Company. Company has the right to read and keep a record of any emails that users transmit via the Company's email system.

E-mail exists for Business Purposes only.

The Company allows its e-mail access primarily for business purposes. The users may use the Company's email system for personal use only in accordance with this policy.

Authorized Personal Email Use.

Although the Company's email system is meant only for business use, the Company allows the reasonable use of email for personal use subject to the following guidelines:

- i. Personal use of email should not interfere with work. Employees can send them only during non-work hours.
- ii. Personal emails must also adhere to the guidelines in this policy.
- iii. Personal emails are kept in a separate folder, named Private. The emails in this folder must be deleted weekly so as not to clog up the system.
- iv. The forwarding of chain letters, junk mail, jokes and executables is strictly forbidden.
- v. On average, users are not allowed to send more than the number of personal emails a day as fixed by the Company.

Unacceptable use of Email.

The following acts shall constitute unacceptable use of the email system of the Company:

- i. Use of the Company's communications systems to for a personal business or send chain letters;
- ii. Forwarding of the Company's confidential messages to external locations;
- iii. Distributing, disseminating or storing images, text or materials that might be considered indecent, pornographic, obscene or illegal;
- iv. Distributing, disseminating or storing images, text or materials that might be considered discriminatory, offensive or abusive, in that the context is a personal attack, sexist or racist, or might be considered as harassment;
- v. Accessing copyrighted information in a way that violates the copyright;
- vi. Breaking into the Company's or another organizations system or unauthorized use of a password/mailbox;
- vii. Broadcasting unsolicited personal views on social, political, religious or other non-business related matters;
- viii. Using e-mail to operate another business, conduct an external job search, or solicit money for personal gain;
- ix. Transmitting unsolicited commercial or advertising material;
- x. Undertaking deliberate activities that waste staff effort or networked resources; and
- xi. Introducing any form of computer virus or mal-ware into the corporate network;

Legal Risks Involved.

Email is a business communication tool and the users are obliged to use this tool in a responsible, effective, and lawful manner. Although by its nature email seems to be less formal than other written communication, similar laws apply. Therefore, it is important that users are aware of the following legal risks of e-mail. Both the user and the Company can be held liable for:

- i. sending emails with any libelous, defamatory, offensive, racist or obscene remarks;
 - ii. forwarding emails with any libelous, defamatory, offensive, racist or obscene remarks;
 - iii. unlawfully forwarding confidential information of others;
 - iv. copyright infringement for unlawfully forwarding or copying messages without permission;
- and
- v. sending an attachment that contains a virus.

The above list does not enumerate all the legal risks involved. However, by following the guidelines provided in this policy, the users can minimize the legal risks involved in the use of e-mail. If any user disregards the rules set out in this Email Policy, Company can take corrective action up to and including termination of employment.

Best Practices.

The Company considers email an important means of communication and recognizes the importance of appropriate email content and prompt replies in conveying a professional image and delivering good customer service. Therefore, the Company institutes the following guidelines for users to adhere to:

Writing Emails.

- i. All email messages sent on company equipment should be professional and appropriate;
- ii. Write well-structured emails and use short, descriptive subjects;
- iii. The Company's email style is informal. This means that sentences can be short and to the point. However, the use of Internet abbreviations and characters such as smileys is not encouraged;
- iv. Signatures must include your name, job title and company name. A disclaimer will be added underneath your signature (see Disclaimer);
- v. Use the spell checker before you send out an email;
- vi. Do not send unnecessary attachments. Compress larger attachments before sending them;
- vii. Do not write emails in capitals;
- viii. If you forward mails, state clearly what action you would like the recipient to take;
- ix. Only send emails of which the content could be displayed on a public notice board. If they cannot be displayed publicly in their current state, consider rephrasing the email, using other means of communication, or protecting information by using a password;
- x. Only mark emails as important if they really are important;

Replying to Emails.

- i. Emails that require a reply should be answered at the earliest possible time;
- ii. Prioritize emails from existing customers and business partners;

Newsgroups.

The users need to request permission from their supervisor before subscribing to a newsletter or newsgroup;

Subscribe to a newsletter or newsgroup only if it directly relates to the nature of your job;

Maintenance.

- i. Email passwords should not be given to other people and should be changed periodically;
- ii. Email accounts not used for a long period will be deactivated and possibly deleted;
- iii. Delete any email messages that you do not need to have a copy of, and set your email client to automatically empty your deleted items on closing;

Business Record Retention Policy.

E-mail messages are written business records and are subject to the Company's rules and policies relating to retaining and deleting business records.

Confidential Information.

Avoid sending confidential information by email. Unless authorized to do so, the users are prohibited from using email to transmit confidential information to outside parties. Users may not access, send, receive, solicit, print, copy, or reply to confidential or proprietary information about the Company, its employees, clients, and other business associates.

Confidential information includes, but is not limited to:

- i. client lists;
- ii. credit card numbers;
- iii. Social Security numbers;
- iv. employee performance reviews;
- v. salary details;
- vi. trade secrets;
- vii. passwords; and
- viii. any other information that could embarrass the Company and its associates if the information were disclosed to the public

Disclaimer.

The following disclaimer shall be added to each outgoing email:

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to which they are addressed. If you have received this email in error please notify the system manager. Please note that any views or opinions presented in this email are solely those of the author and do not necessarily represent those of the Company. Finally, the recipient should check this email and any attachments for the presence of viruses. The Company accepts no liability for any damage caused by any virus transmitted by this email.

System Monitoring.

E-mail messages created and transmitted via the Company's email system are the property of the Company. The Company reserves the right to monitor all email transmitted via the Company's email system. Employees have no reasonable expectation of privacy when it comes to business and personal use of the Company's email system.

Violations and Sanctions.

If an employee is found to violate any of this email policy rules, the Company could take disciplinary action up to and including termination of employment.

The actual penalty applied will depend on factors such as the seriousness of the breach, the employee's disciplinary record, and any other factors the Company deems necessary to consider.

If an employee witnesses email policy abuse by, he/she is required to report the incident immediately to supervisor, by phone at _____ or email at _____.

Amendment of Policy.

The Company reserves the right to amend this policy at its discretion. In case of amendments, users will be informed appropriately.

Questions.

If you have any questions or comments about this email Policy, please contact supervisor, by phone at _____ or email at _____. If you do not have any questions, the Company presumes that you understand and are aware of the rules and guidelines in this email policy and will adhere to them.

5. Social Media Policy

The Company knows that online social platforms, including blogs, wikis, message boards, video and photo sharing websites, and social networking services, are constantly transforming the way we interact. We also recognize the importance of the Internet in shaping the public view of our Company. The Company is committed to supporting your right to interact responsibly and knowledgeably on the Internet through blogging and interaction in social media. We want our members to share and learn from others in order to build a valuable online community.

The purpose of these guidelines is two-fold: First, the Company has an aim to protect our interests, including, but not limited to, the privacy of our employees and confidentiality regarding our business purpose, plans, partners, users, and competitors. Second, these guidelines will help you make respectful and appropriate decisions about your work-related interactions with people on the Internet.

Your personal online activity is your business. However, any activity in or outside of work that affects your performance, the performance of others at the Company, or the Company's business interests are a proper focus for this Social Media Policy. You must always assume that your work-related social media activity is visible to the Company as well as current and potential employees, clients, partners, prospects, and competitors. The Company reserves the right to direct its members to avoid certain subjects and remove inappropriate comments and posts. Our internal policies remain in effect in our workplace.

Guidelines for Discussing Inspire ME Academy on the Internet

You are not authorized to speak on behalf of the Company without express permission from Executive Team.

If you have permission to discuss the Company and / or our current and potential business activities, employees, partners, clients, or competitors, please follow these guidelines:

- o **Identification:** Identify yourself. Include your name, and when appropriate, state your role or title within the Company.
- o **Disclaimer:** Use a disclaimer that "the views you express on the particular website are yours alone and do not represent the views of the Company."
- o **Proof:** Support any statements made online with factual evidence.

- o Also, let your manager know about the content you plan to publish. Your manager may want to visit the website to understand your point of view.

Guidelines for Confidential and Proprietary Information

You may not share information that is confidential and proprietary about the Company. This includes, but is not limited to, company strategy, information about trademarks, upcoming product releases, sales, finances, number of products sold, number of employees, and any other information that has not been publicly released by the Company.

The list above is given as example only and does not cover the range of what the Company considers confidential and proprietary. If you have any questions about whether information has been released publicly or any other concerns, please speak with your manager before releasing information that could potentially harm the Company, or our current and potential business interests, employees, partners, and clients.

For additional information on proprietary information, please review the Employee Handbook and the contract you signed when you joined the Company.

The Company's logo and trademarks may not be used without explicit permission in writing from the Company. This is to prevent the appearance that you speak for or officially represent the Company.

It is fine to quote or retweet others, but you should not attempt to pass off someone else's words, photography, or other information as your own. All copyright, privacy, and other laws that apply offline apply online as well. Always give proper credit to credit your sources when posting a link or information gathered from another source.

Ownership of Social Media Contacts

Any social media contacts, including "followers" or "friends," that are acquired through accounts (including, but not limited to email addresses, blogs, Twitter, Facebook, Youtube, or other social media networks) created on behalf of the Company are the property of the the Company.

Transparency and Disclosures

If you have permission to publicly share what a client, partner, or other organization is doing, such as launching a new website or coming out with a new product, you must disclose your relationship to the other party.

Do not discuss an organization or product in social media in exchange for money. If you receive a product or service to review for free, you must disclose it in your post or review.

Respect and Privacy Rights

- Use common sense.

- Follow the rules of the social media sites you use.
- Speak respectfully about the Company and our current and potential employees, clients, partners, and competitors.
- Write knowledgeably, accurately, and with appropriate professionalism. Despite disclaimers, your Web interaction can result in members of the public forming opinions about the Company and its employees, partners and business interests.
- Refrain from publishing anything that could reflect negatively on the Company's reputation or otherwise embarrass the organization, including posts about drug or alcohol abuse, profanity, off-color or sexual humor, and other inappropriate conduct. Do not use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not otherwise be acceptable in the Company's workplace. Please also show respect for topics that may be considered objectionable or inflammatory.
- Honor the privacy rights of our current staff, members, and partners by seeking their permission before writing about or displaying internal company information that could be considered a breach of their privacy and confidentiality.
- Ensure that your social networking conduct is consistent with the all policies contained in the Company's Employee Handbook.
- Respect the law, including those laws governing defamation, discrimination, harassment, and copyright and fair use.

Media

Media inquiries for information about our Company and our current and potential products, employees, partners, clients, and competitors should be referred to the Board of Directors. This does not specifically include your opinions, writing, and interviews on topics aside from our Company and our current and potential products, employees, partners, clients, and competitors.

Non-Competition

You may not sell any product or service that would compete with any of the Company's products or services without permission in writing from Executive Team. This includes, but is not limited to trainings, books, products, and freelance writing. If in doubt, discuss this matter with your Executive Team.

Your Legal Liability

The Company complies with all federal and state laws that apply to our operations and activities. Since you are involved in the Company's operations and activities, you are responsible for understanding and observing these policies.

Note that the breach of privacy and confidentiality, use of copyrighted materials, unfounded or derogatory statements, or misrepresentation may be considered illegal and is not accepted by the Company.

Each person at the Company is personally responsible, and may be legally liable, for the content he or she publishes online. You can be sued for not disclosing your relationship to the Company, or for purposely spreading false information. You can also be sued by company employees, competitors, and any individual or company that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. In addition to any legal action, your activity can result in disciplinary action up to and including *employment termination*.

If you have any questions, please ask the Board of Directors for guidance on compliance with the laws.

6. Harassment-Free Workplace Policy Statement

Purpose.

The Company is committed to providing an environment for our members, directors, officers, employees, volunteers and persons served by the Company ("Covered Persons") that is comfortable, safe and free from harassment of any kind. Any type of harassment is a violation of this policy and may be illegal.

Definition.

Harassment can take many forms. It may be, but is not limited to, the following: words, signs, jokes, pranks, intimidation, physical contact, or violence. Harassment does not have to be sexual in nature. Sexual harassment may include unwelcome sexual advances; requests for sexual favors; or other verbal or physical contact of a sexual nature when such conduct creates an intimidating environment or prevents an individual from effectively performing the duties of his or her position, or when such conduct is made a condition of employment or compensation, either implicitly or explicitly. It is not the intent of the behavior by the offender that determines if harassment has occurred but whether the behavior is welcome by the receiver.

Responsibility.

A covered person is responsible for helping keep our work environment free of harassment, including the work environment of Company's Clients with whom you have contact. If you become aware of an incident of harassment, whether by witnessing the incident or being told of it, you must report it to TBD, Principal, _____ with whom you feel comfortable. When the Company becomes aware of harassment, it is obligated by law to take prompt and appropriate action, regardless of whether the victim wants the company to do so.

Complaint Procedure.

Any Covered Person, who believes that he or she has suffered harassment in violation of the Harassment Policy, should take the following action:

- i. If you are able to do so without conflict or danger, tell the harasser as clearly as possible that the behavior is unwelcome;
- ii. If the behavior continues, advise your direct supervisor of your complaint. Clearly identify the behavior surrounding the complaint;

Confidentiality.

The Company, including all persons to whom a violation of this Harassment Policy has been reported and persons who have become aware of a complaint, must maintain confidentiality, to the extent possible given the need to investigate. All complaints shall be considered confidential to the maximum extent possible.

Retaliation.

The Company, or any director, officer, or employee may not retaliate against any victim, or witness, who reports a violation of this Harassment Policy. Any person who believes that he or she has been retaliated against should consult the Organization's Whistle-Blowing Policy or a Company official.

7. How Your Job Is Classified

Exempt status is determined by federal and state law. In general, exempt employees are those engaged in executive, managerial, high-level administrative and professional jobs who are paid a fixed salary and perform certain duties. In addition, certain commissioned sales employees and highly paid computer professionals are exempt. Exempt employees are not subject to the minimum wage and overtime laws.

All employees who are covered by the federal or state minimum wage and overtime laws are considered nonexempt. Employees working in nonexempt jobs are entitled to be paid at least the minimum wage per hour and a premium for overtime.

Regular full-time employees are salary and are eligible for all the Company benefits subject to the terms and conditions of the benefit plan or policy.

Regular part-time employees are salary are not eligible for the Company benefits except as expressly described herein.

Temporary employees are hired for a limited period of time and/or for a specific project. These employees may be scheduled to work full or part-time, and are not eligible for any benefits except those required by law.

Each employee will be advised of his or her status at the time of hire and any change in status. Regardless of the employee's status, the employee is employed at-will and the employment relationship can be terminated by the Company or the employee at any time, with or without cause.

8. Hours and Payroll Practices

The Company's paydays are Biweekly on an annual basis. All employees are paid by check or direct deposit on the above-mentioned payday. If the regular payday falls on a weekend or Company holiday, employees will be paid on the last business day before the holiday and/or weekend.

Each regular part-time, temporary, or non-salaried employee may be provided a personal clock card. This "clock card" may be in the form of a physical time card, electronic software based timecard system or other Company approved time tracking method. If you are an hourly employee, your clock card is your record of employment from which your pay is computed and from which all is determined. It is necessary for each employee to "clock in" at the start of work and "clock out" when he or she leaves. In the event that an employee fails to "clock in" or "clock out" a supervisor's approval and signature must be received prior to the submission and payment of any wages. Repeated failure to accurately log hours may result in disciplinary action. If any employee fails to submit a time log, as required, that employee's pay may be delayed.

9. Overtime

Due to the nature of our business, situations frequently arise which require overtime work. In order to meet customer requirements and in order to insure efficient utilization of equipment, overtime work may be essential. In such cases, your supervisor will give you as much advance notice as possible. We will cooperate in every case with you in attempting to accommodate your abilities and preferences regarding overtime work. However, we reserve the right to require that any such work be performed.

10. Wage And Performance Review

At least once a year, during the anniversary of your month of hire, your immediate supervisor will conduct a formal performance evaluation. The evaluation will consist of a review of the employee's performance, attitude, attendance, progress and ability. The information required to review your job performance is collected continuously by your supervisor and other management personnel. Evaluations will weigh heavily in determining promotions and merit pay increases.

An employee may at any time, take the opportunity to ask questions, make suggestions or to discuss any matters relating to his or her job or the Company in regard to this evaluation.

11. Promotion

It is the Company's policy to promote employees from within the Company, insofar as possible, to all jobs in which vacancies arise. Factors considered in making promotions are employee knowledge, training, skill, efficiency, compatibility with fellow employees, and the ability to perform the job which is available, with due consideration of the employee's length of continuous service with the Company. In the event of an opening for a promotion, the supervisor will make his or her recommendations to the general manager who, together with the other members of management, shall determine which recommended employee is to be promoted to the open position. All supervisors are charged with the responsibility of recommending the strongest candidates for all open positions in which a promotion is involved within the organization.

12. Layoff

From time to time the business may require a reduction of the Company's work force. Since it is the Company's policy to transfer employees and maintain continuity in the event of a reduction in the work force, the Company will retain those employees who, in management's judgment and discretion, have shown the greatest ability for the jobs available. In the event that two or more employees are judged to be equal in ability for the jobs available, the greater length of continuous service shall govern retention.

B. Benefits Offered By the Company**1. Group Health Insurance**

All permanent, regular full-time employees are eligible for our Group Health Insurance Plan. Inspire ME Academy will cover full costs of Employee's coverage. Coverage for spouse or family will be paid by employee.. The Company's Group Health Plan is offered through TBD. Consult the Company's Group Insurance Benefits booklet for complete details and benefits.

2. Group Life Insurance

All permanent, regular full-time employees are eligible for the Company's Group Life Insurance, including accidental death and dismemberment coverage. The cost of the group life insurance is paid entirely by the Company. When you become eligible for the insurance program, all you need do is fill in the application card naming your beneficiary. Complete details concerning these coverages are contained in the Company's Group Insurance Benefits booklet available in the Human Resources Department.

3. Workers' Compensation Insurance

Should you become injured on the job, the Company carries workers' compensation insurance. The policy requires that all injuries be reported immediately, in person to your supervisor in order that proper medical attention can be obtained from you and reports made to the proper governmental authorities. For injuries requiring medical attention, your supervisor or management will assist you in making any additional arrangements.

4. Profit-Sharing Plan

The Company does not currently offer profit-sharing or other savings plan benefits.

5. Funeral Leave

Regular full-time employees are eligible for funeral leave with pay beginning their first full day of employment.

6. Jury Duty

Any employee who is requested to perform service as a juror shall be given time off while serving on the jury.

7. Social Security Benefits

The Company is a vital partner in the matter of the employee's Social Security benefits. The Social Security funds, made up of the FICA (Federal Insurance Contributions Act) tax deducted from each employee's paycheck and matched by the Company with an equal amount, are on deposit with the Treasurer of the U.S. At retirement, or in the event of disability, employees will

be eligible to participate in the Social Security Plan. The employee's income and age are the factors that determine the amount an employee will receive in benefits.

8. Leave of Absence

There may be times when it becomes necessary for you to request an unpaid leave of absence. The purpose of the leave of absence program is to protect your service record during periods when you are authorized to be absent from work. Leave include military leave, personal leave and medical leave.

a. Military Leave

All employees required to go into military service will be treated as though on leave of absence in accordance with federal law. Nothing in this provision is intended to restrict any rights granted to employees under federal law.

b. Personal Leave

Personal leave is for a specified period not to exceed 3 days and may be granted only for unusual or extenuating personal or family reasons. You must submit to your supervisor a written request for personal leave which sets forth the reasons why a leave of absence is necessary. For a leave to be granted, the reason must be acceptable to management at its discretion.

c. Medical Leave

Medical leave is for a period not to exceed 0 days and will be granted when an employee is disabled from working for medical reasons. To be granted medical leave of absence, you must submit a statement from your physician setting forth the nature and extent of the disability, and the date of expected return to work.

d. Family Medical Leave Act

FMLA Leave means leave which qualifies under the Family and Medical Leave Act of 1993 and the Department of Labor's regulations and is designated by Company as so qualifying. Some states have family and medical leave laws that may entitle employees to benefits different than those provided under the Company's FMLA policy. Applicable law is based on the state in which you are employed, not the state in which you live.

9. Rest and Lunch Periods

Nonexempt employees are provided with one 10-minute rest period for every four hour period of work, or major fraction thereof. To the extent possible, each rest period should be taken in the middle of the four hour work period. This time is counted and paid as time worked. Therefore, employees must not be absent from their workstations beyond the allotted rest period time.

Nonexempt employees scheduled to work more than five hours in a workday are provided with a 30-minute unpaid, duty-free meal period. Supervisors will schedule meal periods to accommodate operating requirements.

10. Holidays

Regularly scheduled paid holidays are granted to all regular, full-time employees each year, after 0 days of continuous employment. Paid holidays include:

- All Federal Holidays

An employee will receive holiday pay provided he or she works the full day before and after the holiday. Employees who are out for excessive time during holiday weeks may not be paid for the holidays.

12. Suggestions and Complaints

In any business where individuals are working together, employee complaints or ideas for improvement are bound to arise. It is the desire and responsibility of management to attempt to answer and solve problems whether of a business or personal nature. This Company maintains an open door policy so that any employee has the right to discuss matters directly with any member of management he or she selects. Generally, complaints or suggestions may be taken up with your supervisor or the Human Resources Department. We recognize and value employees' suggestions and note that often times they may find their way into actual practice. If satisfactory action is not taken, you should discuss the matter with the general manager. If still not satisfied, any member of management is available to discuss problems, whether business or personal, with any employee.

13. Bulletin Boards

The Company bulletin board is reserved for management's exclusive use. All notices from the Company relating to benefits, holidays, etc., will be posted on it. Employees may not post notices or materials on the Company bulletin board.

V. What the Company Expects Of You

A. Changes of Address

When you change your address or telephone number, you should notify the payroll department in writing of the change immediately, in order that the Company will always have the correct home address and telephone number by which your home can be reached. It is important that the Company be able to communicate with you, or, in the event of necessity or emergency, with members of your family, and this can only be done if an accurate record of your address and telephone number is on file with the payroll department. Proper mailing addresses are also necessary in order to keep records on a current basis for federal and state taxes, pension plans and group insurance coverages extended by the Company.

B. Absence

Regular attendance is necessary in order to meet customer needs. Production on all equipment is carefully scheduled and the absence of key people can easily cause a failure to deliver an order to a customer by the promised time.

Written permission from a physician must be obtained before returning to work if you have been absent 3 days or more due to illness. If you fail to call in for a period of 3 days, you will be considered to have voluntarily resigned. Repeated instances of one day absences from work will be grounds for discipline up to and including discharge.

C. Severe Weather Conditions and Other Emergencies

When severe weather conditions exist, if you ask to leave work before regular quitting time, you may do so with your supervisor's approval unless your services are essential for the completion of work in progress. Non-exempt employees who leave early will not be paid for time lost unless they request that the time be charged against their unused vacation allowance or paid personal days. Those who cannot be released will be paid their regular straight time rate of pay.

If the Company remains open during adverse weather conditions and you are unable to report to work, your time off will be charged to allowable personal days, if any are available.

If the Company is officially closed, you will be paid for the time off and the hours will not be reflected in your personal days allowance.

E. Visitors

As a general rule, employees should not have visitors joining them during working hours. Visitors are not allowed without special permission from management. All visitors must enter through the front entrance and be registered at the reception desk. It shall be the responsibility of each supervisor to enforce this policy.

F. Dress Standards

What we wear to work is a reflection of the pride we have in our Company, in what we do and in ourselves. Although dress code requirements will vary according to job responsibilities, we ask that your appearance at all times show discretion, good taste, and not present a hazard in the performance of your job.

G. Personal Mail

All personal mail should be received by employees at home. In the normal operation of business, however, incoming mail is frequently addressed to individual employees. While this practice is not desirable, every effort will be made to deliver the mail to the proper party. It should be remembered, however, that all business mail is opened upon receipt.

H. Solicitation

Persons not employed by the Company may not, at any time, solicit or distribute literature or other printed materials on Company property for any purpose.

Employees may not solicit during working time in work areas or distribute literature or other printed material during working time or in working areas.

"Working time" is the time employees are engaged, or should be engaged, in performing their work tasks for the Company. It includes the working time of both the employee doing the soliciting or distributing and the employee being solicited or to whom literature is distributed.

"Working time" does not include the time when employees are properly not performing their work duties, for example, scheduled meal times and breaks.

If you have any questions regarding the meaning of "working time" or "working areas," please inquire in the general manager's office.

I. Collections

Collections for any cause are not to be taken up without prior approval of your supervisor.

J. Injuries and Illness

Whenever you feel ill, you should immediately inform your supervisor that you are ill. In the event the illness prevents your continuing work, the general manager shall be notified and you shall be advised to go home and consult your family physician. If necessary, some other person will accompany you home.

In the case of injury of any kind, no matter how minor, you should immediately report the injury to your supervisor. In the event of a serious injury, arrangements will be made to take you to the hospital. Only authorized personnel may dispense first-aid supplies.

K. Personal Telephone Calls

Employees are not to receive personal telephone calls while at work, except in emergencies. It is the responsibility of each employee to notify family, friends and others who might call, not to do so during working time in the absence of an emergency.

L. Security

The Company's Human Resources Department is committed to providing the organization with the most thorough and comprehensive security program possible. The program is intended to provide legitimate and reasonable guidelines for safeguarding our facilities and proprietary information. Every employee has an obligation to protect our Company's proprietary data and to practice good security common sense. Further details on specific policies and procedures are provided in this handbook and can be supplemented by the Human Resources Department.

M. Gratuities/Gifts

Employees may not accept gifts from business-related sources.

N. Fire Prevention

Fire is always a hazard in any plant in which combustible materials are used. Automatic sprinklers have been installed to minimize the effect of any fire which might develop. However, minor fires can develop which can quickly be brought under control by careful adherence to our fire prevention policies. Each employee must be familiar with the location of fire alarms, fire fighting equipment and the fire exits in the plant. Each employee must be familiar with the proper use of the fire extinguishers located in the plant. If you are unsure about the proper use of the plant fire extinguishers, you should immediately report your concerns to your supervisor, and arrangements for appropriate training will be made. A serious fire would put you and your fellow workers out of work. It is part of each employee's job to protect the property and equipment against fire and other damage by keeping the plant clean and free from rubbish.

O. Personal Safety Equipment

All employees working with machinery (other than secretarial or clerical staff working with office equipment) must wear gloves, respirators, safety glasses and appropriate work shoes. These will be provided at the Company's expense. Your supervisor will instruct you on the use of all safety equipment. Head wear may be necessary for certain jobs and this will also be provided. Failure to properly wear safety gear may result in disciplinary action.

P. Discharge, Discipline and Work Rules

For the protection of all employees, and in order to operate efficiently, certain rules are necessary. The following is a partial list of the kinds of improper conduct which shall constitute grounds for disciplinary action, up to and including immediate discharge:

- i. Reporting to work under the influence of alcohol or drugs.
- ii. Bringing, possessing, or acquiring alcohol or drugs .
- iii. Selling or attempting to sell alcohol or drugs to other employees.
- iv. Theft of Company property, Company time, or fellow worker's personal belongings.
- v. Punching another employee's time card or allowing another employee to punch your time card.

Additionally, any employee may be discharged in the event of continued violation of work rules. Improper conduct may constitute grounds for the issuance of a warning before more severe disciplinary action is taken.

The Company has a few; simple rules which are fundamental, and which provide for the safety and protection of its employees. Compliance with these rules is a condition of employment.

- vi. Be careful-work safely at all times.
- vii. Report all dangerous conditions and equipment to your supervisor immediately.
- viii. Report every injury of a serious nature immediately to your supervisor and first aid will be provided.
- ix. Do not attempt to work if you are taken ill.
- x. Keep your work area neat and orderly at all times.

Q. Voluntary Termination

If you decide to leave the Company, we ask that you provide two weeks' written notice of your intention to quit. Failure to provide such notice will result in ineligibility for re-hire. Walking off the job or absence for more than 3 days without a report to the Company, with the reason for the absence will constitute a voluntary quit.

At the time of your termination, you will be asked to sign a termination clearance form and you will receive your final paycheck at that time. You must pick up your final paycheck in person; final checks will not be mailed to your residence.

