



14 January, 2013

Dear Commission –

Pursuant to the letter received dated October 9, 2012, please find enclosed four bound sets of the revised application, tabbed and paginated; one original copy – not tabbed; and one CD containing an electronic version of the complete submission.

We also have completed the following sections and you can find these revisions on the following pages:

REVISIONS	ACTION ITEM	PAGE(S)
Education	<ul style="list-style-type: none"> Along with formative assessment of knowledge build an assessment system which includes common assessments and standardized measures for summative evaluation and accountability purposes. (This system will need to address the standards of the Maine Learning Results/Common Core.) An aid to this work will be the Performance Measures and Metrics which accompanied the RFP which will inform the data to be collected for Monitoring purposes. 	<p>See pp. 36-37 of the narrative.</p> <p>See Attachment 1 - Performance Indicators Rubric.</p>
Governance	<ul style="list-style-type: none"> Demonstrate that the Governing Board for the Charter School is independent, and has legal, fiscal, and functional authority for the operation of the school. It is suggested that the MEANS contract and bylaws is a model that would apply to the parent-school relationship that Fiddlehead school will have with the Fiddlehead Center. 	<p>See Exhibits 12, 13, 14, and 15 for corporate documents (Articles of Incorporation, Bylaws, IRS form 1023, and Conflict of Interest Policy).</p> <p>Also see attached to this cover letter and as Attachment 11 in the application a letter from attorney Arnold MacDonald regarding the school's corporate structure.</p>
Organization Section	<ul style="list-style-type: none"> Project out the pre-opening cost plans. Obtain letters from community partners. 	<p>See Attachment 10, Pre-Opening Plan, and Exhibits 19-21 - Budgets, pp. 4-9, for the pre-opening costs.</p> <p>See Attachment 9, Letters of Support and Cooperation.</p>
Business & Financial	<ul style="list-style-type: none"> Revisit and redraft start up and projected enrollment figures for the next five years. Software - Enter into discussions with Department of Education personnel regarding software needs as students are enrolled with unique identifying numbers and determine software that will be needed to submit state and federal data. Detail in budget for a contingency plan to handle unexpected special education costs. 	<p>See p. 44 of narrative, entitled "Exhibit B".</p> <p>See Attachment 7, Maine Dept of Education Report Requirements.</p> <p>See Exhibits 19 - 21, Budgets, labeled p.7 of 29.</p>

Thank you in advance for your final consideration.

Sincerely,

Jacinda J. Cotton-Castro

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January 16, 2013

Maine Charter School Commission

Re: Fiddlehead School

Dear Commissioners:

Fiddlehead School (the “School”) has engaged us to review its corporate structure to address the need for independence from the Fiddlehead Art and Science Center (the “Center”). We have reviewed the draft articles of incorporation and by-laws that Fiddlehead School initially submitted to the Commission, as well as the organic documents for the Maine Academy of Natural Sciences, which I understand some Commissioners may have suggested as one example of a set of documents that the Commission had approved.

Based on this review, Fiddlehead School has made the following changes to its draft by-laws, among others:

- The Center no longer has the power to appoint and remove all directors. It may appoint and remove the largest possible minority of the School’s directors (the “Appointed Directors”);
- The School’s Directors nominate and elect the non-appointed Directors (the “Elected Directors”). The Center may make nominations, but that right is explicitly non-exclusive;
- The School’s Executive Director is an *ex officio* member of the School’s Board, with no voting rights;
- No regular employees of the School may be voting directors;
- The appointments mentioned above aside, the Board of Directors of the School is empowered to conduct the business affairs of the School independent of control by the Center, except that the Center’s approval is required for the following fundamental changes in the School:
 - A change in the number of directors
 - A dissolution
 - A merger or consolidation with another entity
 - The sale or lease of substantially all of the school’s assets.

Maine Charter School Commission
January 16, 2013
Page 2

The School also has a customary conflict of interest policy, further ensuring independent decision making.

We remain committed to assist the School in matters of governance, independence from the Center, and any other legal concerns.

Sincerely,

Arnold C. Macdonald

ACM



Fiddlehead School of Arts & Sciences

Unfold Your Child's
Potential

Charter School
Application
2012-2013

REVISED JANUARY 2013

State Charter School Commission
Executive Summary
(Exhibit A)

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

Name of proposed Public Charter School Fiddlehead School of Arts and Sciences

Name of entity that will hold the charter Fiddlehead Center for the Arts

Primary contact Jacinda Cotton-Castro

Title/Relationship to entity Executive Director

Mailing Address P.O. Box 1689
Gray, ME 04039

Telephone (Primary) 207.657.2244 Telephone (Secondary) _____

Email address jacinda.joy@yahoo.com

Education Service Provider (if applicable) n/a

Partner Organization (if applicable) n/a

Physical address of school 25 Shaker Rd.
Gray, ME 04039

School administrative unit in which the school will be located MSAD #15

Intended opening date Sept 10, 2012

Proposed grades and initial enrollment preschool - grade 1,
30 students

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. see attached summary

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 Jacinda J. Cotton-Castro Date _____

Printed Name Jacinda J. Cotton-Castro Title (Position) Co-Founder & Executive Director

Exhibit 1b: Executive Summary Narrative

Fiddlehead School of Arts & Sciences will be a not for profit registered 501 (c) 3 organization governed by a volunteer Board of Directors. Guided by core values and an Emilia Reggio inspired, child-centered approach to learning, the school will open with 42 students in pre-K, Kindergarten, 1st and 2nd grade, then expand by one grade level each year thereafter, with a final goal of including pre-K through 5th grade.