R. References and Recommendations

An employee may request his/her supervisor to provide a letter of recommendation to a prospective employer.

VI. Conclusion

This handbook has outlined the broad principles that guide our Company in its relations with employees. Specific information about Company insurance plans, retirement plans or other benefits can be obtained in the office. It is quite possible that you may from time to time have

SAMPLE ONLY

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questions about Company matters which directly affect you, or you may desire further information about how Company policies apply to your individual case. Should you be unable to find the complete answer to your particular question in this manual, feel free to ask your supervisor. If s/he does not have the information readily available, he or she will get the answer for you.

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SAMPLE ONLY

SAMPLE ONLY

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Statement of Understanding

I have received, read, and agree to abide by the Company Employee Handbook. I understand the policies and procedures set forth in the handbook. I also understand that the handbook is not a contract of employment, does not in any way limit the right of the Company to terminate my employment and that my employment may be terminated at any time, with or without notice, within the sole discretion of the Company management.

Employee Name

Date

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SAMPLE ONLY

Inspire ME Academy

Community Members

When drawing from the community for Fun Fridays and other programs we will look for well-established experts in the field they will share with our students. We will require a background check for anyone who will be teaching our students. Parent Volunteers will always be welcome to participate and we will encourage and support the development of a PTA or similar group.

B.4 Pre-Opening Plan

2012: Established Founding Board and Incorporated as a Maine Non-Profit Corporation.

2013: Draft Application, Locate possible facilities, Created website, Develop Community Engagement.

June

2014: Establish a fiscal sponsor, Held second Public Meeting.

July

2015: Received Tax Exemption under code 501(c)3 of the Internal Revenue Code section 170. Submitted Application for Walmart Grant for School Kitchen.

August

2015: Submit Charter Application. Establish a strong fundraising plan. Research and apply for funding opportunities, Continue to recruit quality Board Members to grow to 7-member board.

September

2015: Solidify Founding Board into a Governing Board with Executive Director. Continue raising start-up funds. Summit Letters of Inquiry for two Private Grants (RGK Foundation and Louis Calder Foundation) as well as the Federal Non-SEA start up grant.

October

2015: Recruit students/ mass mailing/advertise/application for enrollment on website. Community and fundraising work. Third private Grant application for Dec. 31st deadline.

November- December

2015: Charter Approval
Finalize Facilities location from selected options. Apply to Charter School Development Corporation for facilities funding and development.

January

2016: Recruit and Hire Head of School & Operations Manager to officially start July 1, 2016.

February

2016: Application for enrollment deadline. 2/29/16

March

2016: Lottery if needed/enrollment commitments/notice to districts

Inspire ME Academy

April-
June

2016: Recruit all staff for hire in August. Prepare Facilities. Finalize: Curriculum Development, Staff Handbook, Student Handbook, and Emergency Response Guide.

Aug 22

2016: Staff Hire and preopening induction time, staff development, review employment policies, curriculum planning and assessment initiation.

Aug 31

2016: First Day of School

See Tab 19-Pre-opening Plan for detailed information.

B.5 Management and Operation

Inspire ME Academy's Board of Directors is an independent body and registered in the State of Maine as a non-profit corporation for the sole purpose of operating a Public Charter School. Our three key personnel: Head of School, Dean of Students (yr. 3), and Operations Manager will have full responsibility and accountability in managing a successful school. The Board of Directors will oversee and have final approval on policy, procedures, and staff. We will seek out highly qualified staff and will work under the assumption that they will make good faith efforts to manage the school in an exciting, enthusiastic, constructive and responsible manner, with students and parents (our customers) first and foremost in their minds. The board will use outside hired consultants on issues that the board feels would be beneficial in making effective and sound decisions (i.e. Lawyer and Auditors). We will continue to grow the current board to a sound governing board of seven with a diversity of abilities.

Both our Head of School and our Teachers will be evaluated using *The Marzano School Leader Evaluation Model* and *The Marzano Art and Science of Teaching Framework* respectfully. Approved by the Maine Department of Education, these models align very well with our mission. This will also help guide the process of selecting our staff as well. A framework is included in the appendix. We will offer surveys to both students and parents each year to monitor the schools progress and identify any changes that can better serve our customers.

Inspire Me Academy will first recruit our leaders for the school. We will search for highly capable leaders that understand and identify with our mission. The full board will interview potential candidates that fit our mission and make a selection from these interviews. Once the Board of Directors has selected the school leader, the Head of School will actively recruit the staff needed to fill our first year staffing plan. Since we are a start up with no other staff, a hiring committee of two board members and two parents will assist in the selection process. All new staff selections will then be submitted to the board for approval. Once there are at least four staff members, the committee will be adjusted to include the new hires.

We will use many forms of recruitment such as our Website, jobsites (Serving Schools, Craigslist, etc.), and newspapers. We will also advertise with colleges who have Education Degree Programs. Inspire ME Academy will search for a combination of highly qualified teachers with solid experience and new teachers willing to learn and grow with constant support and mentoring. We will search for teachers with a variety of strengths in subject matter, literacy, math, science, and social studies.

Under tab 21 Job Descriptions as well as staff planning is detailed.

Maine Charter School Commission
Required Elements Pre-Opening Plan

TAB 19.

School Name INSPIRE ME ACADEMY

(Approved 1-8-13 Updated 4-23-14) Approved 5-6-14

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Governance	Board Recruitment	Founders	In application/on going	
	Articles of Incorporation and Nonprofit filings	Founders and Governing Board	In application	7/15
	By-laws	Founders and Governing Board	In application	7/12
	Organizational Chart	Founders and Governing Board	In application	8/15
	Organizational Policies and Procedures	Founders and Governing Board	In application	8/15
Enrollment	Staff Handbook	Governing Board Executive Director	In application-draft Final March 2015	
	Enrollment Policy and Enrollment Plan	Governing Board	In application	8/15
	Required min/max enrollments	Governing Board	On contract date	
	Application process for admission	Governing Board/ Executive Director	In application	8/15

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Enrollment continued:	Assessment of student interest	Executive Director /Director of Admissions	Ongoing	
	Admissions and Lottery procedures	Executive Director /Director of Admissions	In application	8/15
	Admissions Notification and/or Lottery Deadline	Executive Director / Director of Admissions	Prior to April 1 st of school year February 29, 2015 Applications Due Lottery in March	
	Admissions Acceptance Decisions	Executive Director / Director of Admissions	Prior to April 1 st of the school year March	
	File Pre-enrollment Report to SAU's	Executive Director	April 1 of the school year	

Inspire ME Academy

<p>Staff Recruitment and Hiring</p>	<p>Recruitment Procedures for Principal and Key Admin. (Chief Finance Officer, Special Services Director, others)</p>	<p>Governing Board / Executive Director</p>	<p>In application</p>	<p>8/15</p>
<p>Contract Dimension</p>	<p>Task Element</p>	<p>Responsible Party</p>	<p>Required Completion Date</p>	<p>Date Complete</p>
<p>Staff Recruitment and Hiring continued:</p>	<p>Hiring of Principal and Key Admin. (CFO, S.S. Director, others)</p>	<p>Governing Board/ Executive Director</p>	<p>On contract date</p>	
	<p>Professional Instructional Staff (FT and PT Regular Teachers, Special Ed., ELL Teachers); background checks completed</p>	<p>Executive Director / Head of School</p>	<p>30 days prior to start of school year</p>	
	<p>Paraprofessionals</p>	<p>Executive Director / Head of School</p>	<p>20 days prior to start of school year</p>	
	<p>Clerical Staff</p>	<p>Executive Director / Head of School</p>	<p>20 days prior to start of school year</p>	

	Substitute Teachers	Executive Director / Head of School	At start of school year	
	Initial Professional Development and Staff Orientation	Executive Director / Head of School	2 weeks prior to the start of school year	
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Facilities and Safety	Signed lease for all space as listed in application	Governing Board / Executive Director	On contract date	
	All required renovations to meet approved school inspections	Governing Board / Executive Director	90 days prior to start of school year	
	Certificate of Occupancy	Executive Director / Head of School	60 days prior to start of school year	
	Fire and Asbestos Inspections, Lead-paint Assessment	Executive Director / Head of School	60 days prior to start of school year	
	Insurance Policies in place	Executive Director / Head of School	10 days after contract date	
	Utilities (water and air quality, plumbing, electricity)	Executive Director / Head of School	60 days prior to start of school year	

	Capital Equipment and Installation	Executive Director / Head of School	30 days prior to start of school year	
	Office and Classroom Equipment and Installations	Executive Director / Head of School	20 days prior to start of school year	
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Facilities and Safety continued:	Emergency Contact Sheet and Safety Plan	Executive Director / Head of School	15 days prior to start of school year	
Student Learning	School Calendar and Student Schedule	Executive Director / Head of School	On contract date	
	Code of Conduct	Executive Director / Head of School	On contract date	
	Special Services and Special Education Policy	Executive Director / Head of School / Special Services Coordinator	In application-DRAFT	
	DOE has reviewed the Special Student Population section of the Application: " <u>Name of Applicant's</u> application contains all required elements."	Dept. of Education Special Education Department	Submitted with Rubric by DOE SPED.	

	If applicable, Title 1 plan approved by DOE. ELL plan approved by DOE.	Executive Director /Head of School /Special Services Coordinator	30 days prior to start of school year	
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Student Learning continued	Qualification of Staff Certification of School Personnel List of all SPED Staff to include S.S. Numbers and applicable licensure.	Executive Director /Head of School /Special Services Coordinator	Submit to ME Dept. of Ed Special Education 30 days prior to start of school	
	Adequacy of Special Education Services: Grid of special education service time provided to all students enrolled. This includes specially designed instruction, consultation, all related services, provider license or certification number and amount of time for each service and provider.	Executive Director /Head of School /Special Services Coordinator	Submit to ME Dept. of Ed Special Education 14 days prior to start of school	
Finance and Financial Services	Operating Budget - final pre-opening revisions	Governing Board / Executive Director	45 days prior to school opening	
	Cash-flow Projections	Executive Director /CFO	On approval of application	
	Fiscal Policies and	Executive Director	In application	

	Procedures Manual	/CFO		
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Finance and Financial Services continued	Financial accounting system compatible with MEDMS	Governing Board / Executive Director	On signing of contract	
	Grants / Entitlements (State and Federal)	Executive Director /CFO /Director of Dev.	Ongoing	
	Other Grants	Executive Director /CFO /Director of Dev.	Ongoing	
	Misc. Funds / Fundraising Plan	Executive Director /CFO /Director of Dev.	Ongoing	
	Audit Timeline	Governing Board / Executive Director	On signing of contract	
Technology	Hardware installed and set-up	Director of IT	30 days before opening of school	
	Software installed and set-up	Director of IT	20 days before opening of school	

	Student/Staff IT Policy and Procedures in place	Executive Director / Director of IT	On signing contract	
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Curriculum and Instruction	Curriculum Plan	Executive Director / Head of School	In application	8/15
	Instructional Materials purchasing plan	Executive Director / Head of School	On signing contract	
	Classroom assignments and set-up	Executive Director / Head of School	15 days before opening of school	
Student Services, Records and Reporting System	Attendance, Student Retention Records System	Executive Director / Head of School	On signing contract	
	Academic Performance Information	Executive Director / Head of School	On signing contract	
	Student information system compatible with MEDMS	Executive Director / Head of School	On signing contract	

	Student academic assessment and reporting plan compatible with MEDMS	Executive Director / Head of School	On signing contract	
Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Student Services, Records and Reporting System continued	Transportation Plan and Contract	Executive Director / Head of School	60 days prior to school opening	
	Nutrition/Food Service Plan and Contract	Executive Director / Head of School	60 days prior to school opening	
	Health and Wellness Plan	Executive Director /Head of School	On signing contract	

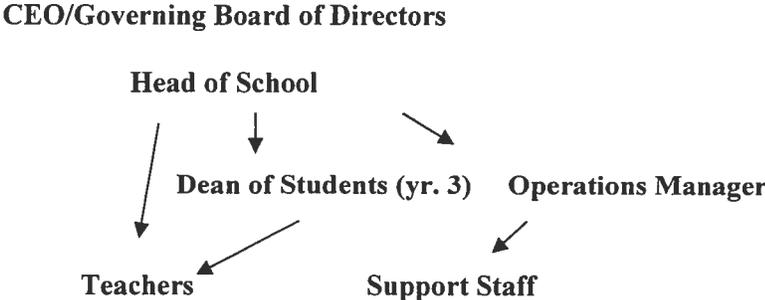
Inspire ME Academy

Staff Information and Records System	Employment Policies, including performance evaluation criteria and procedures for professional and support staff, compatible with MEDMS	Governing Board / Executive Director	On signing contract
	Professional Development Plan	Head of School	On signing contract
			Address: P/CSC/RFP TABS – EXHIBITS A-E

Inspire ME Academy

Organizational Chart

TAB 20



Inspire ME Academy

TAB 21

Inspire ME Academy will have three key administrators: Head of School, Dean of Students (Yr. 3), and Operations Manager. They will work cooperatively to ensure all students show achievement gains and model and integrate our GREAT (Generosity, Respect, Enthusiasm, Achievement, and Tenacity) values.

Head of School:

Our Head of School will be responsible for academic achievement as well as school culture. Leadership of the vision for academic achievement and student success, motivating others through this vision and executing the vision will be the primary focus.

Duties:

Student Achievement—

- Lead and oversee a sound instructional program that is in line with the school's mission
- Collaborate with teachers to maximize student performance
- Ensure every student is reaching goals and showing great gains in achievement
- Teach one section of a subject the individual specializes in

Teacher Mentoring and Evaluation—

- Plan excellent professional development that is appropriate to the mission for all teachers
- Supervise, observe and evaluate staff
- Provide positive support and mentoring
- Oversee Professional Growth Plans with thoughtful feedback

School Leadership—

- Set Standards for professional behavior
- Model GREAT values
- Supervise Dean of Students and Operations Manager
- Create strong culture of Achievement
- Cultivate positive relationships with parents and community
- Interview and select teachers in cooperation with Governing Board
- Communicate well and regularly with teachers, parents, and students
- Ensure the school runs smoothly, efficiently and on budget

For our Head of School we will search out a leader who has very strong classroom management and discipline skills, excellent communication skills, extremely high standards for student achievement, a relentlessness to ensure success for the students and staff, a strong work ethic and a sense of humor.

Inspire ME Academy

Dean of Students: (Duties will be the responsibility of the Head of School for years 1 &2)

This key person will work collaboratively with the Head of School to ensure a culture of Achievement and promote our GREAT (Generosity, Respect, Enthusiasm, Achievement and Tenacity) values. Our Dean of Students will model building strong and mutually respectful relationships with students and families and support teachers to do the same.

Duties:

Establish a Structured, Positive and Inspiring School Culture—

- Implement Character Development Program that builds and reinforces positive self
- Leads recognition assemblies, parent workshops, family and community service events
- Coordinates and implements a school-wide behavior management system that includes meaningful incentives and consequences
- Support children who have behavior challenges and their families
- Support teachers to execute individualized behavior interventions when needed
- Staff training on student-teacher relationships, classroom management, parent partnerships and school culture
- Supervise School Arrival, Breakfast, Lunch, Dismissal and Daily Transitions to ensure they are smooth and positive process
- Monitor and analyze daily student attendance, homework and discipline records

Teacher Mentoring and Leadership—

- Train teachers in developing classroom expectations and routines that are clear and consistent
- Support teachers to build meaningful relationships with students and parents
- Observe and provide targeted feedback for teachers
- Oversee Professional Growth Plans with thoughtful feedback
- Model great instruction by teaching a subject the individual specializes in

School Leadership Team Player—

- Leadership team meeting participation
- Active participant in staff trainings and professional development days
- Work as a team to support a high-achievement academic culture
- Help teachers become leaders
- Model professional and core values at all times
- Be visible and highly engaged in the school community

For our Dean of Students we will search out a leader who has very strong classroom management and discipline skills, excellent communication skills, extremely high standards for student achievement, a relentlessness to ensure success for the students and staff, a strong work ethic and a sense of humor.

Inspire ME Academy

Operations Manager:

This key person will be responsible for the operational functions of the school. This allows the Head of School and Dean of Students to focus on excellent academics and school culture. The Operations Manager will develop and implement the school budget, organize all school data and ensure the school has the materials needed to serve its students. This position will work closely with the Head of School and Dean of Students.

Duties:

Budget and Finance—

- Work with Leadership to manage the school’s budget
- Maintain accurate records of all financial transactions
- Monthly review of budget to the Board
- Ensure adherence of school’s fiscal policy and procedures
- Participate in annual review/audit by providing documentation
- Manage purchasing process, orders by vendors, tracking delivery and maintaining inventory

Operations—

- Prepare school for start-up by ordering furniture, equipment, and classroom supplies
- Ensure school services (food and transportation) are ready for action
- Process new hires and maintain employee records
- Manage tracking and follow up of teacher certification and employee benefits
- Oversee maintenance of facilities by managing custodial personnel and third-party contracts (trash removal, recycling, security)
- Manage inventory of assets and supplies

Administration—

- Oversee adherence to all local compliance and reporting requirements
- Provide oversight of the planning and execution of school events and field trips
- Oversee the administration of student testing
- Data dissemination progress reports to school and staff
- Ensure student records are properly maintained and up to date
- Create and manage a variety of Fundraising opportunities

The Operations Manager for Inspire ME Academy will have an entrepreneurial spirit and must be comfortable with financial oversight and budgetary tracking that supports growth. This individual will need to be willing to work collaboratively and under the direction of administrative staff. We will look for a combination of excellent detail to the work and creativity in a constantly changing environment.

Inspire ME Academy

Teachers:

Inspire ME Academy will have four classroom teachers the first year, at least one will be SPED certified and work in an inclusion environment where they will be a second teacher in the room and help all students be successful as well as support their special education students. We are committed to recruiting, developing and retaining excellent teachers. Inspire ME Academy will seek out teachers who believe in our mission and are passionate about promoting high achievement in academics and behavior. Our teachers will be able to recognize the potential in each student and inspire our students to maximize that potential.

Foreign Language will be a commitment of Inspire ME Academy. Our global community is growing every day and having a second language can add culturally as well as add value to our students as they grow into adults. We will seek out a teacher who can teach both French and Spanish, and has the desire to reach fluency by the end of eighth grade.

Inspire ME Academy will have part-time Art, Music, and PE Teachers in the beginning and work to full time as we grow. We will also have one full-time teachers aid/Substitute (hourly/school year). This person will assist the teachers as needed and be available to substitute if a teacher is out for an emergency. We believe this is an added asset as we can cover emergencies with a teacher who is already familiar with procedures and students.

Duties:

Academic Achievement and Student Character Development—

- Create a positive, structured learning environment that excites and invests students
- Motivate students to realize high academic and behavioral standards
- Model and promote our GREAT values (Generosity, Respect, Enthusiasm, Achievement, and Tenacity), in order to build a great classroom community
- Design and implement unit and lesson plans in collaboration with grade/subject team
- Utilize data from interim assessments to drive instruction and interventions
- Oversee accountability of students during transitions, meals, trips, and events

Professional Learning and Growth—

- Collaborate with team and leadership to improve instructional, culture-building and leadership skills
- Actively participate in all professional development, team planning and data analysis opportunities
- Take ownership of personal growth plan by seeking out new learning opportunities and share knowledge with team and leadership

Support Staff:

Cafeteria Personnel: Two part-time workers hourly/school year to oversee breakfast, lunch and snack each day. They will work with the operations manager to ensure a variety of quality meals for all our students and staff.

Custodian: half-time hourly/school year

Receptionist: hourly/school year

Inspire ME Academy

B.6 Parent and Community Involvement

Parent and Community involvement are very important for a successful school. Inspire ME Academy is working hard to build community support and offer a variety of volunteer opportunities. Since forming our Founding Board, Heather Ericson has joined our board. Heather is parent of a fourth grader currently enrolled in the local public school. Heather joined because she liked our vision and was looking for a stronger academic environment for her daughter. Inspire ME Academy was incorporated under the help and in-kind support of Ronald Bourque of Bourque and Clegg office in Sanford, ME. We also received and continue to receive in-kind support from Ayn Hanselman of Troiano & Associates in review and submission of our 1023 Tax Exemption Application and other accounting matters (see letter of support in appendix).

Inspire ME Academy held an informational meeting on October 25, 2012 at the Goodall Public Library in Sanford, ME. We did not have a lot of advertisement for the meeting, local paper only. However, we had 13 attendees and we felt considering this is a brand new concept this was not a bad start. We had six surveys returned to us and four indicated they were looking for options for their children all had students going into fourth grade the following year. Four of the respondents expressed a willingness to help. All of the surveys indicated they were from Sanford. Tim Horton's of Biddeford provided the refreshments at no charge.

We had a second Public Informational Meeting on June 14, 2014. It was a small but enthusiastic crowd. We received one more Survey showing support and interest. Tim Horton's of Biddeford once again provided refreshments at no charge. Inspire ME Academy walked in the 4th of July Parade in Sanford and felt well received. We passed out over 400 Flags/flyers on pencils! We will continue to spread the word in any way possible.

Inspire ME Academy has developed a website (www.inspiremeacademy.org) to help get the word out. We have gotten contact forms from as far away as New Mexico; one parent who is looking to move back to Maine next year with a sixth grader. She liked our vision and wanted us to keep her updated of our progress. We have also had contact from parents from Old Orchard Beach and South Berwick. Sanford is centrally located for these towns, and the willingness to travel to get a better education shows there is a need. We have included an email from the Old Orchard Beach Parent in the appendixes.

Inspire ME Academy is on Facebook, please Like us! And Share us! We have 54 Likes!

Our "Fun Fridays" will be our biggest commitment to community and parent involvement. For 3 hours on Friday afternoons while the Teachers are in collaboration and staff development time, the students will participate in mini-courses offered by community members. We will request that any community member who has a passion for any subject to submit a course offering proposal. We will offer small stipends to draw quality offerings. However, we will also advise "volunteer" proposals are always welcome. These courses will run about six weeks each giving students a few options throughout the year. This brings in the community while offering a variety of learning that adds greatly to our curriculum from experts in the subject. Anyone working with our students will require a background check.

Performing Arts will be a big part of our curriculum and our goal is to have several community performances though out the year. We also plan to have field trips that go out into the community to explore different things. We hope to locate in the heart of the community and strive to make the school a welcoming place for family and friends. We will have events such as Family Breakfasts and Dinners to

Inspire ME Academy

bring the community together, and help parents feel welcome at all times. Families will be asked to help support their child's education by attending events and conferences and overseeing their child's progress. We will offer surveys to both students and parents each year to monitor the schools progress and identify any changes that can better serve our customers. We will encourage and help parents form a parent advisory group that can advocate for the school and its families.

Inspire ME Academy plans to seek out local free events for children that are available throughout the year. Events such as a Tour of UNE's Marine Science Center are invaluable and will be a great compliment to our daily schedule. It is also a great way to get students involved and see what is available to them in their community. Getting out in the community also gives students an opportunity to practice their GREAT values out in the public world and represent the school with pride. Seventh and Eighth grade students will do active community engagement as often as possible throughout the year.

We plan to collaborate with the local school district, Sanford Public Schools for transportation. We have been in touch with Eric Knowlton, Assistant Superintendent and he has expressed a willingness to work with us to provide transportation for Sanford Students who choose to attend Inspire ME Academy. **An email Correspondence is included in the appendixes.**

Inspire ME Academy will continue to look for community partners; we are members of the Sanford Strong Coalition which aids in getting our mission out to the public. We are currently working on a partnership to provide uniforms for the first year of operation and are developing a corporate sponsor page for our website. We believe we need our community's help, but we also believe we can help our community. We have one corporate sponsor that is very interested in our mission and wants to be kept up to date on our progress. They felt it is too early to make a full commitment at this time.

Letters of support, surveys, correspondences, and evidence of Public Informational Meetings are included in the Appendixes.

Inspire ME Academy

C. Governance

C.1 Governing Body

Inspire ME Academy's Board of Directors is an independent body and registered in the State of Maine as a non-profit corporation for the sole purpose of operating a Public Charter School. We are a Tax Exempt 501(3) c under section 170. We are currently a 4-member board with business and marketing skills as well as academic and psychological educational backgrounds. We are all community members.. Inspire ME Academy is currently seeking to grow to a 7-member Governing Board with the direction of an Executive Director. We are passionate about education and believe in high achievement and maximizing each student's potential.

We will be the governing body that **oversees** all functions of the school. We will seek out and higher staff that understands and believes in our mission. We will look to high quality staff and will allow them to develop and grow the curriculum to match the vision we set forth. Our goal is to **oversee only**, to be sure compliance with budgetary and regulatory measures and to be sure that the mission of high achievement and student success is accomplished and that all requirements of the charter contract are met. We will use performance data, attendance records, and discipline records as well as student and parent surveys to assess our schools success. We will have monthly board meetings with regular agenda items regarding updates from all Key Staff on financial and day-to-day operations. For Head of School evaluation, we will use *The Marzano School Leader Evaluation Model*, a model that has been approved by the Maine Department of Education and align very well with our mission. This will also help guide the process of selecting our leader as well. A framework is included in the appendix.

Included items:

- Tab 22: Articles of Incorporation
- Tab 23: Corporate By-laws
- Tab 24: Notice of Exemption
- Tab 25: Conflict of Interest Policy

The Board of Directors will use Advisory Personnel as needed to make well-informed and responsible decisions. We are actively recruiting Advisory Personnel. Below are our current Advisory Personnel:

- **Sandra Kittridge—Prior Owner Tim Horton's in Biddeford, has many years of experience in Human Resources and Employee Benefits and is willing to advise the board for hiring and development of our benefits. (willing to serve on employment committee)
- Ayn Hanselmann—Accountant, to assist with 990 annual filing and other preliminary accounting needs. Please see letter of support and in kind donation letter in appendix.
- Dr. William Crumley—Head of School of the first Public Charter School in Maine, Cornville Regional Charter School, for the first two years. Willing to advise in all aspects of start-up.
- **Lily Morin—Teacher, Chelsea Public Schools, Chelsea, MA (moved from Founding Board to advisory on 8/5/14). Advise on academic planning and staff development. Employment Committee

Committees are still in the development stages and as needed to include:

- Finance
- Buildings
- Curriculum
- Employment**
- Marketing and Fundraising

TAB ~~21~~ 22

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF INCORPORATION

Filing Fee 540.00

File No 20130032ND Pages 3

Fee Paid \$ 40

DCN 2122061910056 ARTI

FILED

07/19/2012

Jules R. Dignia
Deputy Secretary of State

A True Copy When Attested By Signature

Jules R. Dignia
Deputy Secretary of State

Pursuant to 13-B MRSA §403, the undersigned incorporator(s) execute(s) and deliver(s) the following Articles of Incorporation

FIRST: The name of the corporation is Inspire ME Academy

SECOND: ("X" one box only Attach additional page(s) if necessary)

The corporation is organized as a public benefit corporation for the following purpose or purposes
To operate a Charter School in the Sanford/York County area

The corporation is organized as a mutual benefit corporation for all purposes permitted under Title 13-B or, if not for all such purposes, then for the following purpose or purposes

THIRD: The Registered Agent is a (select either a Commercial or Noncommercial Registered Agent)

Commercial Registered Agent CRA Public Number: _____

(name of commercial registered agent)

Noncommercial Registered Agent

Ronald D Bourque

(name of noncommercial registered agent)

949 Main Street, Sanford, ME 04073

(physical location, not P.O. Box - street, city, state and zip code)

P.O. Box 1068, Sanford, ME 04073

(mailing address if different from above)

FOURTH: Pursuant to 5 MRSA §108.3, the registered agent as listed above has consented to serve as the registered agent for this nonprofit corporation

Form No MNPCA-6 (1 of 3)

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 4

The minimum number of directors (not less than 3) shall be 4 and the maximum number of directors shall be 7

SIXTH: Members ("X" one box only)

- There shall be no members
- There shall be one or more classes of members and the information required by 13-B MRSA, §402 is attached

SEVENTH: (Optional) (Check if this article is to apply)

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office

EIGHTH: (Optional) (Check if this article is to apply)

Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation, distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit _____ attached hereto and made a part hereof.

Incorporators*

Dated 7/16/12

Renee P Morin
(signature)

Street 44 West Street
(residence address)

Renee Morin
(type or print name)

Biddeford, ME 04005
(city state and zip code)

Renee Morin
(signature)

Street 246 School Street
(residence address)

Lily Morin
(type or print name)

Somerville, MA
(city state and zip code)

Mary-Elise Alexandre
(signature)

Street 3 Hoyt Street
(residence address)

Mary-Elise Alexandre
(type or print name)

Springvale, ME 04083
(city state and zip code)

Form No MNPCA-6 (2 of 3)

For Corporate Incorporators*

Name of Corporate Incorporator _____

By _____
(signature of officer)

Street _____
(principal business location)

(type or print name and capacity)

(city, state and zip code)

Name of Corporate Incorporator _____

By _____
(signature of officer)

Street _____
(principal business location)

(type or print name and capacity)

(city, state and zip code)

***Articles are to be executed as follows:**

If a corporation is an incorporator (13-B MRSA §401), the name of the corporation should be typed or printed and signed on its behalf by an officer of the corporation. The articles of incorporation must be accompanied by a certificate of an appropriate officer of the corporation, not the person signing the articles, certifying that the person executing the articles on behalf of the corporation was duly authorized to do so.

Please remit your payment made payable to the Maine Secretary of State.

Submit completed form to

**Secretary of State
Division of Corporations, UCC and Commissions
101 State House Station
Augusta, ME 04333-0101
Telephone inquiries (207) 624-7752**

Email Inquiries: CEC_Corporations@Maine.gov

Form No MNPCA-6 (3 of 3) Rev. 7/1/2008

INSPIRE ME ACADEMY BY-LAWS

ARTICLE I NAME OF INCORPORATION

Section 1. Name The name of the corporation is Inspire ME Academy. It is hereinafter referred to as "the corporation."

Section 2. Location. The principal location of Inspire ME Academy shall be York County, Maine.

Section 3. Purposes. The corporation is a non-profit corporation organized under the laws of the State of Maine and its purposes are exclusively educational as set forth in the Articles of Incorporation. More specifically, the purposes for which the corporation is organized are to operate a public charter school in the Sanford, York, County Maine area.

Section 4. Statute and Code. The corporation shall operate in accordance with Title 20-A, chapter 112 of the Maine Revised Statutes.

Section 5. Non-discrimination. The corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring and other employment practices of the school or in its admission policies for students. Further, the corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of Maine.

ARTICLE II MEMBERS

Section 1. Non-membership Corporation. The corporation shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III BOARD OF DIRECTORS

Section 1. Number. The Board of Directors shall consist of not less than four and not more than seven persons. The Director of the public charter school shall be a non-voting member of the Board of Directors.

Section 2. Qualifications

nine?

Section 3. Term. Directors shall be elected for five year terms. ✓

Section 4. Powers The Board of Directors shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the corporation, to do such lawful acts as it deems proper and appropriate to promote the objections and purposes of the corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the corporations such powers as it may see fit for specified periods of time.

Section 5. Election The names of the initial Directors are Renee Morin, Lily Morin, Alison Morin and Mary-Elise Alexandre. All successor Directors shall be elected by majority vote of the current or existing Board of Directors.

Section 6. Term Limits. None. *By choice*

Section 7. Resignation and Removal. A Director may resign by submitting his or her resignation in writing to the President of the Board of Directors. A Director may be removed for cause at a meeting of Directors by an affirmative vote of two-thirds of the remaining Board of Directors. Directors being considered for removal shall receive a least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 8. Annual Meeting. An annual meeting of the Board of Directors for the election of Directors and Officers and such other business as may come before the meeting shall be held in June of each year. Written notice shall be given not less than 10 days nor more than 50 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the corporation or such other place as shall be specified in the meeting notice. The notice shall comply with Maine's Freedom of Access statute Title 1 Chapter 13, which applied to chartered public schools.

Section 9. Regular Meetings. In addition to the Annual Meeting, regular meetings of the Board of Directors shall be held once a month from September through June, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. Timely public notice of all such regular meetings shall be provided as specified in Title 1, Chapter 13, Subchapter 1 § 406 of the Maine Revised Statutes.

Section 10. Special Meetings. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full Board of Directors. Such meetings shall be held upon not less than two business days' notice given personally or by telephone, telephone facsimile, or electronic mail or upon not less than four business days' notice given by depositing

notice in the United States mail, postage prepaid. Such notice shall specify the time and place of the meeting and in all respects comply with the notice requirements contained in Title 1, Chapter 13, Subchapter 1 § 406 of the Maine Revised Statutes.

Section 11. Open Public Meetings Act. All meetings of the Board of Directors shall be held in accordance with Maine's Freedom of Access statute Title 1 Chapter 13, which applies to chartered public schools. Adequate notice of all meetings subject to the Act shall be visibly posted and provided to newspapers of local circulation not less than forty-eight (48) hours before any such meeting.

Section 12. Quorum. A majority of the full number of Directors shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Directors present may take any action of behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

Section 13. Vacancies. A vacancy on the Board of Directors, including a vacancy caused by an increase in the number of Directors, may be temporarily filled by a majority vote of the remaining Directors to elect a person(s) to fill the vacancy(ies) until the next annual meeting of Directors, at which time Directors so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

Section 14. Compensation. Directors receive no payment for their services. With board approval, Directors may be reimbursed for out-of-pocket expenses incurred on approved board business. Directors must present receipts for all such expenses, which shall be fore the Director only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Directors shall set a schedule of allowable charges for meals, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations.

Section 16 (sic) Meeting Attendance. Directors are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Director after such Director's three unexcused, consecutive absences or five total absences in one year to ascertain the Director's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

ARTICLE IV Committees

Section 1. Establishment. The Board of Directors may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Directors. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up on no more than two less than a quorum of the Board of Directors. The chair shall be an ex officio member of such committee. The chief education director of the charter school shall be an ex officio member of each committee, except where his/her evaluation, tenure or salary are to be deliberated. Standing committees shall be:

Committee A:	Policy
Committee B:	Finances
Committee C:	Facilities

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Directors and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Directors. Ad hoc committees shall be made up of no less than 9 and no more than 15 members. Directors shall not be eligible to serve on ad hoc committees, since they have authority and responsibility to review the committee's recommendations and adopt them or not.

ARTICLE V Officers

Section 1. Titles. The officers of the corporation are a Chair, a Vice Chair, a Secretary and a Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these By-laws. No officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Directors at each annual meeting of the Directors and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms. Officers shall serve terms of one years. ✓

Section 4. Duties. Officers shall have the duties and responsibilities belong to their office, including those that follow.

(a) The Chair shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Directors, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The Chair shall have full and equal vote as accorded to all Directors. The Chair may enter into and execute in the name of the corporation contracts or other instruments that are authorized by the Board of Directors. The Chair may delegate, as needed, to any other officer any or all of the duties of the Chair. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

(b) The Vice Chair shall have such duties and responsibilities as may be delegated to him/her by the Chair. The Vice Chair shall have full and equal vote as accorded to all Directors. In the absence of the Chair, the Vice Chair shall perform all the duties of the Chair and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the Chair, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the corporation that set out business transactions of the corporation, such books to be at all times open to inspection at their place of keeping to any Board of Director member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for that consideration and approval of the Board of Directors. The Treasurer shall ensure that the Business Administrator deposits all moneys and other valuables in the name and to the credit of the corporation with such depositaries as shall be designated by the Board of Directors. The Treasurer shall provide oversight to the Business Administrator in the investment and reinvestment of funds of the corporation and the disbursement of funds of the corporation as may be ordered by the Board of

Directors. The Treasurer shall render to the Board of Directors and the members of the school community, at the Annual Meeting, statement evidencing the current financial condition of the corporation. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Directors a detailed written financial report in compliance with the Maine statutes and regulations relating to charter schools.

Section. 5. Removal. Any officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting.

ARTICLE VI FISCAL YEAR AND CHECK SIGNING

Section 1. Fiscal Year The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing. Either the Chair or Treasurer are authorized and required to sign all checks over the amount of \$200. The Board of Directors shall establish a policy setting the amount above which checks must have both signatures.

ARTICLE VII AMENDMENTS TO BY-LAWS

Section 1. Amendments. The Board of Directors shall have the power to make, amend, or repeal the By-laws of the charter school, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Directors and posted in all places and in newspapers as required by Maine Freedom of Access Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the Board.

ARTICLE VIII DISSOLUTION

Section 1. Revocation of Charter. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation becomes insolvent, all state funds of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed to the Department of Education, Augusta, Maine, and all other assets, after

satisfaction of all outstanding claims by creditors, will be distributed to the Sanford School Department for continued use in educational purpose consistent with the requirements of Section 501(c) (3) of the Internal Revenue Code.

Section 2. Voluntary Dissolution. Should the corporation choose to dissolve for reasons other than the revocation of its charter of financial insolvency, all state funds of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed to the Department of Education, Augusta, Maine, and all other assets, after satisfaction of all outstanding claims by creditors, will be distributed to the Sanford School Department for continued use in educational purpose consistent with the requirements of Section 501(c) (3) of the Internal Revenue Code.

ARTICLE IX ADDITIONAL PROVISIONS

Section 1. Indemnification of Officers and Directors. The corporation shall indemnify every corporate agent as defined in, and to the full extent permitted by, Sections 714 of the Maine Nonprofit Corporation Act (title 13-B Chapter 7). A Director or officer shall not be personally liable to the corporation for damages for breach of any duty owed to the corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a Director or officer from liability for breach of a duty based on an act of omission; (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Compensation. No Director or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the corporation, except that directors and officers may be reimbursed for proven expenses incurred in the business of the corporation and approved by formal vote of the Board of Directors.

Section 3. Insurance. The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4. Audit. At the close of each fiscal year, the accounts of the corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Directors present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with Maine statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations.

These By-laws were adopted by the Board of Directors at its meeting held on Oct 25, 2012 by a vote of 4-0. 1 Absent



Board Secretary

Tab 24

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

DEPARTMENT OF THE TREASURY

Date: JUN 22 2015

INSPIRE ME ACADEMY
PO BOX 122
SPRINGVALE, ME 04083

Employer Identification Number:
46-0675321
DLN:
105160066
Contact Person:
JERRY FIERRO ID# 31119
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
July 19, 2012
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

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

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

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

Sincerely,



Director, Exempt Organizations

Letter 947

TAB 25

INSPIRE ME ACADEMY
CONFLICT OF INTEREST POLICY

Inspire ME Academy’s Conflict of Interest Policy was adopted by resolution of the founding board and is as follows:

INSPIRE ME ACADEMY CHARTER SCHOOL
CONFLICT OF INTEREST POLICY

Article I
Purpose

The purpose of the conflict of interest policy is to protect Inspire ME Academy Charter School’s (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

1. **Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. **Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the organization has a transaction or arrangement.
- b. A compensation arrangement with the organization or with any entity or individual with which the organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether of Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested, he/she shall leave the governing board of committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances nor producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. **Violation of the Conflicts of Interest Policy**

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Record of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure the organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Article IX
Maine Specific Requirements

It shall be the policy of the Board not to employ the spouse of a member of the Board of Governors. In addition, neither a Governor nor his/her spouse may serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular or extra-curricular program or activity and reports directly to the superintendent, principal, athletic director or other school administrator.

No person shall be employed in a position where a member of the immediate family (spouse, brother, sister, parent, son or daughter) is responsible, in whole or in part, for the supervision and/or evaluation of the employee.

The Board may approve an exception to this policy where the Board determines that granting of such exception is in the best interest of the school system and does not violate existing State of Maine statutes.

This policy shall comply with the requirements of Title 20-M.R.S.A. §1002.

Renee Morin

44 West Street, Biddeford, ME 04005
207-282-3557 renee.morin1@maine.edu

Creative and dependable with an entrepreneurial spirit; adapting quickly and efficiently to new experiences and technologies. Very accomplished in customer service with over twenty years in a variety of fields, including hotel, banking, appraisal management, sales and account maintenance.

Education

University of Southern Maine at Lewiston-Auburn College, Lewiston, ME

BS, Leadership and Organizational Studies, anticipated 2016
Dean's List

Portsmouth Naval Shipyard Apprenticeship Program, Portsmouth, NH

Diploma, Shipfitter Mechanic

Accomplishments

Creative Initiatives

- Started a family business in Real Estate Appraising by setting up a home office, acquiring customers, designing a logo, setting up record keeping and billing procedures
- Organized the formation of a brand new AAU Girls Basketball team of 12 girls
- Succeeded in growing basketball team into a club of 5 teams over the next 3 years which led to opportunities for girls in the community
- Founded Inspire ME Academy, a nonprofit group working on developing and opening a Public Charter School in York County
- Oversaw and worked on all aspects of two profitable Real Estate rehab projects

Organization

- Analyzed market place trends and going rates to stay current in the RE Appraising market
- Handled appraisal requests by tracking, scheduling appointments and billing
- Advised customers of changes in fee schedules through annual letters sent directly to the customer
- Scheduled 4 seasons of 15 games on a fixed budget, spanning 2 months and 3 different states allowing for a variety of competition for the team
- Organized and oversaw 20 volunteers as well as planned menus and shopped to provide meals once a week to the needy in the community
- Balanced 12 computer programs simultaneously while servicing customers with account maintenance over the phone
- Oversaw the schedule of the teller line, creating a plan that gave the most coverage with the least amount of people making for an efficient workplace

Customer Service

- Managed the front desk of a 100 unit hotel by providing great customer service, leading to an excellent customer experience for the guests
- De-escalated customer complaints quickly and positively with the best solution for both the customer and the company
- Listened carefully to all customers to assess trends in problem areas and relayed to appropriate departments for resolution

- Handled approximately 100 customer calls per day accurately and efficiently with customer feedback at 100% positive
- Served customers on the teller line with great accuracy and balanced each day with a performance rating of 99%
- Helped customers open new accounts in a friendly and confident manner

Work Experience

<i>Office Manager</i> Uptown Appraising	November 2000 to present Biddeford, ME
<i>Customer Service Representative II</i> WEX Inc.	April 2010 - July 2014 South Portland, ME
<i>Seasonal Customer Service Rep</i> LL Bean	2007-2009 Sept-Dec. Portland, ME
<i>Senior Teller/Loan Servicing Rep</i> Kennebunk Savings Bank	June 1995 - November 2000 North Berwick/Sanford, ME
<i>Front Desk Clerk</i> Juniper Hill Inn	October 1989 - June 1991 Ogunquit, ME
<i>Letter Carrier</i> US Postal Service	November 1986 - May 1994 Sanford, ME
<i>Shipfitter Mechanic</i> Portsmouth Naval Shipyard	September 1980-October 1985 Portsmouth, NH

Nonprofit and Community Service

<i>Founder and President</i> Inspire ME Academy	July 2012 to present Springvale, ME
<i>Meals Coordinator</i> Saco Meals Program	January 2013 to present Saco, ME
<i>Club Director</i> Twin City Sparks Basketball Club	January 2002- December 2006 Biddeford, ME

Additional Work Experience

Own and operate two single-family rental properties	August 2001 to present
Rehab Real Estate projects	November 2009 to present

Professional Association

Maine Association for Charter Schools
Maine Association of Realtors-Associate Member

Alison Morin

44 West Street, Biddeford, ME 04005

Phone 207-286-6209

Morina610@gmail.com

Experience

April 2012-Present, Spring Harbor Hospital, Westbrook, ME

Psych Tech III. Duties Include: Maintaining a safe and healthy environment for the children. Observing and assisting children during groups and activities.

July 2012-Present, Inspire ME Academy, Sanford, ME

Board Member/ Secretary. Duties include: Development of charter school.

2010-2012 (September-May) Nanny for 2 children, Westport, CT

2010 and 2011(May-August) Nanny for 3 children, Cape Elizabeth, ME

Nanny. Duties Included: Organizing events, driving children to and from events, cleaning, cooking, planning and participating in activities with children, discipline when needed.

2008, 2009, and 2011 (June to August) Ben and Jerry's, Kennebunkport, ME

Scooper. Duties Included: Scooping ice-cream, closed store at night, inventory help, restocking and cleaning duties. Held to a very high customer service standard.

Fall 2010 Internship, Yale New Haven Psychiatric Hospital, New Haven, CT

Intern. Duties Included: Interviewing patients on the Adult and Adolescent floor. Participation in group activities. Sat in on Doctor's rounds with medical students. Daily vital signs with floor nurse. Review of patient charts and work with nursing care plans.

2009-2010(September-May) Sacred Heart University (Nursing Department) Fairfield, CT

Lab Assistant/Office Assistant. Duties include: setting up manikin and labs for different lab classes, stocking/ordering supplies, laundry, office duties, photo copying, and small projects for teachers.

2009(June-August) Kennebunk Savings Bank, Kennebunk, ME

Loan Servicing. Duties Included: office duties, filing, photo-copying, paperwork, small status change projects, loan vault inventory, and other small organizational projects

2008(may) Barron Center, Westbrook, ME

Volunteer. Worked in the activities department with the elderly Alzheimer's patients. Brought residents to and from activities, interacted with them during activities, spent some time just talking with patients, and helped with planning and setting up for events.

Education

2008-2012 **Sacred Heart University, Fairfield, CT**

Graduated with a BS in Psychology.

2004-2008 **Cheverus High School, Portland, ME**

Received high school diploma. Graduated with honors from a Jesuit college preparatory school

Special Skills

CPR certified, MANDT restraint and seclusion trained

Interests

Sports (Basketball, Soccer, Track and Field), Volunteering, Reading, Crafts, Dancing, and Outdoor Sporting (Hunting, Fishing, Camping, Kayaking/Boating, Hiking, Skiing)

Mary-Elise Alexandre
3 Hoyt Street, Springvale, ME 04083
207-324-1789(H) 207-432-5071(C)

OBJECTIVE: My teaching objective is to create a positive classroom environment with a universally designed curriculum where all students feel safe to express themselves and are provided with the opportunity to reach their potential despite any disabilities which may exist. I see each student's capacity to succeed, not his/her potential to fail.

EXPERIENCE: RSU 23, Old Orchard Beach, ME

Position: Special Education Teacher/Case Manager at Loranger Middle School (6-8)

- September, 2012 to present
- Responsibilities include specialized instruction in reading, math, and language arts, leading IEP meetings, writing written notices and IEPs, implementation of IEPs, academic evaluations using WIAT-III, Gort V, TOWL-IV, and CMAT, communicating with parents and outside agencies, collaboration and communicating with classroom teachers and modifying the curriculum in math, language arts, science, and social studies inclusion classrooms.

Portland School District, Portland, ME 04101

Position: Special Education Teacher/Case Manager at East End Community School (K-5)

- August, 2011 to July, 2012
- Responsibilities include specialized instruction in both math and literacy (K-5), scheduling and leading IEP meetings, writing written notices and IEPs, implementation of IEPs, academic testing using the WIAT-III along with writing of reports, creating and implementing positive behavior support plans, communicating with parents, collaborating and communicating with classroom teachers

Sanford School Department, Sanford, ME 04073

Position: Special Ed. Educational Technician II at Margaret Chase Smith School (K-3)

- August, 2002 to August, 2011
 - Responsibilities included instruction in all areas, curriculum preparation, taking an active role in the development and implementation of Group and Individual Positive Behavior Support Plans, differentiated literacy/math instruction, guided reading
- Position: Long Term Substitute Special Ed. Teacher
- 01-2011 to 03-2011 and 01-2005 to 02-2005
 - Responsibilities included curriculum preparation, instruction in all areas, development and implementation of individual behavior plans as needed, preparation for and attendance at IEP meetings, actively communicating and collaborating with parents and other team members

EDUCATION: University of Southern Maine, Portland, ME

- ETEP Program K-8 Special Education-Summer 2009 through Spring 2011
 - Major: Teaching and Learning, GPA: 4.0
 - Degree Earned: Master of Science in Education
- University of Maine, Orono, ME - Fall, 2003**
- Graduate Course: EDU 590 Literacy Collaborative: Good First Teaching
 - 3 Graduate Credits Earned, GPA 4.0

Westbrook College, Portland, ME from 09/1980-07/1985
-Major: Medical Technology, GPA: 3.95
-Degree Earned: Bachelor of Science

PROFESSIONAL

DEVELOPMENT: Talk Science Professional Development Workshop, 05/2014
PBIS team member 2012 to present at Loranger Middle School
Professional Development Associated With a SIG School 2011
Making Decoding Automatic, by Phyllis Fischer on April 6, 2012
Introduction to the PAAP Workshop, by Susan Fossett/DOE in 2011
Lindamood-Bell LiPS/Phoneme Sequencing 3 Day Workshop 8/2011
RTI: Powerful and Practical Strategies Workshop 11/2010
School Wide Positive Behavioral Supports by George Sugai 05/2010
Handwriting Without Tears Workshop Pre K and K-5 09/2010

Debi A. Davis

Objective: To offer a high quality outsource channel.

Work experience	2014	District 11	Biddeford, ME
		Candidate for Maine House of Representatives	
	1998 - present	dba Web Trend Solutions	Biddeford, ME
		Self Employed	
		Show Host/Radio Producer @ News Talk WLOB 1310AM, Portland, ME	
		Audio/Podcast Editing	
		Build/Host Websites	
		General Business Transcription	
	April '05 – 2010	Lanes Driving Academy	So. ME
		Class B Driving Instructor	
	June '02 – April '05	Dielectric Communications	Raymond, ME
		Reception	
	1995 - 1998	Brass Publishing	Westbrook, ME
		Office Manager	
		Typesetting/proofing ad copy	
		Paste-up/layout of publication	
	1990 - 1995	Casco Northern Bank/Key Bank	Portland, ME
		Secretary/Municipal Lending Associate	
		Assisted 6 Loan Officers in the Commercial Lending and Municipal Depts.	
		Managed all Maine municipal accounts at Casco Bank and assisted in their management at Key Bank	
		Municipal bids/loan docs	
	1984 - 1989	Blue Cross/Blue Shield	NM and ME
		Claims/Data Entry	
Education	1975 - 1977	Diploma @ Portland High Sch.	Portland, Maine
Other	2003 - 2005	Planning Board Member	Raymond, Maine
References		Ray Richardson, WLOB Radio, 409-6172	
		Gail Worster, LL Bean Corporation Communication, 552-3332	
		Other work/client references available upon request	

Personal

Married, two children, three grandsons, one cat.

Inspire ME Academy

C. 2 Governing Board Composition

TAB 27

The Governing Board has a variety of experience and is passionate about education. Our Mission is to Inspire Greatness.

Board of Directors Profiles:

Chair, Renee Morin—Biddeford, ME

Renee has a variety of experiences in a number of different fields and is currently a student of Leadership and Organizational Studies with a business minor at the University of Southern Maine, LAC. Renee successfully started a real estate appraisal business, Uptown Appraising, with her husband in 2000. Renee has several years of experience in banking and customer service. A strong passion for education and creating new ideas are of great interest to Renee. Starting a public charter school where any student can access an exceptional education is an exciting idea for her. This led to the founding of the non-profit Inspire ME Academy. She is currently the Thursday Meal coordinator of the Saco Meals Program. Renee has organized and directed the Sparks Basketball Club, an AAU Basketball team for girls in the Biddeford/Saco area that grew into five teams at the high point of the organization. She has raised three children through a variety of educational experiences and this has brought about a realization that we must do more for parents and students. Renee often volunteered at her children's schools and served as a member and board secretary of the Purple and Gold Club during their high school years. She previously served as a Town Meeting Member for the Town of Sanford for five years and served on the curriculum committee while in Sanford. Renee was raised in Sanford and graduated from Sanford High School and went on to graduate from the Portsmouth Naval Shipyard Apprenticeship program in Shipfitting. She enjoys hiking and camping with her family.

Vice Chair, TBD, Previously- Lily Morin—Somerville, MA (*Lily has moved to an advisory position as of 8/5/14—we included her Bio as she was instrumental in writing the academic portion of our application.*)

Lily has her Masters of Science Degree in Special Education from Lesley University and a Bachelor of Science degree in Interdisciplinary Arts for Children, which focuses on including the arts into the everyday curriculum to deepen student's understanding. Lily also received her Elementary teaching certification as well as her K-8 Special Education teaching certification in New York. Lily's first full time position was as a Special Education teacher at Lafayette Elementary School in Sanford, Maine. She taught there for one year and in that year she started an after school program called W.O.W (We're Open Wednesdays). She directed this program, which brought in community groups from the town of Sanford to run mini-classes on Theater, Dance, Construction/building, Yoga, and Engineering for kids, all on a completely volunteer basis. By the end of the school year, 75% of Lafayette students were enrolled in the afterschool program at no charge to their families. Lily and Lafayette School were awarded the Schools that Shine award from WCSH-6 and received \$1,000 from a local Dunkin' Donuts in honor of this award. This money helped fund W.O.W. the following school year. Lily currently teaches in the Chelsea Public Schools in Boston. Lily is a 4th grade special education teacher in a full inclusion classroom where she co-teaches with a general education teacher. Lily has been instrumental in helping move her school to become a successful full inclusion school. The Hook School recently reached Level 1 status in Massachusetts, which is quite an accomplishment. Lily services all of the special education students in the 4th grade. She makes sure all special education laws and regulations are in compliance. Lily is trained in the common core standards as well as the WIDA standards (standards for English Language Learners). During the summer, Lily works at an overnight summer camp in New Hampshire. She has worked there for eight summers and has spent the last six as the Arts Director. She is in charge of the visual art, theater, and dance departments at camp as well as the character education/morality program. She oversees 8-10 staff members each summer and is responsible for their evaluations. Lily brings a wealth of programing knowledge and enthusiasm as an advisor to the board.

Inspire ME Academy

Treasurer—Inspire ME Academy is currently seeking a treasurer for our board who believes in the mission of the school and has a solid understanding of budgeting and strategic financial planning.

Secretary, Alison Morin—Biddeford, ME

Alison Morin currently works as a Psych Tech III on the Children’s Unit at Spring Harbor Hospital in Westbrook, ME. Alison manages patients while maintaining a safe and therapeutic environment for them. She works collaboratively with the mental health team and facilitates groups on coping skills, feelings, sensory activities, and therapeutic play. Although her job can be mentally and physically challenging she enjoys working with children because of how rewarding it is. She has an excellent team of co-workers that she adds to by bringing a positive outlook and smiling face to work. Her enthusiasm and desire to make children’s lives better is contagious. Alison recently completed her EMT certification and works part-time at Northeast Ambulance.

Alison attended Cheverus High School in Portland Maine where she worked hard both in the classroom and after school as a three-sport athlete. She fell in love with learning and discovered how to be ‘a person for others’. This lead Alison to have a passion for finding ways to give back to her community and do her part in changing lives. Alison has her Bachelor of Science Degree in Psychology from Sacred Heart University. She volunteered in local communities, on campus, and played club soccer while earning her degree.

She became interested in Charter Schools after hearing her mother and others testify for them at the state house. When her mother proposed the idea of applying to open a Charter School in the York County area, she knew she wanted to help in any way she could. Seeing it in her everyday life at work, Alison knows that school has a grand impact on who a child is and who they aspire to be. What she loves about Inspire ME Academy is cherishing the student as well as the academics, a large portion of the mission. She is familiar with behavioral issues and believes these behaviors are much more manageable with early interventions. She brings very valuable knowledge to the board regarding discipline oversight. Alison serves as the secretary on the Board of Inspire ME Academy. Working at the school or helping out as a member of the school community is something Alison would look forward to if the school is approved and open their doors in the future.

Director, Mary Alexandre—Sanford, ME

Mary works as a seventh grade special education teacher in an inclusion classroom at Loranger Middle School in Old Orchard Beach, ME. She has her Master of Science in Education from the University of Maine, Orono. She is an exceptional teacher with a strong passion for student success. Mary has had training in a variety of special techniques to aid in her student success and will continue to look for new ideas if her current strategies are not working. She holds high expectations for her students and they have grown to respect her for this. Mary is a model teacher of the board’s vision for our school. She brings great insight and ideas to the board. She is a lifelong resident of Sanford and has raised two daughters.

Member, Debi A. Davis—Biddeford, ME (in Debi’s words)

I’m a born and bred Mainiac and small business owner here in southern Maine. My business, [Web Trend Solutions](#), provides start up websites and hosting to entrepreneurs and small businesses, as well as general transcription to authors, teachers, internet marketers and other business professionals across the country. I’ve co-written a How-To course for general transcribers called Train The Transcriber, as well as a cookbook called Maine Dishes. I publish articles on [EzineArticles.com](#) and [SelfGrowth.com](#) and am a former Natural Health Examiner for [The Examiner](#) in Portland.

Inspire ME Academy

As a former Maine State Certified Class B Driving Instructor for Lanes Driving Academy, I've taught young and old alike how to drive. I'm married to a wonderful man, to whom I refer to as the "Hot Dog King," mother of two and Grandy to three grandsons (alias 'boy boys'). As host of *Mind Your Own Business Radio*, I'm looking for guests that will bring valuable information to the corporate, entrepreneur and small business sectors, as well as offer help in making those decisions that affect our personal affairs.

Inspire ME Academy is actively seeking a Treasurer for our board as well as two more board member preferably with a legal and marketing background. Our main criteria for board membership are a clear understanding of our desire for student success and high expectations for academic and personal success. We believe we can fill these vacancies in a timely manner. We have had several meetings in the past few months and more scheduled with potential board members. No commitments at time of printing.

Advisory assistance:

Sandra Kittridge—Previous Owner Tim Horton's in Biddeford, has many years of experience in Human Resources and Employee Benefits and is willing to advise the board for hiring and development of our Benefits. (willing to serve on the Employment committee)

Ayn Hanselmann—Accountant, to assist with 990 annual filing and other preliminary accounting needs.

*Dr. William Crumley—Head of School of the first Public Charter School in Maine, Cornville Regional Charter School, for the first two years. He is willing to advise in all aspects of start-up.

*Lily Morin—Teacher, Chelsea Public Schools, Chelsea, MA (moved from Founding Board to advisory on 8/5/14).

*Heather Ericson—*moved to an advisory position former board member*

Heather joined our board in October of 2012 as a concerned parent. Her daughter was in the fourth grade and she is looking for a stronger academic program for her. Heather helps bring the perspective of current parents, which is a valuable resource to the board. It is important for knowing what parents today need for their student. She believes in our vision and is excited to help be part of bringing a wonderful educational opportunity to the Sanford community

*Resumes included in appendixes

Resumes for all Governing Board Members (Tab 26) are included and the By-laws (Tab 23) clearly delineate the roles of each officer and the powers and expectations of the directors.

Inspire ME Academy

List of Officers and Committee Chairs

TAB 28

Renee Morin, President
Alison Morin, Secretary
Treasurer is TBD
Vice President is TBD

We are in the process of building our governing board and roles and relationships are not well established at this point. We are working hard to fill our governing board positions. Therefore, committees will need to be delineated once the board is finalized.

Committees are still in the development stages but will include:

Finance
Buildings
Curriculum
Employment-Chair, Renee Morin, members, Sandra Kittridge and Lily Morin (for HOS all board members will participate)
Policy
Marketing and Fundraising

Board Member Information Sheet

Directory Information

Name of proposed Public Charter School Inspire ME Academy

Name of Board Member Renee Morin

Mailing Address 44 West St., Biddeford, ME 04005

Telephone (Home) 207-282-3557

Telephone (Business) 207-282-3558

Email Address infor@inspiremeacademy.org

Occupation Self Employed and Student

Questions:

1. **How long have you resided in Maine (the catchment area)?** Always lived in Maine. Grew up and started my family in Sanford. Moved to Biddeford 13 yrs. Ago.
2. **Why do you wish to serve on the governing board?** I am the founder and have always felt we need to do more for our children regarding their education. I am excited at the opportunity/choice Public Charter Schools give to parents and children.
3. **What interests or concerns do you have regarding the proposed public charter school?** My interest is simply providing an excellent option for parents and children in York County. There were very little options for my children when they were going through school. Many parents are interested in the school and the only real concern at this point is finding more board members willing to help. However, we have several on the sidelines that are anxious to see if we can move forward.
4. **Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).** I have previously served on the Curriculum Committee in Sanford and was a Town Meeting Member (a voting and elected position) for five years while in Sanford. I also previously served as a Board Member for the Purple and Gold Club (a co-curricular support group at Cheverus). I served as Secretary for one of the years and served as a Parent Liaison for the Girls Basketball Teams.
5. **What special qualifications do you have that will help you to be a board member?** I am determined and enjoy creating new things. I have done a variety of things throughout my life that has provided me with a well-rounded set of abilities. I learn quickly and seek out answers to any problems that present themselves. I have a passion for great education and feel it is the most important aspect of truly ending poverty.

6. Describe the role that the board will play in the charter school's operation. The board will actively oversee all aspects of operations of the school. The board will be the liaison to the authorizer and keep the MCSC informed of progress and any concerns that present themselves. Inspire Me Academy plans to hire excellent personnel that are very good at what they do. The board will advise and have final say in all matters and review the personnel often. However, we hope to truly allow our hired personnel to do the job of fulfilling the mission we set forth. The board will work on fundraising and grant writing and seek out excellent opportunities that support the school and the educational experience.
7. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Have regular public meetings, hold personnel accountable, Fundraise, oversee all necessary reporting to the MDOE, Promote the school in a positive and supportive manner, handle issues or concerns that come up effectively and in a timely manner.
8. What is your understanding of the appropriate role of a public charter school board member? To be present and actively engaged in all board and committee meetings; to serve with passion and pride in the school; to act in a manner that supports the mission and vision for the school.
9. How will you know that the charter school is succeeding (or not) in its mission? We will survey both students and parents at the end of each year to see if they are satisfied. We consider this a customer service role and if our customers are happy, we are successful. Teachers will also be surveyed to be sure they feel they are supported and have what they need to do their job well. This is key to saying we are successful. Financial stability and the ability to fulfill our mission will also be a good indicator of success.

Sign Renee P. Moerin Date 8/22/14

For your convenience in completing, this sheet is located on our website (<http://www.maine.gov/csc/>).

Board Member Information Sheet
Directory Information

Name of proposed Public Charter School Inspire ME Academy

Name of Board Member Mary -Elise Alexandre

Mailing Address 3 Hoyt Street, Springvale, Maine 04083

Telephone (Home) 207-324-1789

Telephone (Business) 207-432-5071 (cell)

Email Address aalexandre@metrocast.net

Occupation Special Education Teacher

Questions:

- 1. How long have you resided in Maine (the catchment area)?** I have resided in this area for approximately 50 years.
- 2. Why do you wish to serve on the governing board?** I feel I can offer suggestions from a teacher's perspective.
- 3. What interests or concerns do you have regarding the proposed public charter school?** I am interested in the educational aspect and making sure a universally designed curriculum, as well as, a positive school environment are provided to the students.
- 4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).** I am currently a member of the Teacher Evaluation Committee and I am also a member of the PBIS Team at Loranger Middle School in Old Orchard Beach, Maine.
- 5. What special qualifications do you have that will help you to be a board member?** I have my Masters in Education and I am also the mother of 2 daughters that attended school in Sanford.
- 6. Describe the role that the board will play in the charter school's operation.** The board will provide a complete oversight of the school to make sure that each student is being provided a quality education.
- 7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?** To ensure the success of the school, the charter school board will need to hire qualified staff and hold them accountable for monthly updates in all aspects of running the school. Good communication between teachers and parents will be vital to the success of the school and should be encouraged by the

board.

8. What is your understanding of the appropriate role of a public charter school board member? My understanding of the role of a public charter school board member is to work collaboratively with the other board members to keep the Maine Charter School Commission well informed of progress and any issues that come up while providing a complete oversight of the school.

9. How will you know that the charter school is succeeding (or not) in its mission? The success of the charter school will be measured using student success through progress monitoring along with ongoing input from students, parents, and teachers on their feelings and thoughts regarding the school.

Sign Mary-Elise Alexandre
Date 8-20-14

Board Member Information Sheet

Directory Information

Name of proposed Public Charter School Inspire ME Academy

Name of Board Member Alison Morin

Mailing Address 44 West Street Biddeford ME

Telephone (Home) (207)286-6209

Telephone (Business) N/A

Email Address morina@alumni.sacredheart.edu

Occupation Psychiatric Technician III

Questions:

- 1. How long have you resided in Maine (the catchment area)?**
I have resided in Maine my entire life (23 years). I resided in the Catchment area for 10 years.
- 2. Why do you wish to serve on the governing board?**
I believe in the mission of Inspire ME Academy. Working with Children in the mental health field, I see firsthand how influential it can be to have a supportive school environment for children. Kids who have behavioral issues or come from a home life where they do not foster learning often are capable of learning and need a school environment with structure and expectations. I believe Inspire ME has a great balance of meeting the child where their needs are and challenging that child to exceed their goals. We also believe that school culture is as important as rigorous academics. This is what made me want to support this endeavor and serve on the board.
- 3. What interests or concerns do you have regarding the proposed public charter school?**
I am interested to see how this school could aid the community it would be in. We believe it will bring business and people to the area and also help the standards of the surrounding schools rise.
- 4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).**
N/A
- 5. What special qualifications do you have that will help you to be a board member?**
I work as a Psychiatric Technician on a children's psychiatric inpatient unit. We work with a wide range of children and help them learn skills to manage behaviors in the community. We work on them in a school setting as well for 2 hours a day. I bring a lot of knowledge to the board in this area as I work with behavior plans, coping skills, and occupational therapy on a daily basis.

6. Describe the role that the board will play in the charter school's operation.

Our board will support our school administrators and our school community. At the beginning we will help with the hiring of new staff and startup of the school. Once established we will support the head of school in tasks and oversee the operation and constant development.

7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I think that the board will need to be very diligent when hiring and evaluating staff. I also believe that support and gratitude toward the staff of the school from the board will be crucial in the school succeeding for the kids. Collaboration and motivation will be key aspects of the staff and board that will create the type of environment we feel is essential for student success.

8. What is your understanding of the appropriate role of a public charter school board member?

I believe the appropriate role of a board member is to support and collaborate with the other board members and staff of the school to maintain a well-run and successful school.

9. How will you know that the charter school is succeeding (or not) in its mission?

I will know that the charter school is succeeding in its mission if children are inspired and have develop a love for learning when they enter high school.

Sign  Date 8/24/14

For your convenience in completing, this sheet is located on our website (<http://www.maine.gov/csc/>).

Inspire ME Academy

D. Business and Financial Services

D.1 Budget

Inspire ME Academy understands the need for sound financial management. We plan to hire an Operations Manager that will be highly competent in finance and budget matters. See job description in Sec. B.5. Inspire ME academy will use QuickBooks, which is a widely accepted program throughout accounting practices. The Operations Manager will be required to give monthly updates to the Board of Directors for review at the Board Meetings. Inspire ME Academy believes a sound financial plan is very important and we have the oversight to understand the budgeting process. The Head of School and Operations Manager will have authority over the budget.

Inspire Me Academy's budget is based on the new charter school per pupil expenditures for 2016 as found on the DOE website and a copies for the next three years are included in the appendixes. We have tried to use the best assumptions possible and all numbers are based on careful research and on our planned enrollment. We have positive outcomes for our budget growing to a 24% cumulative reserve by year 3 equal to almost 3 months reserve without included private grants or the Federal Grant in this calculation. However, we will apply for the Federal NonSEA Grant offered this fall to aid new charter school startups. We feel our target population and vision for our school closely align with the grant requirements. It was exciting to see that Maine Charter Schools have received this grant in past years and we are hopeful we will also. Inspire Me Academy will submit Letters of Inquiry to two private foundations that support public Charter Schools as well as apply for a local private grant in December. Now that we have our tax-exempt status as a 501 (c) 3 we are eligible for more grant opportunities. We carefully analyzed several school budgets including many of the new Charter Schools and feel this budget is realistic and we over estimated in areas that we found ambiguous.

- Our facilities budget is based on our 1st choice in locations covered in Section D.3. It is the most cost effective choice for a new start up.
- Budget template is included (tab 29)
- We will comply with all audit requirements and have an annual independent audit in our budget.
- Our website will be our main source of transparency to post our annual operating budget, with notices of upcoming meetings regarding any budget issues.
- We will have a Student Information System Database with a Parent portal, an electronic reporting system that is compatible with the DOE to provide all necessary information in a timely and accurate manner
- All board meetings will be held in public and will welcome questions and concerns regarding our budget and finances.

We have been in contact with the Charter School Development Corporation regarding Facilities and they are very helpful and generally can help about 1/3 of their requests for help. We feel this is an encouraging number and will seek their help upon Charter Contract. This is a requirement in order to apply for their help. They will guarantee a lease or loan and do Turnkey projects. In Maine, they cannot do direct lending. We have reached out to Kennebunk Savings Bank and they are interested in helping and willing to work with the Charter School Development Corp, if we can move forward with our contract. This may not be necessary with our new building selection, but is still an option we will keep if needed.

Kennebunk Savings is also willing to work with us on getting a line of credit if needed. We will only use this option as a last option. With the new funding coming directly from the state and starting in July this helps greatly with cash flow issues that were present in the old funding method.

Inspire ME Academy
TAB 29. Budget

NOTES

Use this workbook for all required financials.
Copy the entire Workbook.
Rename it to your school and submit in application.

Budget Please note assumptions in the appropriate section of the Application.
Worksheet cells should contain any formulas used for calculations.
Do not remove any rows that are unused by your school.

Enrollment Staffing assumptions should be stated (number of students per teacher).

Staffing Position Descriptions are approximate. Use your own for each position.
Add rows as necessary to list all positions supported by the budget.
Salaries for unfilled positions are approximate.

Excel Toolbar Tabs:

- Notes
- Budget
- Enrollment
- Staff
- Pre-Opening Cash Flow
- Operating Cash Flow

Address: P/CSC/RFP TABS - EXHIBITS A-E

Inspire ME Academy		Budget Template			
TAB 29. Budget			Year	Year	Year
		Pre-Opening	Year One	Year Two	Year Three
Revenues					
	Per-Pupil Allocation		494700	659600	824500
	Disadvantaged/SPED/Assessment/Technology		145155	193486	241881
	Federal and State Grants				
*	Foundation Grants	50000			
	Fundraising Events	5000	10000	10000	10000
	Parent Contributions	5000	5600	7500	5000
	In-Kind Contributions	3000	3000	3000	3000
	Other Transportation		43800	58400	73000
		-----	-----	-----	-----
		63000	702255	931986	1157381
Expenses					
<i>Research & Planning</i>					
	Market Research				
	Curriculum Development		10000	5000	5000
	Application Costs				
	Consultants				
	Staff Recruitment	200	500	500	500
	Board Recruitment				
	Website Development	200	2000	500	500
	Marketing Materials	500	500	500	500
	Nonprofit Incorporation	0			
	Admissions Lottery	200			
	Other:				
		-----	-----	-----	-----
	Research & Planning	1100	13000	6500	6500
<i>Instructional Services</i>					
	Teacher Salaries & Benefits		190000	260000	305000
	Substitute Salaries & Benefits				
	Aides Salaries & Benefits		25000	27000	54000
	Textbooks		15000	5000	5000
	Classroom Supplies		3000	2000	2000
	Classroom Furniture		1000	1000	1000
	Classroom Equipment		1000	1000	1000
	Academic Computers/Software		6000	6000	2000
	Staff Development		10000	5000	5000
	Travel & Conferences		1000	1000	1000
	Other: 3% to MCSC		20511	29640	36978
		-----	-----	-----	-----
	Instructional Services	0	272511	337640	412978
<i>Special Education Services</i>					
	Teacher Salaries & Benefits		45000	45000	90000
	Aides Salaries & Benefits				
	Special Facilities/Equipment		1000	1000	1000

Inspire ME Academy				Budget Template		
TAB 29. Budget				Year	Year	Year
			Pre-Opening	Year One	Year Two	Year Three
		Curriculum		2000	2000	2000
		Instructional Materials		500	500	500
		Contracted Services		10000	10000	10000
		Other:				
		Special Education	0	58500	58500	103500
		<i>Supplemental Programs & Services</i>				
				# Teachers Salaries included above		
#		Athletic Programs		500	500	500
#		Art & Enrichment Programs		500	500	500
		Summer/Bridge School/Programs				
		After-School Programs				
		Community Service Programs				
		English Language Learner Programs				
#		Music Programs		1500	1500	1500
		Tutoring Programs				
		Uniforms		2250	3000	3750
		Other:				
		Supplemental Programs	0	4750	5500	6250
		<i>Library</i>				
		Librarian Salary & Benefits				
		Books & Other Reading Materials				
		Furniture				
		Computers/Software				
		Audiovisual Equipment				
		Other:				
		Library	0	0	0	0
		<i>Student Support Program & Services</i>				
		Nurse Salary & Benefits				
		Health Supplies & Equipment		200	200	200
		Guidance Counselor Salary & Benefits				
		School Psychologist Expense				
		Volunteer Expense		200	200	200
		Other:				
		Student Support	0	400	400	400
		<i>Facilities</i>				
		Rent/Leas/Mortgage		55000	65000	65000
		Maintenance/custodian Salaries & Benefits		10000	12000	15000
		Maintenance & Repair Expenses		5000	10000	10000
		Utilities		20000	25000	30000
		Telephone		1000	1000	1000

Inspire ME Academy		Budget Template			
TAB 29. Budget		Pre-Opening	Year One	Year Two	Year Three
	Internet Services		2200	4000	4000
	Fire & Security		1000	1000	1000
	Custodial Services				
	Custodial Supplies		1000	1000	1000
	Waste Disposal		1000	1000	1000
	Other:				
		-----	-----	-----	-----
	Facilities	0	96200	120000	128000
	<i>Transportation & Food Service</i>				
	Busing Costs		21000	30000	37500
	Driver Salary & Benefits				
	Field Trip Expense		7500	10000	12500
	Food Service Salaries & Benefits		30000	30000	45000
	Food Service Supplies & Equipment		2000	2000	2000
	School Breakfast Expense		20700	27600	34500
	School Lunch Expense		20700	27600	34500
	School Snacks Expense (inc. above)				
	Other:				
		-----	-----	-----	-----
	Transportation & Food Service	0	101900	127200	166000
	<i>Administration & Support</i>				
	Administrators' Salaries & Benefits		70000	72000	145000
	Staff Salaries & Benefits/OM+ Receptionist		65000	68000	71000
	Office Supplies		1500	1000	1000
	Photocopy Expense		500	500	500
	Administrative Computers/Software		2000	1000	2000
	Office Equipment		1000	1000	1000
	Postage & Shipping		600	600	1000
	Bookkeeping & Audit			5000	5000
	Payroll Services				
	Banking Fees		100	100	100
	Interest Expense				
	Legal Services		4000	5000	6000
	Liability & Property Insurance		700	700	700
	Directors' & Officers Insurance/wcomp	2306	6919	9225	9225
	Marketing	500	500	500	500
	Grant Writing				
	Board Expense	500		500	500
	Staff Recruitment Expense	500	200	200	200
		-----	-----	-----	-----
	Administration & Support	3806	153019	165325	243725
	TOTAL EXPENSES	4906	700280	821065	1067353
	SURPLUS or (DEFICIT)	58094	1975	110921	90028

Inspire ME Academy				Budget Template		
TAB 29. Budget						
				Year	Year	Year
			Pre-Opening	Year One	Year Two	Year Three
					cumulative	261018

Revenues based on state averages. See new ED279 for charter schools

* \$53,324 Would come in in July and August from state funds
back up if not to receive foundation grant

The foundation grant is not included in cash flows

\$5000 per full time employee is included in line totals for benefits

Budget based on 75 Students Year 1, 100 Students Year 2,
and 125 year 3

breakfast/lunch/snack \$3 per day per student.
divided in two on Breakfast and Lunch line item
\$1.50 x no. of students x no. of days (184)

Pre-Opening is based on January to June
July and August are included as part of the first year

Inspire ME Academy		Enrollment Template		
TAB 29. Budget				
Grade	Year One	Year Two	Year Three	
Pre-Kindergarten				
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				
4th Grade	25	25	25	
5th Grade	25	25	25	
6th Grade	25	25	25	
7th Grade		25	25	
8th Grade			25	
9th Grade				
10th Grade				
11th Grade				
12th Grade				
	-----	-----	-----	
Total	75	100	125	
Est. Daily Avg.				
Student Characteristics, Totals by Characteristic				
Students residing outside the catchment area?	6	8	10	
Students with low income status?	37	49	61	
Students with special needs?	11	15	19	

Inspire ME Academy		Staffing Template		
TAB 29. Budget				
Budget Category	Position Name	% FTE	Salary	Notes
Instructional Services	Teacher	1	40000	
	Teacher	1	40000	
	Teacher	1	40000	
Special Educatiion	Special Ed Teacher	1	40000	in the classroom
	Special Ed Teacher			
	Special Ed Teacher			
Supplemental Programs	Coach/PE	0.5	15000	
	Art Teacher	0.25	10000	
	Music Teacher	0.25	10000	
.5 first year; full time 2nd year	ELL Teacher/Foreign L	0.5	20000	
	Tutor/sub/aide	1	20000	*
Library Programs	Librarian			
Student Support	Nurse			
	Guidance Counselor			
Facilities	Custodian	0.5	10000	*
	Maintenance Worker			
Transportation/Food Service	Bus Driver			
	Cafeteria Worker	0.5	15000	*
	Cafeteria Worker	0.5	15000	*
* Administration & Support	Head of School	1	65000	
	Dean of students			year three 65000
*	Operations Manager	1	35000	
	Receptionist	1	20000	*
	Admin. Assistant			
				*based hourly school yr.
* Hired July 1, 2016				

Inspire ME Academy TAB 29. Budget	Pre-Opening Cash Flow												
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	16-Jan	February	March	April	May	June	
Revenues													
Per-Pupil Allocation													
Federal Entitlement Funds													
Federal and State Grants													
Foundation Grants													
Fundraising Events							1000	1000	1000	1000	1000	1000	1000
Parent Contributions													2500
In-Kind Contributions													
Other													3000
	0	0	0	0	0	0	1000	1000	1000	1000	3500	1000	6500
Expenses													
Research & Planning													
Market Research													
Curriculum Development													
Application Costs													
Consultants													
Staff Recruitment							200						
Board Recruitment													
Website Development							200						
Marketing Materials								500					
Nonprofit Incorporation													
Admissions Lottery									200				
Other:													
	0	0	0	0	0	0	400	500	200	0	0	0	0
Research & Planning													
Instructional Services													
Teacher Salaries & Benefits													
Substitute Salaries & Benefits													
Aides Salaries & Benefits													
Textbooks													
Classroom Supplies													
Classroom Furniture													
Classroom Equipment													
Academic Computers/Software													
Staff Development													

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	16-Jan	February	March	April	May	June
Travel & Conferences												
Other:												
Instructional Services	0	0	0	0	0	0	0	0	0	0	0	0
<i>Special Education Services</i>												
Teacher Salaries & Benefits												
Aides Salaries & Benefits												
Special Facilities/Equipment												
Curriculum												
Instructional Materials												
Contracted Services												
Other:												
Special Education	0	0	0	0	0	0	0	0	0	0	0	0
<i>Supplemental Programs & Services</i>												
Athletic Programs												
Art & Enrichment Programs												
Summer/Bridge School/Programs												
After-School Programs												
Community Service Programs												
English Language Learner Programs												
Music Programs												
Tutoring Programs												
Uniforms												
Other:												
Supplemental Programs	0	0	0	0	0	0	0	0	0	0	0	0
<i>Library</i>												
Librarian Salary & Benefits												
Books & Other Reading Materials												
Furniture												
Computers/Software												
Audiovisual Equipment												
Other:												
Library	0	0	0	0	0	0	0	0	0	0	0	0
<i>Student Support Program & Services</i>												
Nurse Salary & Benefits												

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	16-Jan	February	March	April	May	June
Health Supplies & Equipment												
Guidance Counselor Salary & Benefits												
School Psychologist Expense												
Volunteer Expense												
Other:												
Student Support	0	0	0	0	0	0	0	0	0	0	0	0
<i>Facilities</i>												
Rent/Leas/Mortgage												
Maintenance Salaries & Benefits												
Maintenance & Repair Expenses												
Utilities												
Telephone												
Internet Services												
Fire & Security												
Custodial Services												
Custodial Supplies												
Waste Disposal												
Other:												
Facilities	0	0	0	0	0	0	0	0	0	0	0	0
<i>Transportation & Food Service</i>												
Busing Costs												
Driver Salary & Benefits												
Field Trip Expense												
Food Service Salaries & Benefits												
Food Service Supplies & Equipment												
School Breakfast Expense												
School Lunch Expense												
School Snacks Expense												
Other:												
Transportation & Food Service	0	0	0	0	0	0	0	0	0	0	0	0
<i>Administration & Support</i>												
Administrators' Salaries & Benefits												
Staff Salaries & Benefits												
Office Supplies												
Photocopy Expense												
Administrative Computers/Software												

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	16-Jan	February	March	April	May	June
Office Equipment												
Postage & Shipping												
Bookkeeping & Audit												
Payroll Services												
Banking Fees												
Interest Expense												
Legal Services												
Liability & Property Insurance												
Directors' & Officers Insurance												
Marketing								500				
Grant Writing												
Board Expense							500					
Staff Recruitment Expense												
Administration & Support	0	0	0	0	0	0	500	500	0	0	0	0
TOTAL EXPENSES	0	0	0	0	0	0	900	1000	200	0	0	0
SURPLUS or (DEFICIT)	0	0	0	0	0	0	100	0	800	3500	1000	6500

Inspire ME Academy		Address: PICSC/RFP TABS - Exhibits A-E											
2016 - 2017 School Year		Cash Flow Template											
TAB 29. Budget		First Full Year											
Revenues	July	August	September	October	November	December	January	February	March	April	May	June	
Other:													
Transportation & Food Service	0	5849	7700	7700	7700	10200	7700	7700	10200	7700	7700	10200	
Administration & Support													
Administrators' Salaries & Benefits	5833	5833	5833	5833	5833	5833	5833	5833	5833	5833	5833	5833	
Staff Salaries & Benefits	3333	4374	4517	4517	4517	4517	4517	4517	4517	4517	4517	4517	
Office Supplies		500			500				500				
Photocopy Expense			250					250					
Administrative Computers/Software		2000											
Office Equipment		1000											
Postage & Shipping		200				200				200			
Bookkeeping & Audit													
Payroll Services							100						
Banking Fees													
Interest Expense													
Legal Services			1000			1000			1000			1000	
Liability & Property Insurance		175			175				175			175	
Directors' & Officers Insurance/wcomp		2306				2306				2306			
Marketing													
Grant Writing		500											
Board Expense													
Staff Recruitment Expense		500											
Administration & Support	10166	16388	11600	10350	11025	13856	10450	10975	11850	12856	10525	11350	
TOTAL EXPENSES	32199	60851	52381	50081	50556	55887	52981	51256	53881	52387	50056	55881	
SURPLUS or (DEFICIT)	26322	-2330	6140	8440	7965	2634	5540	7265	4640	6134	8465	2640	

Inspire ME Academy

D.2 Financial Management

Inspire ME Academy plans to hire an Operations Manager that will be highly competent in finance and budget matters. We will use QuickBooks, which is a widely accepted program throughout accounting practices and will work with the MEDMS system. The Operations Manager will be required to give monthly updates to the Board of Directors for review at their Board Meetings. This position will oversee financial and reporting requirements---see B.5 for all duties of this position. The board and administration will develop all policies necessary for good oversight to ensure sound financial practices. The Head of School and Operations manager will have full authority over the budget and spending and will work together to be sure spending aligns with the mission of the school.

The Operations Manager is responsible for all required student records and their management.

An annual independent audit will be done at the end of each year.

The Board will ensure all appropriate insurance is in place as needed. To include but not limited to: Commercial Package Policy (for educators), Directors and Officers, Umbrella Policy, Surety Bond, and Workers Compensation. We are currently working with Lee Ramsdell at Clark Insurance to provide quote estimates copies are included in the appendixes.

D.3 Facilities

Inspire ME Academy has located possible locations; we do not currently have a definite location. We have identified two possible locations.

Location 1: The first choice for Inspire ME Academy at this time is a property located at 1893 Main St. in Sanford, ME. It is just under 10,000 sq.ft. and we can get it at a very good price. It is currently advertised for lease at \$4.75/sq ft. The listing agent is willing to work with us and we have just begun working on this building. It is a simple building with office space and then a large open area that would be easy to divide and it is all one level and sits on 2 acres of land. It has radiant heat floors and is bright and open. This property is a cost effective location for our school.

Location 2: St. Ignatius Church/School Building. This building is in the center of Sanford and is on the market for sale. The Catholic Church in Sanford closed the building in 2010 because of lowering enrollment and to conserve costs. The building has been very well maintained over the years and would be ideal for our school needs. The parish is hesitant to work with us as we do not have a charter yet and they would prefer to sell it rather than lease it. Our goal is to show we are a viable entity to use the property and the longer it sits vacant the better we feel our chances are. We will continue to work on acquiring this property. Our budget is based on supporting this building. If we are able to lease this building for two years, we will seek out help from Charter School Development Corporation to help facilitate any renovations that need to be made or possibly help in purchasing the property. We have had an architect take a preliminary look at the property and he feels it could be suitable by adding an elevator and a sprinkler system, which is reflected in the budget as repairs. The property is the old St. Ignatius High School Building and the Church was in the basement. This area would make a great theater/assembly place. Architect John Einsiedler inspected the property at no cost for us. We have included a copy of his initial findings. The budget assumes a lease of 30,000 square feet at \$2/per, which is reasonable for the area, especially if we provide all our own maintenance and upkeep.

At either location, we would hire our own janitor/maintenance person (reflected in the budget). We would have more than enough classrooms to grow to full capacity as there are 13 classrooms on the

Inspire ME Academy

first level and 16 on the second level for a total of 29, as well as the Church area which would make a wonderful theater/gathering space. We would need to add an elevator and sprinkler system, and the bathrooms would need updating, although separate bathrooms are currently handicap accessible. There is still desks and office equipment in the building.

Although Location 2 was previously our 1st choice, The diocese recently announced they may have plans for the building and we may be too late to acquire this wonderful building for our school. Once we have Charter Approval, we will make a request with the diocese.

We have included all property information in Tab 31 (since we do not have a lease or contract at this time). It is difficult to get any real commitments without an approved application. With our application submitted, we may be able to make some progress. Approval would also allow us to apply to the Charter School Development Corporation. If they were to help us out, they have a pretty quick process (about 4 months) and depending on which property and the amount of need, we should be able to finalize in plenty of time to be ready for fall. Inspire Me Academy fits their ideal partnership criteria and they have not yet supported a school in Maine, for these reasons we are hopeful that they will want to partner with us.

NOTE: TAB 30: ROOM SCHEDULE AND TAB 32: SCHEDULE OF FURNINSHINGS HAS NO INFORMATION AT THIS TIME.

The room schedule is approximately 6 rooms: 4 for regular classes and 2 for specials. We plan to have an inclusive environment and this may look many different ways. We will have a ratio of 15 to 20 students per teacher. However, team teaching and ability grouping will call for different groupings. Our room schedule will be built around our student's needs.

We have no furnishings currently.

Tab 31
Location 1

Gendron Commercial Brokers of Boston Inc

Marc Brunelle — (207) 229-5156

Industrial Property For Lease

1893 Main Street

1893 Main St./Rte 109, Sanford, ME 04073



Total Space Available:	9,800 SF
Rental Rate:	\$4.75 /SF/Year
Property Type:	Industrial
Property Sub-type:	Manufacturing
Additional Sub-types:	Flex Space
	Free Standing Bldg
	Distribution Warehouse
Building Size:	9,800 SF
Lot Size:	2.06 AC
Listing ID	18949011
Last Updated	12 days ago

[Find Out More...](#)

1 Space Available

[Display Rental Rate as Entered](#) v

Space 1

Space Available:	9,800 SF
Rental Rate:	\$4.75 /SF/Year
Space Type:	Manufacturing
Additional Space Types:	Retail (Other)
Lease Type:	NNN
Date Available:	Jan 2015
Lease Term:	60 Months
No. Parking Spaces:	25
Office SF:	1500 SF
No. Drive In/Grade-Level Doors:	2
Clear Ceiling Height:	18 ft.
Features:	Heating is available - Modern Kedel boiler Lighting is Available - Central Maine Power

Small office area in front with clear span flex space to the rear. Property is located on South side of Main Street across from Walmart and Lowe's.

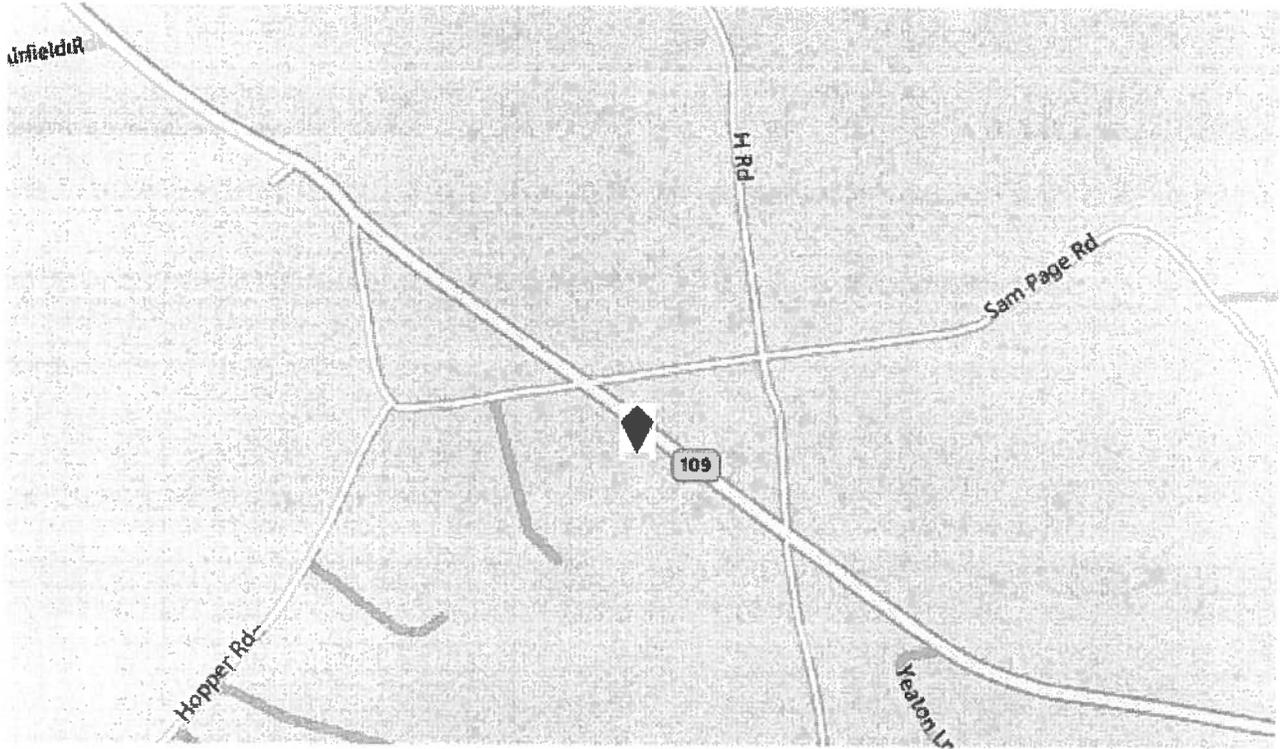
Description

Current use: industrial/manufacturing space. 2 automatic overhead doors one 18' high and one 14' high. Space has two ADA approved bathrooms, mezzanine, office, and break room consisting of 1,500 SF.

600 Amp/480 Volt three phase power.

Property is located at 1893 Main St in Sanford Maine. This would be an excellent opportunity for retail space as well with the property be located directly across the street from Wal-Mart and Lowe's! Sanford regional airport is down the street and is only 8 miles to I-95

Map of 1893 Main St./ Rte 109, Sanford, ME 04073 (York County)



Additional Photos



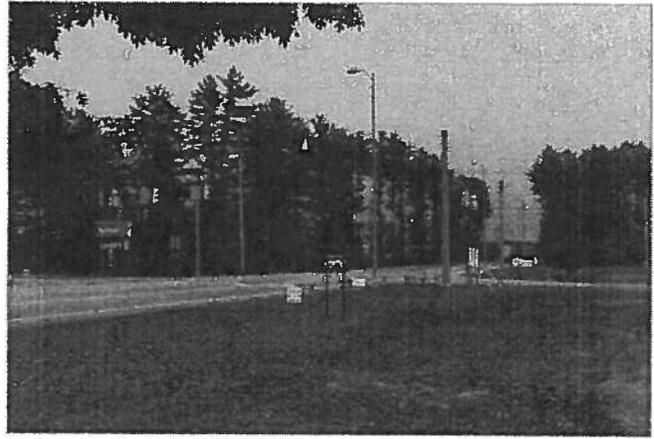
East view



Rear view



Interior view



Road view signalized intersection

TAB 34

LOCATION # 2

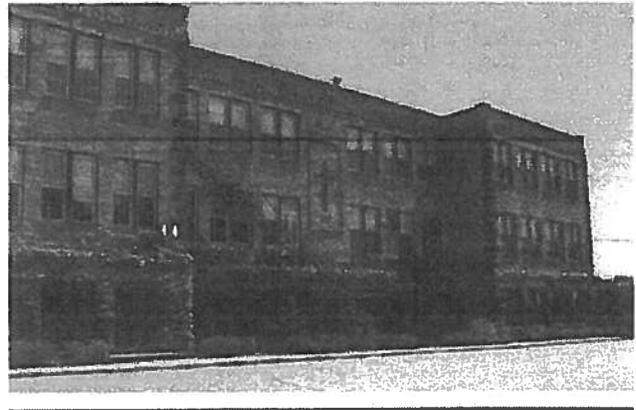
Aug 12, 2014 on Malone Commercial Brokers

Southern Maine Investment-Redevelopment

6 St. Ignatius Street, Sanford, ME 04073



Listing ID: 2070028
 Status: Active
 Property Type: Special Purpose For Sale
 Special Purpose Type: Assembly/Meeting Place, Funeral Home/Mortuary
 Size: 42,630 SF
 Sale Price: \$1,500,000
 Sale Terms: Cash to Seller



Property Overview

The 2.75± acres site and its buildings shown above are offered as a single sale. The buildings include St. Ignatius church, a former school and rectory residence. The property is located steps from the intersection Main Street (Route 109) between Winter Street (Routes 202 & 4A) and St. Ignatius Street.

The school and church building, rectory residence and surrounding area is in Sanford's DB (Downtown Business) zone. The paved parking area on Winter Street is in the GR (General Residential) zone.

More Information Online

<http://malonecb.catylist.com/listing/2070028>

QR Code

Scan this image with your mobile device:



Listing Details

General Information

Listing Name:	Southern Maine Investment-Redevelopment	Building Size (RSF):	42,630 SF
Tax ID Number/APN:	K28, Lots 63, Sublot-1, 55	Land Area:	2.75 Acres
Property Use Type:	Investment, Vacant/Owner-User	Sale Terms:	Cash to Seller
Zoning:	DOWNTOWN BUSINESS; GENERAL RESIDENTIAL		

Special Purpose Type Assembly/Meeting Place, Funeral Home/Mortuary, Health Care/Medical, Library, Museum/Gallery, School/University, Senior Housing, Other

Area & Location

Airports: Portland International Jetport
 Site Description: Please refer to attached brochure
 Area Description: Please refer to attached brochure

Building Related

Total Number of Buildings:	3	Parking Description:	Please refer to attached brochure
Exterior Description:	Please refer to attached brochure	Interior Description:	Please refer to attached brochure

Location

Address: 6 St. Ignatius Street, Sanford, ME 04073
 County: York
 MSA: Portland-South Portland-Biddeford

BUILDINGS & LAND SUMMARY

The St. Ignatius church and school building is comprised of the church in the finished basement with daylight windows and the former school above on floors 1 and 2.

ADDRESS/LOCATION:

MAP & LOT NUMBER:

ZONE:

MOST RECENT USE:

SITE SIZE:

BUILDING SQ FOOTAGE:

STORIES:

BUILT:

CONSTRUCTION:

EXTERIOR:

ROOF:

INTERIOR:

BEDROOMS:

KITCHEN:

BATHROOMS:

CEILINGS:

LIGHTING:

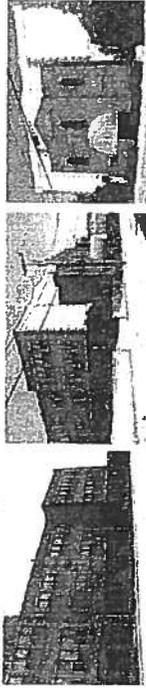
FLOORING:

ELECTRICAL:

HVAC:

OTHER:

CHURCH & SCHOOL



6 St. Ignatius Street, Sanford, Maine

Map 28, Lot 63

Downtown Business (DB)

Church and school

2.01± acres

33,816± SF plus 1,496± SF 5-bay garage

2 plus finished basement level

1926

Masonry

Brick

Flat (replaced and insulated in 2009)

Painted walls, wood doors and trims, painted blocks

Not applicable

Not applicable

2

Painted

Fluorescent

Carpet

200 amp, 3-phase

Peerless Steam Boiler FHW (new in 2003), oil-fired

- Church is located on the basement level (main entrance off St. Ignatius Street)
- 13 classrooms (1st floor), 16 classrooms (2nd floor), supply rooms, office, boys and girls restrooms (the former school's 1st & 2nd floors comprises approximately 11,256 SF)
- 5-bay garage currently used for storing landscaping, mowing, snow removal equipment and general storage

RECTORY



10 St. Ignatius Street, Sanford, Maine

Map K28, Lot 63, Sub-lot 1

Downtown Business (DB)

Residential

On same site as church and school building

7,318± SF

2 1/2 plus basement

1898

Wood frame

Vinyl siding

Gable/hip

Painted walls and trims

8

Fully applianced with pantry

(4) full baths and (2) 1/2 baths

Plaster, stamped tin ceilings, some suspended

Parabolic in office areas; recessed and ceilings fixtures

Wood and carpet

200 amp, 3-phase

Well-McLain FHW (oil-fired)

- Glassed-in heated porch
- Windows recently replaced, built-ins through out
- Office on first floor with living, dining, kitchen, reception area
- 4 bedrooms and sitting room or office on 2nd floor with 3 full baths
- 4 bedrooms with 1 full bath on top floor

PARKING LOT



Winter Street, Sanford, Maine

Map K28, Lot 55

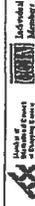
General Residential (GR)

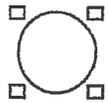
Parking

0.74± acre

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MALONE COMMERCIAL BROKERS, INC. ©2010





John W. Einsiedler, R.A.
A r c h i t e c t u r e

October 8, 2012

Code Review

Saint Ignatius School - Code Review

NFPA 101

1. pre-school, k, and 1st grades required to be a the level of exit discharge, unless sprinkled
2. 2nd grade limited to 1 floor above level of exit discharge
3. emergency lights required
4. alarm system required
5. all classrooms need egress windows
5. hallways need to be 1 hour, doors 20 min with closers (unless sprinkled)
6. if more than 300 people in auditorium (based on size) would have to sprinkle just that area
7. 2 hour floor/ ceiling required between auditorium and school unless sprinkled, then 1 hour required.
8. stairs need to be separated from the corridor with proper handrails

IBC

The IBC is similar to NFPA, but also has building size limitations. For an educational occupancy, a wood framed (considered wood due to the floor system) Educational facility is limited to 1 story and 9500 SF if new construction. With a sprinkler system it can be 2 stories, and 19,000 SF per story. If more than 50% of the auditorium is below grade, that does not count as a story in the IBC.

I think a discussion with the Codes Office and the person in the Fire Dept. who reviews plans would be in order to review how they will treat the building. There is a different IBC code for existing buildings converted to new uses, but is pretty subjective.

148 Sea Road Kennebunk, Maine 04043

Phone 207•985•9760

Facsimile 207•985•9818

Inspire ME Academy

D.4 Transportation

TAB 33

Inspire ME Academy has reached out to the local district in Sanford and had conversations with the Assistant Superintendent, Eric Knowlton. The district has expressed a willingness to provide transportation for Sanford Students at a cost. They were not willing to come up with a cost amount based on assumptions, but said they would be willing to review the need once we have identified the number of students and the trips they will need and there place of residence. This would provide transportation for the entire catchment area. They do offer a late day bus for our longer day and the early run will fit well with our morning times. The students would need to ride with Jr. High Students, however three or our five grades will line up with the grades on the bus by year 3. We have based our budget on what we feel is reasonable and what we might expect to pay a private company to bus our students. We are hopeful the district will charge us respectfully. **We have included a copy of an email from Eric Knowlton in the appendixes.**

For students who come from outside the district we will help with carpooling information. If there is a particularly dominant area, we will consider providing some type of busing service, like private hire. We want to make our school as accessible as possible to any student who wants to come.

Sanford has a wonderful transportation resource in York County Community Action. They have the WAVE that regularly goes to Biddeford and Wells; they also have handicap accessible transportation. Anyone can access this resource on a sliding fee, so if needed we will work with YCCA to fill in any gaps in transportation.

Inspire ME Academy

D.5 Insurance

Inspire ME Academy will have all the necessary insurance required by law and the Maine Charter School Commission. We are working with Lee Ramsdell of Clark Insurance to get cost effective but comprehensive quotes for all aspects of insurance needed for our board and school. You will find a copy of estimates under TAB 34 as we do not have certificates of insurance as of yet.

D.6 Food Service

Food Service will be an important part of our mission. Inspire ME Academy understands the best way to learn is with a full stomach of nutritious meals. We will provide breakfast, lunch and snack to all our students at no charge. This will eliminate differences and help all students feel good about the meals. No lunch money to track saves time and energy for our staff also. We may recommend parents who like the concept and can afford to contribute to donate to the food program. We may also ask for volunteers to help serve the meals. However, no money will be needed in order to eat in our cafeteria. Our meals will be nutritious with several fruits and vegetables each day. We will provide a variety of excellent meals and snacks.

We plan to hire one part time Food Service Director and a second part-time food service worker the first year. They will be responsible for healthy menu planning. Preparing and ordering needed supplies under the direction of the Operations Manager. Our food service workers will be knowledgeable in food safety procedures and have any necessary certifications. They will prepare and serve nutritious meals to our students and staff. We will also utilize volunteers to help with service and clean up.

A cost statement is provided in the appendix. The estimates are based on purchasing all food items from a vendor so we calculated $\frac{3}{4}$ of the total as we plan on working with local farms and food providers and seek donated food when we can to lower our costs.

D.7 Closure Protocol

If Inspire ME Academy has to close for any reason, be it revocation of our charter or voluntary closure, all *state funds* of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed to the Department of Education, Augusta, Maine. All other assets, after satisfaction of all outstanding claims by creditors, will be distributed to the Sanford School Department for continued use in educational purpose consistent with the requirements of Section 501(c) (3) of the Internal Revenue Code as per our Bylaws.

We will communicate directly to all effected parents though direct mail and will hold informational meetings to explain the reasons for closure as well as the process for closure. All records will follow the student to their new school. We will work with students and families to make the transition as smooth as possible. We will be sure to communicate any unresolved issues to the sending districts and request that they take the records of the students most likely to be serviced by them again. If any confidential records are unable to be cared for they will be destroyed. See Tab 35 for Closure Template.

E. Education Service Providers N/A

Inspire ME Academy will not contract with an educational service provider. We have gained a lot of information from Achievement First, which is Charter Management Organization. Achievement First has a very similar philosophy to what we believe and they are willing to share best practices and any information that might be helpful to our success as a Public Charter School. However, they do not contract with schools that are not their own. They have been and will continue to be a great resource. Tabs have not been included since they are not applicable.

Tab34

Lee Ramsdell <lramsdell@clarkinsurance.com>

Aug 12 (6 days ago)

to me

Hi Renee,

How are you? Long time no talk. Glad this is still in the works. I would say any of the estimates I gave you from last year are still good today. The market has been pretty flat with regards to pricing this last year. If you are leasing a space, then most likely you will not need to insure the building, only the contents. This should save you a lot of money with the property premiums. Good luck with your search and your planning stages. Please feel free to email me or call me anytime for information. Lee



Lee Ramsdell, CIC, AAI Senior Vice President
Clark Insurance | 2385 Congress St
PO Box 3543 | Portland ME 04104-3543
Tel: 207.523.2215 | Fax: 207.774.2994
Cell: 207.831.4694



TAB 34



Lee Ramsdell, CIC, AAI Vice President

Clark Insurance | 2385 Congress St

PO Box 3543 | Portland ME 04104-3543

Tel: 207.523.2215 | Fax: 207.774.2994

Cell: 207.831.4694



www.clarkinsurance.com

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From: Renee Morin [<mailto:renee.morin1@maine.edu>]

Sent: Wednesday, August 13, 2014 3:15 PM

To: Lee Ramsdell

Subject: Re: FW: Hanover school supplemental

Â

Hi Lee,

Â

Here is the information.

thanks,

8/14/2014

Robert Morin

From: "Renee Morin" <renee.morin1@maine.edu>
Date: Wednesday, August 13, 2014 5:43 PM
To: "Robert Morin" <rjmorin@myfairpoint.net>
Subject: Fwd: FW: Hanover school supplemental

can you print this email?

----- Forwarded message -----

From: Lee Ramsdell <lramsdell@clarkinsurance.com>
Date: Wed, Aug 13, 2014 at 4:51 PM
Subject: RE: FW: Hanover school supplemental
To: Renee Morin <renee.morin1@maine.edu>

Hi Renee,

Â Â Â Thank you for your initial underwriting information.Â I have compared rates with another charter school insurer and I will give you ballpark insurance costs for the major insurance lines of coverage in the Property and Casualty area.

Â

Â

Â Â Â Building CoverageÂ Replacement cost of 42,630 square foot property is about \$7,460,000.Â I know this is a lot more than the market value, but insurance companies need to insure for Replacement value.Â Â Â This will be by far your largest expense for insurance.Â The annual Â premium for the property insurance alone could be in Â the \$12,000 range. I could not tell for sure until we inspect the property and see what it has for Electrical, plumbing, heating and roofing updates. Â Â \$100,000 of contents coverage would cost about \$700 a year.Â

Â Â Â The General Liability, School and Educators Â Liability, Directors and Officers Coverage and Employment practices liability annual premium Â for 100 Students would be around \$6,400.Â Â

Â Â Â Workers Compensation coverage based on \$400,000 of annual payroll would be aboutÂ \$2,825 a year.Â

Â Â Â My total projection for all lines would be approximately \$22,000.Â Typically the insurance carriers ask for 25% down.

Â Â Â There are other incidental coverages like Computer breakdown coverage, Umbrella Liability coverage and Cyber Liability coverage we could discuss as we get closer to the formation of the charter school.Â Â I look forward to working with you and assisting you through the set up stages.

Â If you have created a board for this school I would recommend purchasing the Directors and Officers coverage during the formation stages.

Â Â Let me know if you have any questions regarding this email. Lee

Â

8/14/2014

**Inspire ME Academy
CLOSURE PLAN
TAB 35.**

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

1. Documentation of Closure Action:

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

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

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

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

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

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

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

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

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

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

2. School and Student Records Retention and Transfer:

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

Inspire ME Academy will manage student records in accordance with Maine law and regulations as it has done through its history, including this past full year of operation for **Inspire ME Academy**.

This well-established system of records management will be adjusted to align with the needs of operating as a public charter school rather than as a magnet school.

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

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

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

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

3. Financial Close-out:

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

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

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

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

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

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

4. Disposition of Liabilities and Assets:

A closeout audit to be completed within twelve months of announcement of closure will determine the disposition of all liabilities of Inspire ME Academy

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

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

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

Benchmark Assessment System

2nd Edition

EXECUTIVE SUMMARY

The *Fountas & Pinnell Benchmark Assessment System* is a formative reading assessment comprised of 58 high-quality, original titles, or "little books" divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary, and comprehension skills for students in kindergarten through 8th grade. The set of books, recording forms, and other materials serve as an assessment tool for teachers, literacy specialists, and clinicians to use in determining students' developmental reading levels for the purpose of informing instruction and documenting reading progress.

The *Fountas & Pinnell Benchmark Assessment System* spans grades kindergarten through 8th grade and are aligned with the A-Z book levels of the *F&P Text Level Gradient*[™], as illustrated in Figure 1. *Benchmark System 1* represents levels A-N on the *F&P Text Level Gradient*[™], and *Benchmark System 2* represents levels L-Z.

The *Benchmark Assessment System* books are both "vertically aligned" (they become more difficult as a reader progresses through the levels) and "horizontally aligned" (at each level the fiction and nonfiction books are written at similar levels of difficulty).

FIELD TESTING

Development of the texts for the *Fountas & Pinnell Benchmark Assessment System* was closely supervised by Drs. Irene Fountas and Gay Su Pinnell, creators of the *F&P Text Level Gradient*[™]. A formative evaluation of the *Fountas & Pinnell Benchmark Assessment System* was conducted to ensure that (1) the leveling of the texts is reliable and (2) the reading scores are valid and accurately identify each student's reading level.

Field testing was conducted with 498 students enrolled in a socioeconomically and ethnically diverse group of 22 schools from five geographic regions across the U.S. Determinations of each school's socioeconomic status were made using federal guidelines for categorizing low-, middle-, and high-SES schools.

The participating students were from diverse ethnic backgrounds and income groups. Figures 2 and 3 show the student demographics from the field site schools from each state.

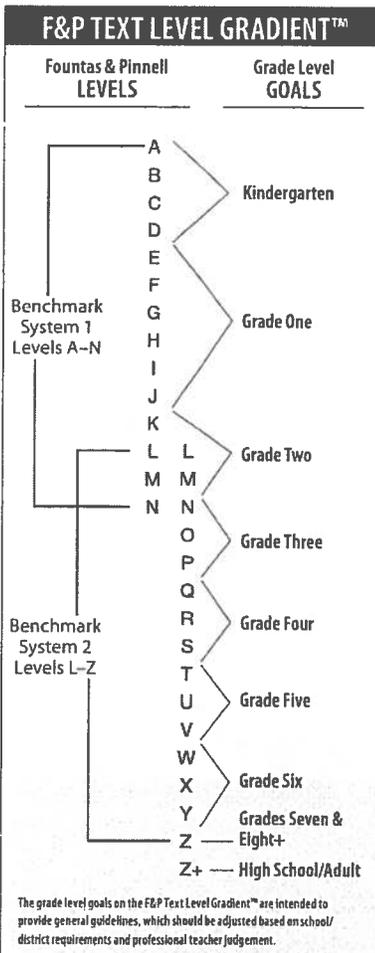


figure 1

SCHOOL FIELD SITES						
	California	Florida	Massachusetts	Ohio	Rhode Island	Texas
Number of school sites (elementary and middle school)	6	3	1	5	2	5
Average percentage of students receiving free or reduced-price lunch or economically disadvantaged	64.2%	45.3%	71.0%	28.4%	51.5%	46.4%

figure 2

STUDENT DEMOGRAPHICS							
	California	Florida	Massachusetts	Ohio	Rhode Island	Texas	Overall
African American	7.3%	22.3%	41%	1.8%	18.5%	34%	20.8%
Asian American & Pacific Islander	5.5%	5.3%	24%	0%	3%	17%	9.1%
Hispanic/Latino	74.0%	23.0%	6%	0%	24%	30%	26.2%
White	11.7%	45.7%	29%	92.6%	54%	19%	42%
Multiracial/Other	1.5%	3.7%	1%	5.6%	0.5%	0%	2.1%

figure 3

Field Study of Reliability and Validity Benchmark Assessment Systems 1 and 2

EDITORIAL PROGRAM DEVELOPMENT

Drawing upon students' reading data during the field testing, program developers made changes in the leveled texts to meet the appropriate gradient of difficulty. These changes spanned several dimensions including simplifying the specialized vocabulary words in some nonfiction texts or recasting sentences within a particular text to make them either more or less complex. At one point, it was deemed necessary to replace entirely two texts with more appropriate books. A key change was the establishment of new parameters linking accuracy and comprehension with the independent, instructional, and hard reading levels. This innovative feature provides educators with a more finely grained reflection of a student's decoding coupled with his or her reading understanding.

RESULTS OF THE TEXTS' SEQUENTIAL ORDERING

Results from the field testing indicated that the fiction and nonfiction books in the *Fountas & Pinnell Benchmark Assessment System* progressed in difficulty as the levels increased from Levels A–Z, as depicted in Figure 4 and Figure 5 respectively. By grade level, 84% of the students read the fiction books in a sequential order from lower to higher levels of difficulty within one level above or below the targeted reading level, while 85% of the students read the nonfiction books in that order.

RESULTS OF HORIZONTAL CORRESPONDENCE BETWEEN FICTION AND NONFICTION TEXTS

The field testing also confirmed that students' developmental reading levels are similar for fiction and nonfiction texts at each level on the *F&P Text Level Gradient*™. As the chart (in Figure 6) shows, 76% of the students read the fiction and nonfiction books at similar reading levels within one level of text difficulty.

TEST-RETEST RELIABILITY

Test-retest reliability refers to the consistency of students' scores across tests. To measure the test-retest reliability of *Fountas & Pinnell Benchmark Assessment System*, the students' reading scores on the fiction series were correlated with their scores on the nonfiction series. In general, test-retest results should exhibit a reliability coefficient of at least .85 for an assessment's information to be considered stable, consistent, and dependable. As the test-retest results depicted below (in Figure 7) demonstrate, the *Fountas & Pinnell Benchmark Assessment System* is a reliable reading assessment.

TEST-RETEST RELIABILITY BETWEEN FICTION AND NONFICTION BOOKS

Book Series A-N	.93
Book Series L-Z	.94
All Books (A-Z)	.97

figure 7

CONVERGENT VALIDITY

The validity of a test is the degree to which an assessment measures what it purports to measure. Convergent validity examines the relationship between an assessment's scores and scores from other instruments.

There was a strong relationship between the reading accuracy rates of *Fountas & Pinnell Benchmark System 1* fiction and nonfiction books (Book Levels A–N), and the accuracy rates of the texts used for assessments in Reading Recovery™, with correlations of .94 for fiction and .93 for nonfiction. This is an important finding because the Reading Recovery™ Text Level Assessment, like the *Fountas & Pinnell Benchmark Assessment System*, assesses decoding, fluency, vocabulary, and comprehension. In addition, Reading Recovery™ was recently recognized by the U.S. Department of Education as an effective and scientifically based reading program (See: What Works Clearinghouse, 2007). These results reinforce the validity of the *Fountas & Pinnell Benchmark Assessment System 1* program. There was a moderate association between the *Benchmark System 2* (Book Levels L–Z) fiction and nonfiction books and other literacy assessments. One study indicated the *Benchmark System* fiction texts (correlation of .69) and nonfiction texts (correlation of .62) were moderately related with the Slosson Word Test. These results indicate that the *Benchmark System 2* texts are moderately indicative of the Slosson measure of word reading. When comparing grade levels, students generally scored higher on the Slosson than they did with *Benchmark Assessment System* texts for grades 2–6. However, this pattern was not sustained in grades 7 and 8. The Slosson Word Test measures students' isolated oral word calling and provides approximate placement of a child's reading level. It needs to be emphasized that the *Fountas & Pinnell Benchmark System* is based on students' comprehensive reading of complete books.

CONCLUSION

After two and a half years of editorial development, field testing, and independent data analysis, the *Fountas & Pinnell Benchmark Assessment System* texts were demonstrated to be both reliable and valid measures for assessing students' reading levels.

The final report was compiled by an outside team of three independent researchers who analyzed the data gathered from the formative evaluation of the Fountas & Pinnell Benchmark Assessment Systems 1 & 2. Two research team members were former school literacy coaches and Reading Recovery educators. All data analysts had backgrounds in literacy research studies using quantitative and qualitative methods and analysis. The final report incorporated the initial formative evaluation design, methods, and collected data.

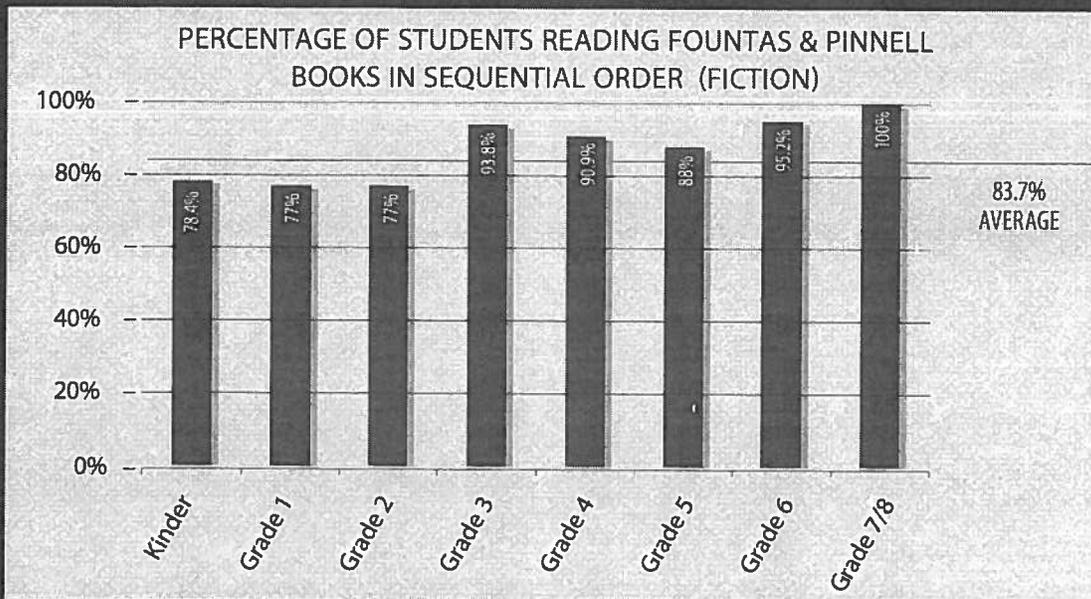


figure 4

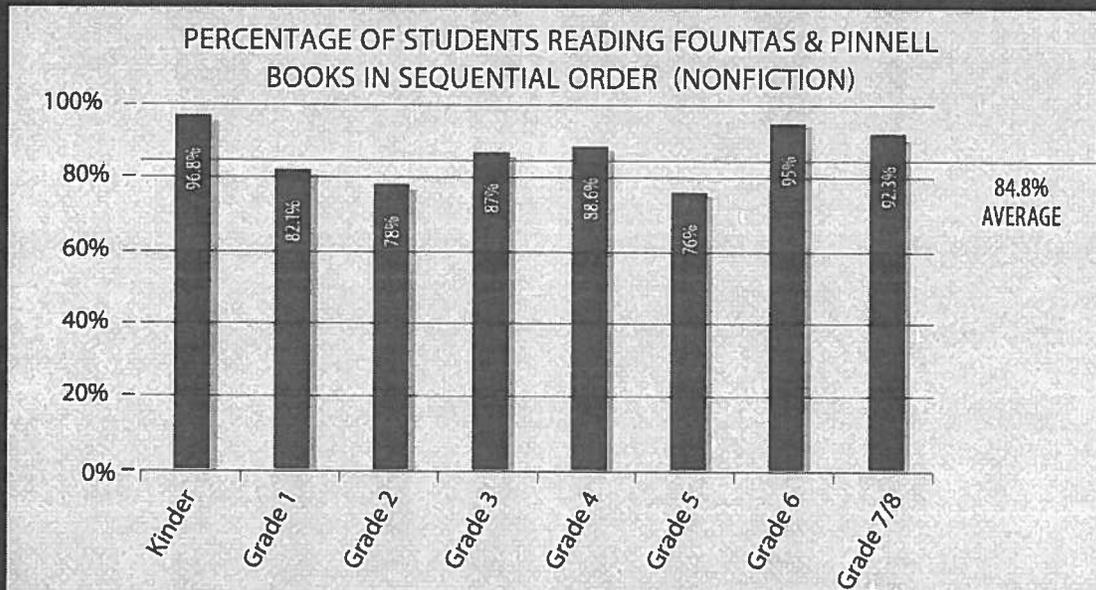


figure 5

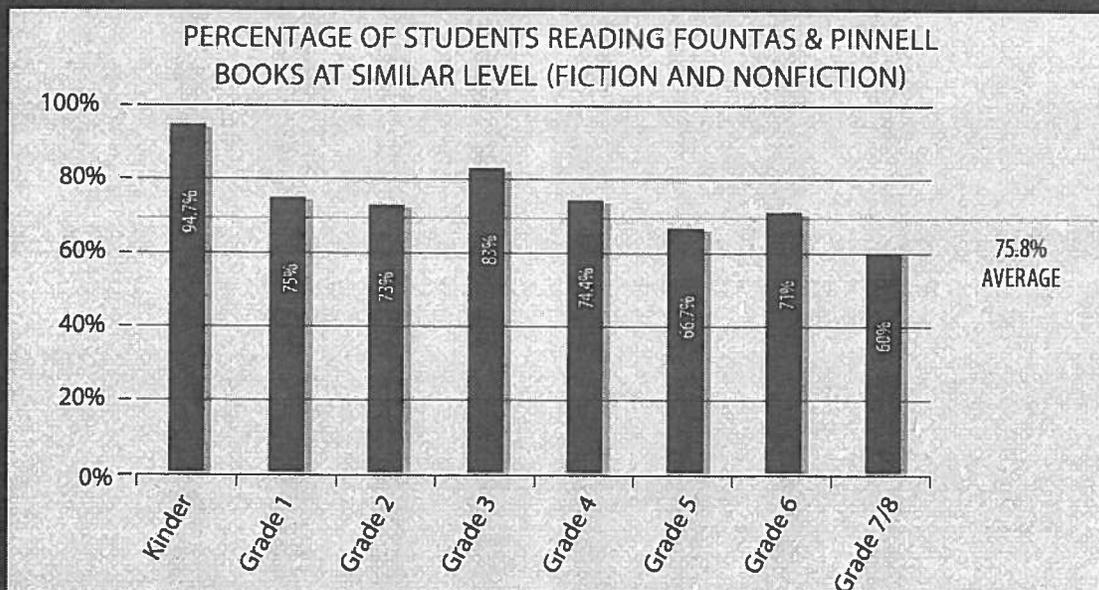


figure 6

~~10/20/15~~
~~10/20/15~~
~~10/20/15~~
~~10/20/15~~

Math Programs: How They Rate on Common-Core Alignment

Based on market share and states' recommendations, EdReports.org selected 20 math instructional series to review for common-core alignment. (For reporting purposes, K-5 and 6-8 texts from the same publisher were considered separate series.) Small teams of educators scored the digital and print texts on focus, coherence, rigor, and usability. In addition to individual grade-level ratings, EdReports.org gave summative ratings for each grade band (K-2, 3-5, and 6-8). Eureka Math was the only program that met the expectations for alignment to the Common Core State Standards at every grade level reviewed.

Related: Most Math Curricula Found to Be Out of Sync With Common Core

KEY: ■ meets criteria for alignment to common core □ partially meets criteria ■ does not meet criteria □ not rated

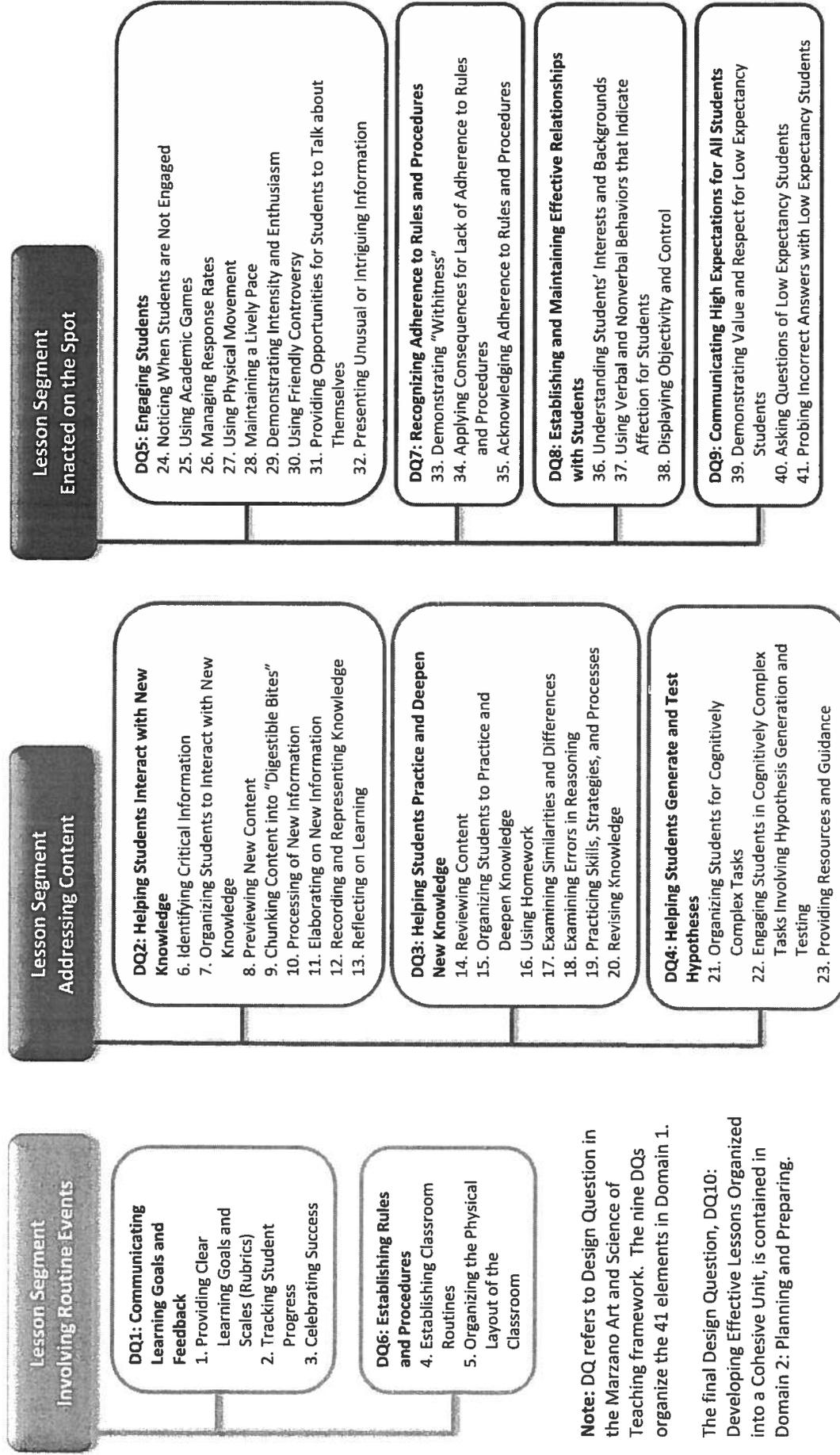
	K	Grade 1	Grade 2	Grades K-2	Grade 3	Grade 4	Grade 5	Grades 3-5	Grade 6	Grade 7	Grade 8	Grades 6-8
AGILE MIND Common Core Middle School Mathematics									■	■	■	■
BIG IDEAS LEARNING Big Ideas Math									■	■	■	■
EDGENUITY, INC. Edgenuity									■	■	■	■
GREAT MINDS Eureka Math	■	■	■	■	■	■	■	■	■	■	■	■
HOUGHTON MIFFLIN HARCOURT Go Math	■	■	■	■	■	■	■	■	■	■	■	■
Holt McDougal Math									■	■	■	■
Math Expressions									■	■	■	■
Math in Focus									■	■	■	■
Saxon Math									■	■	■	■
KENDALL HUNT Math Trailblazers									■	■	■	■
MCGRAW-HILL My Math	■	■	■	■	■	■	■	■				
PEARSON Connected Math Programs									■	■	■	■
Digits									■	■	■	■
Investigations in Number, Data & Space									■	■	■	■
Prentice Hall Math									■	■	■	■
TPS PUBLISHING, INC. Creative Core Curriculum for Mathematics with STEM, Literacy & Art	■	■	■	■	■	■	■	■	■	■	■	■

SOURCE: EdReports.org

EDUCATION WEEK

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



Amistad Academy Overview ^{2ⁿ} Achievement ¹ School

[Tweet](#)

OVERVIEW

STUDENT BODY

TEST SCORES

2015 Academic Indicators

National Rank	#145
College Readiness Index	73.9
Mathematics Proficiency	3.6
Reading Proficiency	3.6
Student-Teacher Ratio	12:1

KG–12 Grades
904 Students
75 Teachers

Amistad Academy
 130 EDGEWOOD AVE
 NEW HAVEN, CT 06511
 Phone: (203) 772-7000
 District: Amistad Academy District

Overview

Amistad Academy is ranked 2nd within Connecticut. Students have the opportunity to take Advanced Placement® course work and exams. The AP® participation rate at Amistad Academy is 100 percent. The student body makeup is 51 percent male and 49 percent female, and the total minority enrollment is 98 percent. Amistad Academy is the only high school in the Amistad Academy District.

Rankings / Awards

This details how this school compares with others based on U.S. News ranking criteria.

Medal Awarded	Gold
National Rank	#145
State Rank	#2
Charter Rank	#42
STEM Rank	#204

[See Best High Schools in Connecticut](#)

Students / Teachers

These counts and percentages of students and teachers are from data reported by schools to the government.

Total Enrollment	904
Total Minority Enrollment (% of total)	98%
Total Economically Disadvantaged (% of total)	81%
Full-Time Teachers	75

[More About Student Body](#)

Test Scores

U.S. News calculates these values based on student performance on state exit exams and internationally available exams on college-level course work (AP®/IB exams).

Proficient in Reading	86%
Proficient in Mathematics	97%
College Readiness Index	73.9

[More About Test Scores](#)

School Data

School profile information is based on government data.

Grades Served	KG – 12
Setting	Mid-size City
Charter School	Yes
Magnet School	No
Receives Title I Funding	Yes

District

This information relates to high schools run by this school's state operating agency. Many districts contain only one high school.

Total Schools	1
Total Students	904
Proficient in Reading (district average)	86%
Proficient in Mathematics (district average)	97%
College Readiness (district average)	73.9

Data are based on the 2012-2013 school year.

AP® and Advanced Placement® are registered trademarks of the College Board. Used with permission.

International Baccalaureate (IB) data provided by International Baccalaureate of North America. Used with permission.

Sanford High School Overview

[Tweet](#)

OVERVIEW STUDENT BODY TEST SCORES

2015 Academic Indicators		9–12 Grades	935 Students	87 Teachers
National Rank	#2,230	Sanford High School		
College Readiness Index	22.4	52 SANFORD HIGH SCHOOL		
Mathematics Proficiency	2.2	BLVD		
Reading Proficiency	2.2	SANFORD, ME 04073		
Student-Teacher Ratio	11:1	Phone: (207) 324-4050		
		District: Sanford School Department		

Overview

Sanford High School is ranked 17th within Maine. Students have the opportunity to take Advanced Placement® course work and exams. The AP® participation rate at Sanford High School is 36 percent. The student body makeup is 50 percent male and 50 percent female, and the total minority enrollment is 7 percent. Sanford High School is the only high school in the Sanford School Department.

Rankings / Awards

This details how this school compares with others based on U.S. News ranking criteria.

Medal Awarded	Silver
National Rank	#2230
State Rank	#17

[See Best High Schools in Maine](#)

Students / Teachers

These counts and percentages of students and teachers are from data reported by schools to the government.

Total Enrollment	935
Total Minority Enrollment (% of total)	7%
Total Economically Disadvantaged (% of total)	60%
Full-Time Teachers	87

[More About Student Body](#)

Test Scores

U.S. News calculates these values based on student performance on state exit exams and

School Report Card 2014

Sanford Jr High School

This School's Grade



Previous Grade: C

Principal ANDREW PATIN (207) 324-3114
 Superintendent David Theoharides (207) 324-2810
 School Website www.sanford.org/index.asp?Type=B_BASIC&SEC={15080834-78CD-43D4-A4FB-68E91D927DBF}

Grades 6-8

Measures

Proficiency

Math **54.6%**

The percentage of students who scored proficient or above on the 2013-14 NECAP and the 2012-13 PAAP.

Reading **63.3%**

The percentage of students who scored proficient or above on the 2013-14 NECAP and the 2012-13 PAAP.

Growth

Math - All Students **52.4**

Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they took the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.

Reading - All Students **66.6**

Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they took the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.

Bottom 25% - Math **33.3**

Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.

Bottom 25% - Reading **51.8**

Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.

Totals

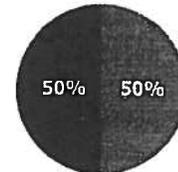
	School Average Maine Average	School Points	Maximum Available Points
Math '14		54.6	100
Math '13			
Reading '14		63.3	100
Reading '13			
Math - All Students '14		26.2	50
Math - All Students '13			
Reading - All Students '14		33.3	50
Reading - All Students '13			
Bottom 25% - Math '14		16.6	50
Bottom 25% - Math '13			
Bottom 25% - Reading '14		25.9	50
Bottom 25% - Reading '13			
Totals		219.8	400

How the points translate to a letter grade

- A = 300 plus
- B = 280
- C = 225
- D = 200
- F = less than 200

Calculating the Score

Proficiency Growth



Assessment participation: State assessments provide important information that informs classroom instruction and school improvement. The participation of all students ensures the progress of all learners is valued and reflected, and provides the most accurate picture of school strengths and challenges. Additionally, schools are required by State and federal law to meet at least a 95 percent participation rate. Participation of less than 90 percent results in an automatic "F" and participation between 90 and 95 percent results in a one letter grade reduction.

This school's participation rate is 99.1%

Reduction for inadequate participation: None



www.maine.gov/doe

Note: Schools/districts have had an opportunity to verify all data utilized in their report card.

Statewide Data Highlights

(For informational purposes only)

C

If all Maine elementary schools were a single school, that school would receive a letter grade of C. This is not an average of all school grades.

Breakdown of Grades Elementary School

Grade	Number of Schools
A	40
B	53
C	211
D	62
F	51

	Sanford Jr High School	Sanford Public Schools Average	State Average
Average Years of Experience of Teachers	18.3	17.40	16.70
Percent of Teachers with Master's Degree or Higher	23.9	26.50	43.30
Percent of Students Eligible for Free/Reduced-Priced Lunch	66.1	62.10	44.80
Per Student Amount Spent on Regular Instruction (District-Level only Available)	-	\$3,517	\$4,713
Overall Student Attendance Rate	95.1	94.70	94.40

Overview

All parents and community members deserve to understand how well their children's schools are performing and what is being done to improve them. The Maine School Performance Grading System uses a familiar A-F scale to provide a starting point, presenting existing data in an easy-to-understand format to bring transparency and accountability to school performance across the state.

No one score or grade tells the whole story of a school. That's why the grading system is based on several factors, including student achievement in reading and math, growth/progress in achievement, and, in particular, the growth of the bottom 25 percent of students (for elementary schools) and the graduation rate (for high schools). Additionally, the report cards contain constructive, contextual information on the school variables that most impact Maine student achievement including student poverty, teacher tenure and education levels, and funding. We encourage parents and the public to even dig deeper by visiting our Education Data Warehouse, which contains multi-year, detailed information about every Maine school and provides the ability to compare a school to others throughout the state using a wide range of measures.

Learn more about Maine's School Performance Grading System and read answers to frequently asked questions at www.maine.gov/doe/schoolreportcards.

Visit the Data Warehouse at <http://dw.education.maine.gov/education/>.

Use the data to support Maine schools

No matter a school's grade, parents and the public play an important part in improving Maine schools. Here's how you can help:

- Are you satisfied with your school's grade? Does it seem reflective of what you know about your child's school and the instruction support your child is receiving?
- Dig deeper! Go to the Data Warehouse and research your school. Compare it to similar schools and look at the details.
- Ask your principal, superintendent or school board about their plans for improvement. Be specific: How will your school's plans lead to improved student achievement? How can you help support your school's improvement efforts?

Learn more about how you can use data to support Maine schools at www.maine.gov/doe/schoolreportcards.



www.maine.gov/doe

Methodology

For the elementary school grades, calculations are based on grade 3-8 students who participated in the New England Common Assessment Program (NECAP) in fall 2013 or were assessed using the Personalized Alternate Assessment Portfolio (PAAP) in spring 2013, and who were continuously enrolled at the school for a full academic year. It takes two years of assessment data for a student to be included in the calculations – for this reason, a K-3 school cannot be graded.

For high schools, calculations are based on the 2012-13 Maine High School Assessment (MHSA) and the 2012-13 PAAP, as well as the most recent four- and five-year graduation rates.

The methodology is partially described on the first page of this report and fully described in the methodology document found at www.maine.gov/doe/schoolreportcards.

Stay informed

Informed and engaged parents and community members are a vital part of the success of any school community. Stay up-to-date on what's happening in education at the state level by reading and subscribing to the Maine DOE's regular communications at <http://mainedoeneeds.net/>.

School Report Card 2014

Biddeford Middle School

Principal CHARLES LOMONTE
(207) 282-6400
Superintendent Jeremy Ray
(207) 282-8280
School Website www.biddschools.org/BMS/Index.cfm

This School's Grade

Grades 6-8



Previous Grade: D

Measures

Proficiency

Math **44.7%**

The percentage of students who scored proficient or above on the 2013-14 NECAP and the 2012-13 PAAP.

Reading **54.3%**

The percentage of students who scored proficient or above on the 2013-14 NECAP and the 2012-13 PAAP.

Growth

Math - All Students **50.6**

Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they took the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.

Reading - All Students **60.7**

Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they took the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.

Bottom 25% - Math **29.7**

Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.

Bottom 25% - Reading **48.9**

Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.

Totals

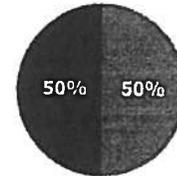
	School Average Maine Average	School Points	Maximum Available Points
Math '14		44.7	100
Math '13			
Reading '14		54.3	100
Reading '13			
Math - All Students '14		25.3	50
Math - All Students '13			
Reading - All Students '14		30.3	50
Reading - All Students '13			
Bottom 25% - Math '14		14.9	50
Bottom 25% - Math '13			
Bottom 25% - Reading '14		24.5	50
Bottom 25% - Reading '13			
Totals		194.0	400

How the points translate to a letter grade

A = 300 plus
B = 280
C = 225
D = 200
F = less than 200

Calculating the Score

Proficiency Growth



Assessment participation: State assessments provide important information that informs classroom instruction and school improvement. The participation of all students ensures the progress of all learners is valued and reflected, and provides the most accurate picture of school strengths and challenges. Additionally, schools are required by State and federal law to meet at least a 95 percent participation rate. Participation of less than 90 percent results in an automatic "F" and participation between 90 and 95 percent results in a one letter grade reduction.

This school's participation rate is 98.8%

Reduction for inadequate participation: None

Note: Schools/districts have had an opportunity to verify all data utilized in their report card.



www.maine.gov/doe

Statewide Data Highlights

(For informational purposes only)



If all Maine elementary schools were a single school, that school would receive a letter grade of C. This is not an average of all school grades.

Breakdown of Grades Elementary School

Grade	Number of Schools
A	40
B	53
C	211
D	62
F	51

	Biddeford Middle School	Biddeford Public Schools Average	State Average
Average Years of Experience of Teachers	17.0	16.10	16.70
Percent of Teachers with Master's Degree or Higher	37.0	39.50	43.30
Percent of Students Eligible for Free/Reduced-Priced Lunch	53.0	55.80	44.80
Per Student Amount Spent on Regular Instruction (District-Level only Available)	-	\$4,670	\$4,713
Overall Student Attendance Rate	94.2	94.30	94.40

Overview

All parents and community members deserve to understand how well their children's schools are performing and what is being done to improve them. The Maine School Performance Grading System uses a familiar A-F scale to provide a starting point, presenting existing data in an easy-to-understand format to bring transparency and accountability to school performance across the state.

No one score or grade tells the whole story of a school. That's why the grading system is based on several factors, including student achievement in reading and math, growth/progress in achievement, and, in particular, the growth of the bottom 25 percent of students (for elementary schools) and the graduation rate (for high schools). Additionally, the report cards contain constructive, contextual information on the school variables that most impact Maine student achievement including student poverty, teacher tenure and education levels, and funding. We encourage parents and the public to even dig deeper by visiting our Education Data Warehouse, which contains multi-year, detailed information about every Maine school and provides the ability to compare a school to others throughout the state using a wide range of measures.

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- Are you satisfied with your school's grade? Does it seem reflective of what you know about your child's school and the instruction support your child is receiving?
- Dig deeper! Go to the Data Warehouse and research your school. Compare it to similar schools and look at the details.
- Ask your principal, superintendent or school board about their plans for improvement. Be specific: How will your school's plans lead to improved student achievement? How can you help support your school's improvement efforts?

Learn more about how you can use data to support Maine schools at www.maine.gov/doe/schoolreportcards.



www.maine.gov/doe

Methodology

For the elementary school grades, calculations are based on grade 3-8 students who participated in the New England Common Assessment Program (NECAP) in fall 2013 or were assessed using the Personalized Alternate Assessment Portfolio (PAAP) in spring 2013, and who were continuously enrolled at the school for a full academic year. It takes two years of assessment data for a student to be included in the calculations – for this reason, a K-3 school cannot be graded.

For high schools, calculations are based on the 2012-13 Maine High School Assessment (MHS/A) and the 2012-13 PAAP, as well as the most recent four- and five-year graduation rates.

The methodology is partially described on the first page of this report and fully described in the methodology document found at www.maine.gov/doe/schoolreportcards.

Stay informed

Informed and engaged parents and community members are a vital part of the success of any school community. Stay up-to-date on what's happening in education at the state level by reading and subscribing to the Maine DOE's regular communications at <http://mainedoenews.net/>.



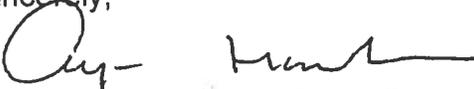
August 13, 2015

To Whom It May Concern:

I have been providing consulting and accounting services to Inspire Me Academy since early 2014 as part of their advisory committee on an as needed pro bono basis. If not for my rigorous work schedule and other personal commitments, I would be a full time board member. Being on the organization's advisory committee provides me with more flexibility to continue my involvement and assistance without the necessity to attend regular meetings. It also allows me to focus my involvement to my area of expertise vs. being burdened with general board responsibilities. In this way, I think my involvement in an advisory capacity is almost more valuable than it might be as a general board member.

Since my initial meeting with the organization through today's date, I have spent at least twenty-five hours providing consulting and accounting services. The in kind value of these hours is \$4,375.00 not including any out of pocket expenses.

Sincerely,



Ayn Hanselmann, CPA

BOURQUE & CLEGG LLC

ATTORNEYS AT LAW
949 MAIN STREET
POST OFFICE BOX 1068
SANFORD, MAINE 04073
TELEPHONE (207) 324-4422
FAX (207) 324-9556

RONALD D. BOURQUE
JEAN L. WALSH
BRADLEY C. MORIN *
ERICA L. AMBRA **

KENNETH R. CLEGG
(1944-2003)
*Also Admitted in MA & NH
**Also Admitted in MA

February 19, 2014

Renee Morin, Treasurer
Inspire Me Academy
44 West Street
Biddeford, ME 04005

TO SERVICES (AS ITEMIZED BELOW)	\$ -0-
TO EXPENSES	<u>\$35.00</u>
TOTAL BILL	\$35.00
BY CREDIT	\$ -0-
TO BALANCE DUE:	\$35.00

Professional services of Ronald D. Bourque, Esq. on behalf Inspire ME Academy. Services included: Service as corporate counsel for year 2013, Preparation and filing with the Secretary of State's office in Augusta, Maine the State of Maine 2013 Annual Report for Nonprofit Corporations On File As of December 31, 2013.

To all of the above:	\$ -0-
Filing Fee:	<u>\$35.00</u>
Total Amount Due:	\$35.00

THIS STATEMENT MUST BE PAID BEFORE JUNE 1, 2014 OR LATE PENALTIES MAY BE ASSESSED BY THE SECRETARY OF STATE'S OFFICE.

William H. Crumley, Ed.D.
P.O. Box 264
Jackman, ME 04945
(207) 668-7694
Email drbcrumley@myfairpoint.net

August 8, 2014

Maine Charter School Commission
182 State House Station
Augusta, ME 04333-0182

Re: Support for Inspire ME Academy

Dear Commissioners,

Having devoted the past two years as a team member (principal) in the successful launch of Maine's first elementary level charter school, the Cornville Regional Charter School, it gives me pleasure to support Inspire ME Academy in its application to be recognized as a Maine charter school.

During the past month I have been meeting and corresponding with Renee Morin and Alison Morin regarding Inspire Me Academy's proposed education plan and academic program. Perhaps more importantly, we have taken considerable time to discuss the actual implementation of a charter school start-up. My advice-giving support as a member of Inspire Me Academy's advisory board will hopefully be ongoing.

I fully support Inspire ME Academy in becoming a public education option that will prepare outstanding students in the greater Sanford region. If you have any questions regarding my support, please feel free to contact me.

Sincerely,

/William H. Crumley/
William H. Crumley

Resume

William H. Crumley, Ed. D.
P.O. Box 264
Jackman, ME 04945
drbcrumley@myfairpoint.net
(207) 668-7694

Education

Doctor of Education (Ed.D.) – Child and Youth Studies with major concentration in School Management and Instructional Leadership (GPA 3.79)
Nova Southeastern University Ft. Lauderdale, FL

Master of Education (M.Ed.) – Social Studies Education (GPA 3.59)
University of Maine Orono, ME

Bachelor of Arts (B.A.) -- Political Science (With Distinction)
University of Maine Orono, ME

Education Work Experience

Cornville Regional Charter School
1192 West Ridge Rd.
Cornville, ME 04976
(207) 474-8503
* Principal (08-2012 to 08-2014)

Left public education in 2006 to take care an aging family member

School Union #92
Trenton School Department/Surry School Department
443 Main St. Ellsworth, ME 04605
(207) 667-7571
* K-8 Principal (1999-2006)

Maine School Administrative District #12
Jackman, ME 04945
(207) 668-5291
* Interim Superintendent Summer 1999
* K-12 Principal (1997-99)
* Social Studies & Environmental Studies Instructor 9-12/Chairperson K-12 (1988-95)

Greenville Schools (School Union #60)
Pritham Ave. Greenville, ME 04441
(207) 695-3708
* K-12 Principal (1995-97)

Maine Certifications Currently Held or Eligible to Activate

- # 010 Superintendent of Schools
- # 050 Principal K-12
- # 066 Director of Adult and Community Education
- # 078 Curriculum Coordinator
- # 200 Social Studies Teacher 7-12
- # 680 Computer Technology Teacher/Coordinator

Published Papers

Crumley, W., (2000). Music therapy: Consider this strategy for students at the margin. Journal of Maine Education, 17(1), 29-31.

Crumley, W., (1998). The common denominator of great teachers: Avoiding Procrustean education. Journal of Maine Education, 14(1), 15-16.

Crumley, W., Gallagher, V., Gallagher, D., Fenderson, C., Amanna, P., & Burnett, M. (1993). Educational Reform Since *A Nation At Risk*: A Decade of Change. (limited printing – no longer available)

Crumley, W. (1993). Utilizing Shared Decision Making in Developing a Comprehensive Computer Technology Plan for a Small Rural K-12 Campus. Educational Resource Information Center (ERIC) ED365287.

Crumley, W. (1992). Utilizing Local Outdoor Resources as a High School Laboratory for Learning: The Problem of Implementation. Educational Resource Information Center (ERIC) ED357986.

Crumley, W. (1990). Maine and U.S. Neighbors: Goals and Objectives for Secondary Level Canadian Studies. (available from Canadian-American Center, University of Maine, Orono, ME 04469)

Professional Affiliations

I have served on state level task forces/committees as follows:

- * Maine Task Force on Technology Education and Goals 2000
- * Maine Learning Results Committee (Social Studies)
- * Maine Principals' Association Professional Development Committee
- * Maine Principals' Association Middle Level Athletics Committee

Lily D. Morin

246 School St. Apt. 2 * Somerville, MA 02145
207-590-8420 * lmor0603@gmail.com

Teacher Certifications

Initial Massachusetts Elementary Certification, Grades 1-6, April 2011

- Initial Maine Elementary Certification, Grades K-8, June 2010
- Initial New York Childhood Certification, Grades 1-6, May 2009

Professional Massachusetts Students with Moderate Disabilities Certification, Grades PreK-8, April 2011

- Initial Maine Students with Disabilities Certification, Grades K-8, June 2010
- Initial New York Students with Disabilities Certification, Grades 1-6, May 2009

Education

Master of Science in Special Education, May 2013

Lesley University, GPA 3.9

Bachelor of Science in Interdisciplinary Arts for Children, May 2009

The College at Brockport, State University of New York, GPA 3.6

High School Diploma, June 2005

Cheverus High School, Jesuit College Preparatory Curriculum, GPA 3.57

Teaching Experience

Special Education Teacher- Grade 4, Chelsea Public School District, Edgar F. Hooks School, September 2011-Present

- Case manage a fourth grade special education case load varying from 7-16 students with moderate disabilities in an inclusion setting
- Co-teach with a general education teacher in an inclusion classroom for the entire day made up of 26 students with about eight students on IEPs.
- Plan, teach, and assess students in fourth grade curriculum along with the general education teacher using units planned with the Understanding by Design methodology.
- Develop and implement the IEP's of each student on the caseload, and attend annual, three-year, and initial IEP meetings.
- A member of the school's Crisis Team and am trained in Crisis Prevention Intervention (CPI).
- A member of the school's Behavior Intervention Team, where teachers refer students who are having trouble with behavior in the classroom.
- Work on the fourth grade team to plan year-long curriculum and offer expertise with students who are on 504's or are going through the RTI or referral processes.
- Assess student's academic achievement abilities using the Woodcock Johnson III- Test of Academic Achievement as a part of the referral or three-year process.
- Administered required state testing (MCAS) to special education students following the accommodations on their IEPs

Special Education Teacher 1-3, Sanford School District, Lafayette School, September 2010-June 2011

- Case managed resource room students with mild disabilities for grades 1-3.
- Planned, taught, and assessed students for (60-90 minute) pull-out math and reading services using the SPIRE program for phonics instruction, guided reading, as well as the Everyday Math Program.
- Developed and implemented the IEP's of each student on the caseload, and attended annual, triennial, and initial IEP meetings.
- Attended weekly referral meetings for the building as the building referral coordinator.
- A member of the building SAT (Student Assistant Team) and attended weekly meetings where school officials work on getting services for students in the building that may need help (counseling, behavior coaches, community/family outreach, etc).
- Provided special education services for a local private elementary school and implemented student's service plans.
- Administered required state testing (NECAP) to special education students following the accommodations on their IEPs.
- Developed and taught an after school dance and theater program for the students of Lafayette school.

Long Term Substitute, Regional School Unit 23, C.K. Burns School, Fourth grade Special Education, January 2010- June 2010

- Case managed a fourth grade special education case load of fifteen students.
- Planned, taught, and assessed students in ninety minutes of pull-out reading services a day, using the SPIRE program for phonics instruction, the Leveled Literacy Intervention (LLI) program by Fountas and Pinnell as well as other reading strategies.
- Co-taught mathematics in two fourth grade classrooms with the regular education teacher using the Investigations-2 curriculum.
- Administered academic standardized tests to special education students such as the WIAT III, GORT, and the KeyMath-3.
- Developed and implemented the IEPs of the fifteen student caseload.
- Attended annual, triennial, and initial IEP meetings for the students on the caseload.

Lily D. Morin

246 School St. Apt. 2 * Somerville, MA 02145
207-590-8420 * lmor0603@gmail.com

Field Experience (continued)

Gifted and Talented Program (GATES), Kennebunk, Maine, December 2008- January 2009

- Assisted and observed three teachers in the GATES program at the elementary level
- Worked with gifted students in their general classrooms as well as in a pull-out enrichment setting
- Collaborated with classroom teachers to discuss ways to help enrich gifted students in the everyday classroom.

Student Teaching Experience, Brockport Central School District, Hill School, Cathy Zimmer, January 2009- March 2009

- Planned, implemented, and assessed two fourth grade classrooms of students in a collaborative co-teaching setting.
- Inclusively taught twelve students with special education needs in a general education setting of forty-seven students.
- Helped develop and implement the IEP goals of the twelve students with special education needs.
- Administered the DIBELS reading and fluency assessment using a palm pilot.
- Created a student chart of strengths, weaknesses, and needs for all forty-seven students in order to help me differentiate instruction during small and large group instruction.
- Worked in conjunction with support personnel to ensure the needs of all students were being met.
- Assisted and differentiated instruction for three students who were English Language Learners.

Work History

ARTS DIRECTOR, *CAMP BERNADETTE*, June 2008- Present (summers)

Director of the art, dance, and drama departments at camp. Plan, prepare, and teach art projects to campers age 6-15. Oversee and evaluate staff members in the dance, drama, and visual art departments.

COUNSELOR/ DANCE INSTRUCTOR, *CAMP BERNADETTE*, June 2006 – June 2008 (summers)

Counselor for a cabin of twelve girls ages nine and ten. Instructed dance for the entire camp of girls ages six to fifteen.

STUDENT HEALTH ADVOCATE, *BROCKPORT HEALTH PROMOTIONS OFFICE*, September 2007- December 2008

Provide the College at Brockport campus with awareness and information on healthy living styles in the areas of mental, physical, social, and emotional well-being.

Interests and Activities

- Member of the NCAA Division III, College at Brockport Women's Soccer team
- 3 year varsity athlete for soccer and basketball at Cheverus High School
- Captain of basketball team - Junior and Senior year of high school.
- Dance: teaching/taking classes

Volunteer Work

- Volunteered in the Student Health Center in Spring 2006
- Volunteered in a kindergarten classroom at St. James School in May 2005
- Volunteered as a dance instructor at Diane's School of Dance from September 2004 until May 2005

Licenses & Certificates

Crisis Prevention Intervention (CPI) Trained
CPR Certified
First-Aid Certified
State University of New York Athletic Conference All- Academic Team
State University of New York Athletic Conference Commissioner's Academic List

Professional Associations

NCAA Student Athletes
Member of the National College Athlete Honor Society, Chi Alpha Sigma

327 GRAMMAR RD • SANFORD MAINE 04073
1-603-953-4451 • HEATHEREE19@YAHOO.COM

HEATHER E. ERICSON

SUMMARY OF QUALIFICATIONS

I have over one year of experience as a Licensed Practical Nurse in a skilled and long term care setting. I am a graduate of Inter Coast Career Institute in So. Portland Maine and I am listed with the Maine Board of Nursing with a current LPN license. I have a combined five years experience as a professional health care provider as both a Nurse and CNA working with traumatic brain injury, end of life, long term, dementia and skilled care.

WORK EXPERIENCE

November 2010-Current Genesis Healthcare- Spring Brook Nursing Center Westbrook, ME
LPN

As an LPN and Charge Nurse my responsibilities include providing treatments such as wound vac and tracheotomy care and the distribution of medications according to the MAR and Physicians orders. Documenting skilled services according to current MDS standards. I lead and supervise the Certified Nurses Assistants on my unit to ensure work is accomplished in a safe and efficient manner.

October 2008-2010 Genesis Healthcare - River Ridge Rehabilitation Center Kennebunk, ME
CNA

Transferred to River Ridge from Oceanside Rehabilitation Center. As a CNA for River Ridge my duties included assisting clients afflicted with traumatic brain injuries with the activities of daily living and documenting client care information to current MDS standards. Provided continuity of care for clients and assisted nurses in obtaining vital signs. Provided care with compassion and respect to maintain the dignity and quality of life for each client.

January 2007-October 2008 Genesis Healthcare- Oceanside Rehabilitation and Living Center Hampton, NH
LNA

As an LNA it was my job to assist with my client's activities of daily living and completing documentation daily required by current MDS standards. Assisted nurses in obtaining vital sign. I provided care and support to client and family during last stages of life.

May 2006-January 2007 Dress Barn Kittery, ME
Assistant Store Manager

As an assistant manager for a major retail chain, my responsibilities included supervising and evaluating team members in a fast paced environment. Duties also included inventory management, payroll assistance and generating projections and estimates of daily, monthly and quarterly sales.

August 2004-May 2006 State Street Discount Portsmouth, NH
Office Manager

Worked as the office manager for a small family owned business. My tasks included assisting with payroll, data entry and inventory controls. Other responsibilities included streamlining office operations and managed office scheduling.

EDUCATION

May 2009-September 2010 Inter Coast Career Institute So. Portland, ME
LPN Certification
Graduated from an accredited LPN program with a 3.7 GPA

2007 Hearts and Minds LNA certification Hampton, NH
LNA certification

REFERENCES

Professional and personal References available upon request

Year 1

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

2015-16

Charter School A

Section 2: Operating Cost Allocations

A) Subsidizable Pupils (includes Superintendent Transfers)

	4YO/PreK	K-8	9-12	Total
1) April 2012	0	75.0	0.0	= 75.0
2) October 2012	0	75.0	0.0	= 75.0

B) Basic Counts

	Average Calendar Year	SAU EPS Rates from Page 1	= Basic Cost Allocations
1) 4YO/PreK	-	X 6,596.00	= -
2) K-8 Pupils	75.0	X 6,596.00	= 494,700.00
3) 9-12 Pupils	-	X 0.00	= -

C) Weighted Counts

	Pupils	EPS Weights	SAU EPS Rates from Page 1	Weighted Cost Allocations
1) 4YO/PreK Disadvantaged @ .4914	0.0	X 0.15	X 6,596.00	= -
2) K-8 Disadvantaged @ .4914	36.9	X 0.15	X 6,596.00	= 36,508.86
3) 9-12 Disadvantaged @ .4914	0.0	X 0.15	X 6,596.00	= -
4) 4YO/PreK Limited English Prof.	0.0	X 0.700	X -	= -
5) PreK-8 Limited English Prof.	0.0	X 0.700	X -	= -
6) 9-12 Limited English Prof.	0.0	X 0.700	X -	= -

D) Targeted Funds

	Pupils	EPS Weights	EPS Targeted Amount	Targeted Cost Allocations
1) 4YO/PreK Student Assessment	-	X	46.00	= -
2) K-8 Student Assessment	75.0	X	46.00	= 3,450.00
3) 9-12 Student Assessment	-	X	46.00	= -
4) 4YO/PreK Technology Resources	-	X	102.00	= -
5) K-8 Technology Resources	75.0	X	102.00	= 7,650.00
6) 9-12 Technology Resources	-	X	308.00	= -
7) 4YO/PreK Pupils	-	X 0.10	6,596.00	= -
8) K-2 Pupils	-	X 0.10	6,596.00	= -

Section 2: Operating Allocation Total

= 542,308.86

Adjusted Total Operating Allocation Amount:

= 542,308.86

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

2015-16

Charter School A

2015-16

Section 3: Other Allocations

A) Other Subsidizable Costs

	Base Year Expenditure	Inflation Adjustment	
1) Gifted & Talented Expenditures from 2011-12	0.00	x 101.60%	= 0.00
2) Career & Technical Education Expenditures from 2011-12	0.00	x 101.60%	= 0.00
3) Special Education - EPS Allocation	6,596.00	Student Count	
Statewide weight: x	1.315	x 15%	
	8,673.74	x 11.3	= 97,579.58
4) Transportation Operating - EPS Allocation	Statewide Rate	Student Count	
	584.00	75.0	= 43,800.00
	Total Other Subsidizable Costs =		141,379.58

Total Adjusted Operating Allocation (Page 2) plus Total Other Subsidizable Costs = 683,688.44

Section 3: Total Combined Allocations (Page 2 Adjusted Total plus Other Subsidizable) = 683,688.44

Comparison only

ORG ID : 1148

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

2015 - 2016

Sanford Public Schools

Section : 2

Section 2: Operating Cost Allocations

A) Subsidizable Pupils (Includes Superintendent Transfers)

	4YO/PreK	K-8	9-12	Total
1) April 2012	0.0	2,089.0	950.0	3,039.0
2) October 2012	0.0	2,056.0	922.0	2,978.0
3) April 2013	0.0	2,058.0	918.0	2,976.0
4) October 2013	0.0	2,080.0	957.0	3,037.0
5) April 2014	0.0	2,063.0	945.0	2,998.0
6) October 2014	0.0	2,136.0	916.0	3,052.0

B) Basic Counts

	4YO/PreK Pupils (Oct only)	K-8 Pupils	9-12 Pupils	Adult Education Courses at 1	4YO/PreK Equiv. Instruction Pupils (Oct only)	K-8 Equiv. Instruction Pupils	9-12 Equiv. Instruction Pupils	SAU EPS Rates from Page 1	Basic Cost Allocations
1)	0.0	2,094.5	930.5	10.9	0.000	0.250	1.375	6,675 =	0.00
2)								6,675 =	13,980,787.50
3)								7,083 =	6,620,267.61
4)								7,083 =	77,204.70
5)								6,675 =	0.00
6)								6,675 =	1,668.75
7)								7,083 =	9,739.13

C) Weighted Counts

	4YO/PreK Disadvantaged @ 0.6461	K-8 Disadvantaged @ 0.6461	9-12 Disadvantaged @ 0.6461	4YO/PreK Limited English Prof.	K-8 Limited English Prof.	9-12 Limited English Prof.	SAU EPS Rates from Page 1	Weighted Cost Allocations
1)	0.0	1,353.3	601.2	0.0	30.0	9.0	6,675 =	0.00
2)							6,675 =	1,354,991.63
3)							7,083 =	638,744.94
4)							6,675 =	0.00
5)							6,675 =	100,125.00
6)							7,083 =	31,873.50

D) Targeted Funds

	4YO/PreK Student Assessment (Oct only)	K-8 Student Assessment	9-12 Student Assessment	4YO/PreK Technology Resources (Oct only)	K-8 Technology Resources	9-12 Technology Resources	4YO/PreK Pupils (Oct only)	K-2 Pupils	EPS Targeted Amount	Targeted Cost Allocations
1)	0.0	2,094.5	930.5	0.0	2,094.5	930.5	0.0	733.0	46 =	0.00
2)									46.00 =	96,347.00
3)									46.00 =	42,803.00
4)									102 =	0.00
5)									102.00 =	213,639.00
6)									308.00 =	286,594.00
7)									6,675 =	0.00
8)									6,675 =	489,277.50

E) Isolated Small School Adjustment

1) PreK-8 Small School Adjustment										0.00
2) 9-12 Small School Adjustment										0.00

Section 2: Operating Allocation Totals

Percentage of EPS Transition Amount:										97.00%
Adjusted Total Operating Allocation Amount:										23,225,741.36

Preliminary Enacted - Adjustments will be made to these printouts throughout FY16

SANFORD SCHOOL DEPARTMENT

July 1, 2012 – June 30, 2013

ABEL, TANJA	\$60.00	BLACKBURN, MADALYN J.	\$2,400.00
ACKROYD, LAURIE A.	\$56,977.38	BLAISDELL, KAREN A.	\$560.00
ADAMS, BRIDGET A.	\$22,868.66	BLANCHARD, ELAINE M.	\$37,551.75
ADAMS, PATRICIA A.	\$17,836.37	BLANCHETTE, LISA A.	\$35,988.60
ALLAIRE, DENISE L.	\$50,642.20	BLOOM, JED T.	\$41,438.08
ALLAIRE, JESSICA M.	\$45,548.93	BLOUIN, KARYN L.	\$20,659.74
ALLEN, DIANA L.	\$51,786.23	BOGAN, RYAN P.	\$3,215.00
ALLEN, JESSICA A.	\$43,836.20	BOISSONNEAULT, MARK E.	\$65,017.27
ALLIS, SARA W.	\$24,424.76	BOISSONNEAULT, STEPHANIE G.	\$48,702.65
ALSTON, KEVIN G.	\$27,917.66	BOLDUC, JOSEPH F.	\$51,276.91
AMES, DIANNE M.	\$56,069.75	BONPIETRO, DEREK J.	\$41,543.78
ANDERMAN, CARA R.	\$36,504.15	BOONE, CORA E.	\$840.00
ANDERSON, JAMIE S.	\$48,825.67	BOONE, MARY	\$55,819.79
ANDERSON, JESSICA J.	\$10,832.99	BORDEAU, COLLEEN M.	\$19,864.11
ANDERSON, JOHN E.	\$6,131.11	BOSTON, LISA M.	\$19,826.68
ANDERSON, VICKI J.	\$15,711.79	BOUGIE, JANE M.	\$19,834.16
ANDREWS, DEBORAH M.	\$35,272.76	BOURASSA, JOANNE M.	\$37,576.00
ANSON, PATRICIA A.	\$8,940.00	BOURQUE, GAIL A.	\$23,987.00
APPLEBY, GRETCHEN A.	\$16,153.83	BOYCE, EDWARD F.	\$55,569.80
ARMSTRONG, BRIDGET E.	\$844.50	BOYD, AMAURIHS	\$1,620.00
ARNOLD, ANTOINETTE M.	\$64,209.80	BRACKETT, DEIRDRE	\$52,689.41
ARONSON, CHRISTINE	\$61,108.14	BRAFFITT, MARGARET L.	\$13,318.68
ARSENAULT, LISA M.	\$23,733.74	BRENNAN, JEAN L.	\$6,528.56
AUGER, PAUL G.	\$54,123.53	BRENT, BEVERLY N.	\$1,440.00
AYERS, PAULA A.	\$18,839.72	BRETON, DARLENE M.	\$38,673.00
BACHELDER, SARA B.	\$12,750.00	BRETON, LINDA M.	\$8,670.00
BADGER, JENNIFER L.	\$38,562.35	BRINE, KAREN L.	\$17,152.00
BAILEY, MICHAEL K.	\$48,879.00	BRINK, BECKY A.	\$18,257.30
BAKER ROUX, CAROL L.	\$59,488.77	BROOKS, MICHELLE L.	\$15,954.10
BAKER, KRISTIE A.	\$41,640.84	BROWN, CAROLYN S.	\$58,327.89
BAKER, MELISSA J.	\$17,905.41	BROWN, CYNTHIA L.	\$17,412.10
BALL, BETH A.	\$38,197.38	BROWN, FERN L.	\$60,682.37
BARON, SHERRI L.	\$49,539.38	BROWN, HOLLY K.	\$43,674.47
BARR, ELIZABETH A.	\$7,284.35	BROWN, KENDRA	\$53,283.60
BARRY, ERIN L.	\$43,965.72	BROWN, RONALD R.	\$22,337.60
BARTLETT SR, CRAIG	\$32,862.45	BROWN, STEVEN C.	\$33,270.86
BEAN, STEPHANIE A.	\$3,500.00	BROWNELL, TIMOTHY A.	\$19,292.60
BEATTIE, MELINDA M.	\$15,007.19	BRUNNER, PATRICIA	\$49,643.50
BEAULIEU, TRACY L.	\$15,147.82	BRYAND, TEGAN J.	\$1,205.50
BEAUPRE, ERIN C.	\$11,537.25	BRYANT GAFFNEY, PRISCILLA M.	\$1,841.25
BEDELL, SUSAN L.	\$57,166.80	BRYANT, KIMBERLY L.	\$39,483.77
BELANGER, JUDY A.	\$5,692.78	BURBANK, RACHEL AC	\$10,239.51
BELL, TODD J.	\$56,271.67	BURGESS, JENNIFER M.	\$13,720.74
BELLEFEUILLE, ADAM L.	\$43,730.61	BURNETT, GAIL L.	\$13,165.00
BELMONT, KATHRYN J.	\$51,686.08	BUSSIERE, STEVEN R.	\$87,273.00
BEMIS, CELESTE T.	\$20,966.84	BUTLER, JANET R.	\$60,225.17
BEMIS, ELIZABETH M.	\$58,900.53	BUTLER, PAULINE	\$34,778.00
BENNETT, DEBORAH M.	\$62,772.35	CALDWELL, LISA L.	\$59,879.37
BERUBE, JACQUELINE C.	\$61,433.01	CAMIRE, ANGEL M.	\$49,054.20
BEYEA, AMY E.	\$15,430.34	CAMIRE, HEIDI H.	\$20,676.67
BIRCH, KAREN E.	\$45,572.29	CAMIRE, KATHY D.	\$60,741.82
BISSELL, KAREN L.	\$14,476.82	CAMIRE, MARK J.	\$64,508.48
BISSELL, RYAN L.	\$7,659.22	CAMPBELL, ANDREA L.	\$70.00
BISSELL, STACEY L.	\$96,082.00	CAMPBELL, KIMBERLY A.	\$480.00
BJORN, LAURIE O.	\$70,059.68	CANNEY, TARYN L.	\$57,221.10
BLACK, SANDRA L.	\$12,416.22	CANNON, MARGUERITE F.	\$6,513.78

SANFORD SCHOOL DEPARTMENT

July 1, 2012 – June 30, 2013

HARTNETT, DIANE M.	\$17,306.00	KAYE SCHIESS, PATRICIA A.	\$62,049.01
HARTNETT, HELEN G.	\$600.00	KENNY, PRISCILLA C.	\$4,500.00
HATCH MELCHER, AMANDA G.	\$372.50	KERR, NANCY M.	\$60,430.05
HATHAWAY, CARRIEE J	\$17,576.48	KERRIGAN, LINDA R.	\$9,420.00
HATHAWAY, TROY D.	\$49,276.85	KIERNAN, MATHEW A.	\$41,966.58
HEATH, CATHERINE W.	\$59,811.81	KILLER, TYLER R.	\$153.00
HEILSHORN, GEORGE H.	\$74,152.83	KIMBALL, KATELYN A.	\$29,500.02
HELMER, SAMANTHA R.	\$983.70	KIMBALL, LAURIANNE	\$4,860.00
HELMREICH, ALAN A.	\$59,597.70	KING, CASTINE M.	\$1,049.75
HENNELLY, SHELBY A.	\$360.00	KING, CRYSTAL L.	\$29,408.46
HENNESSEY, JANET S.	\$58,633.15	KING, ROBYN P.	\$297.50
HERLIHY, MARGUERITE G.	\$1,000.00	KIRTON, JANE C.	\$50,242.77
HERSOM, ELIZABETH M.	\$2,175.34	KIRTON, LAURA J.	\$37,564.27
HESS POMBER, MARTHA	\$76,149.87	KISHIMOTO, MARIANNE R.	\$8,507.69
HIGGINS, PATRICK D.	\$369.00	KITCHEL, HELEN E.	\$35,844.07
HILL, HUGH E.	\$52,196.62	KNIGHT, KAREN L.	\$19,110.87
HILTON, DIANE E.	\$57,125.43	KNOWLTON, ERIC L.	\$96,615.69
HOBGOOD, JESSICA L.	\$34,627.25	KNOX, LORRAINE R.	\$405.00
HOCTOR, NANCY E.	\$14,360.61	KOLOSOWSKI, PATRICIA	\$11,660.00
HODGDON, ALYSSA B.	\$480.00	KOWALSKI, ANGELA M.	\$180.00
HODGDON, DONNA L.	\$55,783.77	KRALOVEC, CLARICE A.	\$53,224.99
HOGAN, JUDITH J.	\$60,879.19	KRUPSKY, RACHEL E.	\$57,869.56
HOLMES, MELISSA L.	\$34,279.17	KUCSMA, MICHAEL C.	\$41,500.00
HOOVER, CHARLES A.	\$59,239.29	KUMKA, KATHLEEN C.	\$300.00
HOPE, ABIGAIL	\$37,471.13	LABBE, ANGIE D.	\$29,567.10
HORNE, JENNA T.	\$6,645.00	LABER SMITH, REBECCA A.	\$55,555.13
HOWARD, LISA A.	\$6,491.25	LACLAIR, ARLINE M.	\$15,273.53
HOWARD, THURLEY F.	\$17,040.99	LACROIX, EDITH J.	\$46,955.48
HOWELL, WENDY M.	\$15,180.92	LAMBERT, BETHANY T.	\$44,729.50
HUDSON, LAURA E.	\$900.00	LAMONTAGNE, PAUL A.	\$30,456.11
HULL, CHRISTINE H.	\$3,483.00	LAMOREAU, SUSAN B.	\$62,645.86
HUNTER, JENNIFER L.	\$40,435.87	LAMPERT, ALLEN	\$83,902.23
HUNTER, SHERRY P.	\$120.00	LANDER, VALERIE L.	\$27,313.69
HUNTLEY, CHRISTOPHER R.	\$52,277.19	LANDRY, RICHARD P.	\$39,548.36
HURLEY, ROBERTA R.	\$37,571.25	LANE, JEFFREY V.	\$40,286.55
HUSSEY, PATRICIA A.	\$19,712.97	LANSING, LISA ANNE	\$52,725.78
HUTCHINS, GEORGIA L.	\$25,347.75	LANSING, ROBERT	\$3,276.00
HUTCHINS, LEANNE R.	\$8,015.68	LANTAGNE, CAROL B.	\$17,242.00
JACK, BLAINE H.	\$475.00	LAPHAM, BRUCE H.	\$3,215.00
JACKSON, RICHARD R.	\$360.00	LAPOINTE, KIMBERLY A.	\$30,517.83
JACQUES, JONATHAN D.	\$60,472.67	LAPRISE, CYNTHIA M.	\$21,815.20
JAMISON, DONALD S.	\$2,000.00	LAROSE, PATRICIA J.	\$20,520.36
JAMISON, KIM B.	\$1,230.00	LARSON, ANDERS	\$57,886.84
JANSEN, JODY A.	\$8,863.07	LARSON, FLORENCE	\$30,342.53
JARRETT UTGARD, JULIE ROSE	\$3,551.00	LAVERTU, LINDA L.	\$19,856.00
JEANNETTE, JODI L.	\$38,494.24	LAVIGNE, ANITA L.	\$55,894.79
JEPSON SR, RICHARD D.	\$32,009.86	LAVIGNE, BETH A.	\$14,600.54
JERRAM, LORI A.	\$10,865.74	LAWRENCE, CYNTHIA A.	\$24,621.24
JOHNSON, KRIS A.	\$860.00	LEBEL, DELANO D.	\$999.96
JONES, KATHLEEN A.	\$54,693.61	LECOMPTE, ALLYCIA A.	\$7,020.00
JONES, NANCY S.	\$19,512.98	LEDUE, CLAIRE D.	\$1,808.95
JOSIAH GEAUMONT, MELINDA	\$48,715.55	LEET, PATRICIA A.	\$77,341.23
KANE, MICHAEL P.	\$48,735.68	LEGER, DONNA L.	\$26,157.00
KANE, NANCY B.	\$53,859.34	LEGER, KELLY E.	\$903.14
KANTOLAK, KAREN M.	\$43,303.69	LEGERE, ALEXANDER M.	\$340.00
KAPISE, MATTHEW F.	\$560.00	LEGERE, NORMAN R.	\$4,620.00

P Lefy.

SANFORD SCHOOL DEPARTMENT

July 1, 2012 – June 30, 2013

LEGERE, ROLAND H.	\$66,672.93	MARTINEAU, RICHARD A.	\$33,209.77
LEGRAND, HUNTER W.	\$216.75	MASTRACCIO, ALBERT J.	\$4,020.00
LEGRO, FRED M.	\$26,148.51	MASTRACCIO, JOSEPH	\$44,742.62
LEHOUX, CANDACE L.	\$16,618.29	MASTRANGELO, JOANNE M.	\$3,138.75
LEHOUX, GALE A.	\$331.50	MATHIEU, ETHAN A.	\$38.25
LEIGH, NOEL L.	\$29,472.25	MATHIEU, ETHEL L.	\$9,480.00
LEMELIN, ZACHARY T.	\$28,535.02	MCALLISTER, NICOLE S.	\$35,399.43
LEONARD, NICOLE E.	\$9,912.25	MCCALL, DAVID E.	\$57,165.68
LEONARD, WILLIAM G.	\$350.00	MCCALL, KATHRYN A.	\$38,318.50
LESSARD, JAMES M.	\$40,388.76	MCCALL, KATRINA B.	\$57,101.42
LESSARD, MARK S.	\$33,328.42	MCCORMICK, KEVIN B.	\$35.00
LEVASSEUR, PETER J.	\$67,933.11	MCDERMOTT, JOANNESPRING	\$61,185.87
LEVASSEUR, REBECCA A.	\$16,848.74	MCGEHEE, ELIZABETH E.	\$180.00
LEVESQUE, JENNIFER M.	\$15,375.02	MCGEHEE, KAREN I.	\$61,942.77
LHEUREUX, ANNE M.	\$24,522.05	MCGUCKIN, ROISIN S.	\$47,174.53
LHEUREUX, JOEY G.	\$5,670.00	MCGUIGGIN BRADY, COLLEEN	\$61,848.98
LHEUREUX, KARLA A.	\$20,903.66	MCGUIRE, BETHANY J.	\$54,204.06
LHEUREUX, LAUREN A.	\$660.00	MCKAY, JENNIFER L.	\$2,800.00
LIBERTY, DANIELLEFR	\$2,310.00	MCKEON, MARTIN M.	\$67,471.44
LIEBERMAN, PATRICIA B.	\$15,612.90	MCKEOWN, MATTHEW J.	\$31,925.00
LIZOTTE, SUSAN A.	\$10,230.00	MCMASTER, DANIEL B.	\$41,897.78
LOIGNON, ODELLE M.	\$57,878.10	MEAGHER, AMBER L.	\$120.00
LONGFISH, MARGO C.	\$46,545.58	MEDEIROS, HILLARY A.	\$29,384.87
LONTINE KEARSON, ROSSIE B.	\$52,441.53	MEEHAN, ROBIN B.	\$56,955.40
LORD, SHARON	\$240.00	MELLO, DEBRA M.	\$10,364.40
LOUNSBURY, CATHERINE J.	\$20,787.82	MERLIN, LISA A.	\$13,922.06
LOWELL, GARY R.	\$19,259.00	MERRICK, ELEANOR B.	\$71,666.65
LOWRY, JAMES K.	\$300.00	MESSIER, LIANNA R.	\$30,345.29
LOWRY, LAURENCE A.	\$11,545.50	MEUNIER, JAMES M.	\$26,484.66
LUNNY, JOIELLE K.	\$1,632.10	MICHAUD, GALE M.	\$14,521.27
LYDON, PAMELA M.	\$77,068.66	MILIANO, JOSEPH G.	\$19,118.48
LYONS, BARBARA D.	\$57,635.30	MILIANO, KAREN E.	\$63,866.58
MACCONNELL, JUDITH A.	\$5,950.00	MILIANO, MARIA C.	\$42,580.16
MACDONALD JOHNSON, JEANNE	\$1,205.50	MILLIKEN, DANIEL L.	\$39,005.55
MACDONALD, ALAN H.	\$780.00	MINCHIN, KIMBERLY R.	\$45,064.51
MACDONALD, THERESA L.	\$48,212.60	MONAHAN, STEPHANIE A.	\$1,380.00
MACDOUGAL, GREGORY M.	\$37,676.05	MOREAU, ROGER J.	\$1,053.15
MACE, JEANNE M.	\$19,869.18	MOREY, KATHLEEN A.	\$210.00
MACEACHERN, ANN E.	\$50,706.85	MORIN, JEANNE H.	\$18,658.98
MACEDO, MARY P.	\$14,723.88	MORIN, MICHAEL G.	\$48,557.99
MACINTYRE, JUSTINE B.	\$14,646.20	MORRIS, SUSAN W.	\$3,572.50
MACOMBER, ERIN	\$562.12	MORRISON, APRIL	\$51,617.62
MACOMBER, ERIN A.	\$14,129.90	MORRISON, RACHEL A.	\$264.50
MACPHERSON, AMY B.	\$1,080.00	MORSE, KATHLEEN E.	\$18,886.93
MAHONEY, DOROTHY F.	\$960.00	MOULTON, MARY L.	\$10,340.73
MAHONEY, FRANCIS X.	\$60,760.29	MUELLER, CARLA J.	\$62,120.53
MALLON, DIANE E.	\$34,743.75	MULVEY, CATHLEEN I.	\$65,790.37
MALLON, SARAH E.	\$39,098.17	MUNRO, ALEXANDER T.	\$45,000.00
MALTESE, JANE M.	\$9,705.90	MURPHY, JOHN A.	\$32,182.93
MANN, NATHAN R.	\$43,870.92	MURRAY, ELLEN A.	\$56,057.21
MANSON, KAYLA M.	\$10,312.63	NAIMEY, AISHA E.	\$40,141.70
MAPES, JONATHAN B.	\$1,000.00	NASON, SARA L.	\$56,274.06
MARASS, ELIZABETH B.	\$47,865.81	NEELY, KEVIN P.	\$27,841.14
MARASS, JESSICA M.	\$5,745.99	NELSON, THERESA L.	\$17,742.40
MARGOLES, DORIS	\$60,370.54	NEUBERT, NANCY W.	\$62,292.77
MARTIN, JUDITH A.	\$64,661.42	NEVISON, GERALDINE B.	\$4,848.75

Bear'z Gourmet

837 Main Street

Sanford, ME 04073

(207) 651-5356

bearz@metrocast.net

August 4, 2015

Inspire ME Academy

P.O. Box 122

Springvale, ME 04083

RE: School breakfast/Snack/Lunch Costs

Those Concerned:

I am writing to you today to give you food costs for a breakfast, snack and lunch. I also am including a sample of 2 days with exact costs today from my distributor. Most menus will cost very close to the same. All foods are homemade, not processed whenever possible.

Day 1

Breakfast:

Egg, Ham, & Cheese Breakfast Sandwich

.17 Whole Grain English Muffin

.24 Whole Egg

.14 American Cheese

.24 Ham

.33 100% Apple Juice

.24 2% Milk

1.36 total

Snack:

.30 Raisins or

.22 green Grapes

Lunch:

Cheese Pizza 1/8 of a deep dish homemade

.14 Pizza Dough

.11 sauce

.25 3 cheese blend

.50 total

Tossed Salad

.07 Romaine

.17 Cucumber

.22 Grape tomato

.10 dressing

.39 Total

.24 2% Milk

.25 Cookie

Total lunch \$1.38 unless they request 2 slices of pizza \$1.88.

Day 2

Breakfast:

.19 Scrambled Egg w/shredded cheddar cheese

.09 Homemade homefries

.38 100% Orange Juice

.24 2% milk

1.20 Total

Snack:

.19 Fresh Carrot Sticks or

.20 Clementine

Lunch:

.57 Homemade chicken fingers (breast meat) 4 lg. fingers

.17 Homemade sweet potato fries

.15 Roasted fresh green beans

.17 Fresh Cucumber

.24 2% milk

.10 jello

Total lunch would be \$1.40 unless requested 2 more chicken fingers \$1.69

Conclusion:

Day 1 would cost \$2.96 to \$3.54 depending on choices and amounts.

Day 2 would be \$2.79 to \$3.09.

Students would also have the option to have juice vs. milk if requested raising costs just a few cents. Students would also be allowed to have extra fruits and vegetables upon request also raising this a few cents.

Overall I believe students could be fed every day for a maximum of \$4.00 per day.

If you have any questions feel free to contact me at information provided above.

Thank you

Karen Hebb
Chef/Owner

Robert Morin

From: "Renee Morin" <renee.morin1@maine.edu>
Date: Tuesday, August 12, 2014 4:04 PM
To: "Robert Morin" <rjmorin@myfairpoint.net>
Subject: Fwd: Busing for Inspire ME Academy

print

----- Forwarded message -----

From: Eric Knowlton <eknowlton@sanford.org>
Date: Mon, Nov 25, 2013 at 11:21 AM
Subject: RE: Busing for Inspire ME Academy
To: Renee Morin <renee.morin1@maine.edu>
Cc: Scott Wyman <swyman@sanford.org>

Renee-

Thanks for your note regarding transportation for 2014-15.

In order for the district to consider making a commitment we would need to know how many students this involves, am and pm transportation needs, residences of these students and the length of your school year.

The district currently has eighteen runs in the am and pm and the pick up and drop off times are dependent upon the students being K-5 or 6-12. In our current budget there are no activity buses

at the 6-12 level due to budget cuts. Two of our after school programs, which cover all of Sanford, are scheduled to leave at 5:00 from three of our elementary schools.

I would be happy to discuss any other concerns or questions you might have regarding student transportation.

Regards,

Eric L. Knowlton
Assistant Superintendent
Sanford School Department
917 Main Street
Sanford, Me. 04073
324-2810

From: Renee Morin [mailto:renee.morin1@maine.edu]
Sent: Monday, November 25, 2013 8:04 AM
To: Eric Knowlton
Subject: Busing for Inspire ME Academy

Hello Eric,

As per our conversation last week, I would like to request a written commitment advising that the

district would be willing to provide busing at a cost TBD for Sanford Students that choose to attend our school. We hope to locate in the center of town and hopefully will be convenient to most current runs. Could you also please indicate your current earliest and latest run of the day. We look forward to working with the district in a manner that benefits all the students in Sanford. We appreciate your help!

Sincerely,
Renee Morin
Inspire ME Academy
282-3557

8/12/2014

Hi Norrie,

I just wanted to check in with you. Inspire ME Academy is considering applying for our Charter again and wanted to see if Electricity Maine would still consider partnering with us if we are able to get our Charter approved and open as a Public Charter School.

We would be looking to open in Fall 2016 if approved.

thanks,
Renee Morin
Inspire ME Academy
[207-282-3557](tel:207-282-3557)

On Mon, Oct 6, 2014 at 10:22 AM, Norrie Crocker <NCrocker@electricityme.com> wrote:

Hiya Renee,

It was such fun to meet you at the B2B in Saco. Thank you for coming up to our table!! I've been away on vacation for a while so just getting my act together.

As I mentioned when we spoke, I've had a response from my boss, the VP of Marketing to your funding request. Rather than trying to restate it, here is the actual text:

All Maine Charter Schools are governed by a nonprofit board (as Inspire ME is). These boards though do not have a role in educating/teaching- they primarily are a governing body/advocacy and so on. Some Charter Schools in Maine (especially those of the virtual variety) are run by a for profit company.

We (Electricity Maine) can support public charter schools as Power to Help partners as long as the following conditions are met:

- there is not a for profit entity involved in the curriculum (which I don't believe is the case with Inspire ME)
- They have to be approved by the Maine Charter School Commission
- Have the O.K. to begin enrolling students

The last two are to ensure that these schools are actually going to be up and running-intentions are one thing, but we can't give money to an organization who isn't yet doing what they set out to do. I believe Inspire Me has their meeting with Maine Charter School Commission on October 28th.

In short we want to support the actual education/teaching- not the "board" with what amounts to funds to help with advocacy before they have begun actually teaching.

Please let me know if you have any more questions at this point. As you can see, there is definitely an interest in Inspire ME; so keep us posted as the process continues!!

All the best,

Norrie

Norrie Crocker
Community Outreach Coordinator
Electricity Maine
306 Rodman Road
Auburn, ME 04210
ncrocker@electricityme.com



Norrie Crocker <NCrocker@electricityme.com>
to me

May 14

Hi Renee,

Thank you so much for touching base and providing all the information about Inspire ME Academy! I'm sorry I wasn't able to phone you back yesterday. I will phone you tomorrow morning. We can talk about what our Power to Help Partnership is all about and see if there is a connection.

Cheers,

Norrie

Norrie Crocker
Community Outreach Coordinator
Electricity Maine
306 Rodman Road
Auburn, ME 04210
ncrocker@electricityme.com

ElectricityMAINE
The Power to HELP

Karen Hebb
3A Beacon St.
Sanford, ME 04073
(207) 651-5356
teamhebb@townsquarerg.com

August 4, 2015

Maine Charter School Commission
182 State House Station
Augusta, ME 04033-0182

Re: Support for Inspire ME Academy

Those Concerned,

I wish to express my support for Inspire ME Academy. My husband and I have been raising our grandson for the past 3 years and believe we will be doing so for the rest of his school years. My granddaughter is being raised by her great-grandparents. She has been with them since she was 2 years old and is now 11. I truly believe as grandparents raising children today we need all the help we can get. This school would give them the extra inspiration they need. My granddaughter is very bored with school and is not challenged enough and I believe this would be the answer for her. We do not have the funds to send them to private school so this would be a great help to both of us.

I also often wonder if there had been something like this when I was raising my own girls if this would have benefitted my daughter that took the wrong path. She always struggled with school and everything we tried didn't work. They kept passing her even though she was doing terribly. To this day my daughter can still barely read and write. I think added attention would have been a huge help to her and us.

Being a realtor in the community I know this would be one more great school I could tell my clients about and give them an added option. I fully support Inspire ME Academy. Please feel free to contact me.

Sincerely,

Karen Hebb

Inspire ME Academy



At Inspire ME Academy our mission is to *Inspire Greatness*. We believe every student is capable of reaching their potential when provided with a meaningful education. We are committed to student success. Inspire ME Academy will offer a complete educational opportunity with more school days and a longer school day; giving students more time for learning. We will have a rigorous academic program. We will teach character education with the same enthusiasm as we would teach academics. Inspire ME Academy will have a positive rewards based discipline structure that encourages strong self-esteem. Student progress will be assessed often ensuring students are constantly progressing and meeting goals. Inspire ME Academy aims to include all children in an environment where they can be successful. Kindness and community will be celebrated. Families will be asked to commit to their student's success. The respectful partnership of Teachers, Students, Parents and Community guarantees our students success.

Inspire Me Academy will be applying to the State Charter Commission this fall to operate a Public Charter School in the Sanford/Springvale area. It will be a free educational opportunity for any child in Maine who is interested in attending. Inspire ME Academy will serve grades 4, 5 and 6 in the first year of operation and adding grades 7 and 8 in the next two years respectively. We are looking forward to a fall of 2013 open.

Informational Public Meeting
Thursday--October 25th at 6pm
2012

Location: Goodall Library Community Room
Sanford, ME



Inspire ME Academy

A proposed Public Charter School for Grades 4-8



Our mission is to **Inspire Greatness**. We believe every student is capable of reaching his or her potential when provided with a meaningful education. We are committed to student success.

INFORMATIONAL MEETING

SPRINGVALE LIBRARY

Saturday, JUNE 14, 2014

FROM 10AM TO 12PM

Refreshments provided by Tim Hortons of Biddeford



We are currently looking for help in the area of finance and marketing. We need two volunteer board members to make this idea a reality. We are looking for someone to take on the role of Treasurer and committed educators who would like to help offer a new and exciting choice in education for York County.

Our goal is to locate in Sanford/Springvale but serve all of York County. We also seeking members for our Facilities Committee to help us locate and acquire a great location.

For more info, check out our website at www.inspiremeacademy.org

Follow us on **Facebook** or Twitter: @inspireMEmaine

or call

Renee Morin 282-3557

PO Box 122, Springvale, ME 04083

Inspire ME Academy will be a **FREE EDUCATIONAL OPPORTUNITY** for any child in Maine who is interested in attending for **GRADES 4-8!**

Re: Inspire ME Academy Inbox x Inspire ME x

Amy Bates <adpcollege@yahoo.com>
to me

11/27/13

Hello Renee,

I have been looking for a school with a strong academic focus. So far I have nothing that I can afford. Currently my daughter is at a private Christian school. We are not happy with the academic portion of the school. My daughter is only in the Kindergarten, and yes I need something before the first grade. However I would like to be advocate for charter schools that offer a strong academic focus. If we will feel that Inspire ME Academy is able to offer a academic program that meets our needs we are there.

I look forward to hearing from you.

Thank you,

Amy Bates
207-409-2141

Inspire ME Academy Survey

Name: Kristin Daly
Address: 65 Payneville, Sanford, Me 04073
Email Address: tdandkdaly@metrocast.net
Would you like email updates on our progress? yes
Phone Number: 207-651-6598

Received
7/14

Do you have school age children? (List current grades) 3rd & 1st

If so what school/district do they attend Sanford, Me

Are you looking for options for your child/children's education? yes

Do you have any suggestions for what you would like to see/ have in a charter school in your community? Enrichment opportunities, strong

academies that allows for individualized instruction, parent/child & teacher accountability, well-trained supportive teachers & administrators, updated & reliable technology. Supportive, comfortable & engaging environment.
Would you be willing to contribute or help in any way to the development of Inspire ME Academy?

Academy (if yes explain how)?

Yes. I'm not sure if there would be a conflict of interest, but I am an educator with 11 years of experience with a masters in Literacy/ Curriculum & Instruction.

Did you find this meeting informative?

Very informative informative somewhat informative not informative

Very happy I attended, but interested in more specifics such as: curriculum. I'm anxious to learn more. I also know of others that are interested, but unable to attend this meeting.

Inspire ME Academy Survey

J

Name: _____
Address: _____
Email Address: _____
Would you like email updates on our progress? yes
Phone Number: _____
Do you have school age children? (List current grades) 1st + 3rd
If so what school/district do they attend MCS - Sanford
Are you looking for options for your child/children's education? yes

Accepted
7/14

Do you have any suggestions for what you would like to see/ have in a charter school in your community? _____

- I would like to see a science + math focus; hands on learning, as well as technology focus; Strong value system; well rounded ability

Would you be willing to contribute or help in any way to the development of Inspire ME Academy (if yes explain how)?

Absolutely; will put thought into what we need to benefit the charter group.

Did you find this meeting informative?

Very informative

informative

somewhat informative

not informative

Inspire ME Academy Survey

Name: _____
Address: _____
Email Address _____
Would you like email updates on our progress? yes
Phone Number 6 _____

Added
7/14

Do you have school age children? (List current grades) K, 3rd
If so what school/district do they attend Sanford MCS
Are you looking for options for your child/children's education? yes

Do you have any suggestions for what you would like to see/ have in a charter school in your community? Project based learning, personalized education, lower student/teacher ratio.

Would you be willing to contribute or help in any way to the development of Inspire ME Academy (if yes explain how)?

~~Yes~~ possibly, not sure

Did you find this meeting informative?

Very informative

informative

somewhat informative

not informative

Inspire ME Academy Survey

Added
7/14

Name: _____
Address: _____
Email Address _____
Would you like email updates on our progress? yes
Phone Number 8 _____

NO Do you have school age children? (List current grades) 3 children, all grown,
If so what school/district do they attend attended RSU# 57 schools
Are you looking for options for your child/children's education? no

Do you have any suggestions for what you would like to see/ have in a charter school in your community? strong academics, character education, community service, high expectations for success, ability of educators to tie academics to real life, respect and cooperation, good communication skills,

Would you be willing to contribute or help in any way to the development of Inspire ME Academy (if yes explain how)?

I am retired teacher (27 years), taught past 25 at Alfred Elem. I retired early (5 years ago) for a couple personal reasons (terminal illnesses of 2 →

Did you find this meeting informative?

Very informative informative somewhat informative not informative

Close family members - since deceased.)
Since "retirement" I sub more than
half-time (90 days/year) in RSU 57 schools.
I sub for many long term situations,
all gr. K-8. (6-10 weeks at a time)

I am currently certified grades K-8,
with special ed certification K-12.

I feel I have a wealth of talent
from prior teaching experience, and could
bring much to share with this
"grass roots" school.

I'd like to learn more about
your vision & hopes. I'd look forward
to talking with you how I could
work as a teacher (part time - not
Full time.) Currently I am allowed to
work 90 days per year under Maine
State Retirement system.

I am creative, like to think out of the
box, have great connections with children,
and a special "knack" for teaching.
There is a need for change in our
public schools. Good luck to you!

Inspire ME Academy Survey

Name: _____
Address: _____ 713
Email Address: _____
Would you like email updates on our progress? yes
Phone Number: _____
Do you have school age children? (List current grades) 1st Grade
If so what school/district do they attend Sanford (Lafayette)
Are you looking for options for your child/children's education? yes

✓
Added
7/14

Do you have any suggestions for what you would like to see/ have in a charter school in your community? _____

Would you be willing to contribute or help in any way to the development of Inspire ME Academy (if yes explain how)?

leg work - steady buzz

Did you find this meeting informative?

- Very informative informative somewhat informative not informative

RE: Inspire ME Academy Board Meeting Inbox x

Mesha Quinn
to me

Aug 5

Hello,

I apologize, but I will not be able to commit myself to the board at this time. I just received a new offer of employment that I am very excited about, but it will be much more of a commitment for me. Right now, I would like to focus on my new employment before taking anything else new on. However, I would like to stay in touch. I would be interested in helping with fundraisers and maybe in the future I might be in a position to assist on a more fundamental level.

Thank you and I truly wish you all good luck in the important endeavor.

Mesha Quinn