The mission of Fiddlehead's School of Arts & Sciences (FSAS) is to facilitate individual educational growth using an interdisciplinary approach to the arts and sciences in a safe, creative, fun and loving environment. At Fiddlehead, children will be happy and vibrant learners who create and shape their own lives and positively contribute to the quality of life around them.

The school provides for the foundational needs for growing children in a community where children, teachers, and families learn together in a nurturing environment. We honor children's curiosities, interests and unique capabilities to encourage learning at a high level, unfolding *each child's fullest potential*. We believe that by honoring children's curiosities, interests and unique capabilities, engagement and learning increase, and a higher level of achievement is attained.

We expect to be nothing less than the finest model of community learning – an acknowledged leader that excites and awakens the curiosity within individuals who want to learn, explore and discover the arts and sciences.

Fiddlehead School of Arts & Sciences - Revised Charter School Application

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Fiddlehead School of Arts & Sciences – Charter School Application
LIST OF EXHIBITS & ATTACHMENTS

Exhibits

1. 1a. Executive Summary Form (Exhibit A)
1b. Executive Summary Narrative
2. Map of Catchment Area
3. School Discipline Policy
4. Emergency Response Guide (Safety Manual)
5. Sample Daily Schedule
6. Annual Calendar for First Year of Operation
7. Projected Enrollment Table (Exhibit B)
8. First Year Staffing Chart
9. Staff Handbook (Employee Manual)
10. Organizational Chart
11. Position Descriptions and Resumes for Key Staff
12. Articles of Incorporation
13. Corporate By-laws
14. IRS Form 1023 Application for Non-profit Status
15. Conflict of Interest Policy
16. Governing Board Resumes
17. Board Profile
18. List of Officers and Committee Chairs
19. 5-year budget with Grade by Grade Enrollment Projections and Staffing Projections for Faculty and Staff Positions (Exhibit C – tabs 2, 3, and 4)
20. Budget and Cash Flow for the Pre-opening Period (Exhibit C – tab 5)
21. Monthly Cash Flow for the First Year of Operation (Exhibit C – tab 6)
22. Certificates of Insurance (Letter of Access)
23. Room Schedule (Floor Plan)
24. Facility Lease or Contract
25. Schedule of Furnishings and Fixtures
26. Transportation Plan
27. Education Service Provider (ESP) and Background Information (if applicable)
28. List of Schools Managed by the ESP and Contact Information (if applicable)
29. ESP Executed or Draft Contract (if applicable)

Attachments

1. Performance Indicators Rubric
2. Curriculum Map - Visual Arts (K)
3. Sample Lesson Plan - The Mitten
4. Kindergarten Newsletter Example
5. Special Education Requirements Rubric
6. Student Handbook Example
7. Maine Department of Education Report Requirements
8. Kyes Insurance Letter of Access
9. Fiddlehead School Letters of Support and Cooperation
10. Pre-Opening Plan
11. Letter from Attorney Regarding Fiddlehead School Governance

A. Education Plan

A.1 Mission, Vision, Identification of Targeted Student Population, and the Community

MISSION

The mission of Fiddlehead School of Arts & Sciences (FSAS) is to unfold the potential of children, in a respectful, loving culture through authentic and meaningful experiences that sustain a sense of wonder, a love of learning and embrace the interconnectedness of all things.

VISION

Fiddlehead School of Arts & Sciences will provide for the foundational needs of growing children in a community where children, teachers, and families learn together in a nurturing environment. We are a school that honor children’s curiosities, interests and uniqueness, and facilitate progressive learning at the highest level. At Fiddlehead, using an inquiry-based model, children will:

- Facilitate learning at a higher level; to develop the powers of intelligence
- To encourage children to strive to realize their fullest potential.
- Be prepared for problem-solving.
- Be comfortable with a variety of media and approaches with which they can express themselves.
- Value who they are and know that they are interconnected with all living things; which will enable them to make mindful and responsible choices.
- Retain a sense of wonder and curiosity while being able to effectively adapt in an ever changing world.

As a charter school, Fiddlehead will be accessible to all children and offer an opportunity for a unique approach to education; a place where children of diverse backgrounds can explore freely; where their interests and insights will be valued and encouraged. Fiddlehead will achieve a school without walls by continuing to foster relationships through expanded partnerships with organizations, individuals and businesses. We will embrace these community connections in an exchange of knowledge and learning, supporting the development of a sense of place.

Rationale

In its eleven years of history Fiddlehead has built a strong early child and after school program. Our Preschool Program, called Fiddlestarts, currently serves 39 children, and our Kindergarten program serves 6 children. Each year our after school program serves 350 children aged preschool through 12.

With the ongoing request and support of parents we are expanding another two grade levels and applying to become a regional charter school. Beginning a charter school program that encompasses ages 4 – 7 is a natural extension of our existing early childhood offerings into the primary grades—as the children grow, Fiddlehead grows with them. In adding one age/grade level per year we can grow our school at pace that allows us to best serve the children and fully realize our educational goals.

EDUCATIONAL FOUNDATION

The Fiddlehead School of Arts & Sciences is based on an extension and expansion of our Reggio Emilia inspired approach combined with the complementary methods of place-based education, multi-age classrooms, multiple intelligences, emergent curriculum, arts integration, and inquiry-based learning. We build upon the work of Piaget, Vygotsky, and David and Francis Hawkins, Loris Malaguzzi, and Howard Gardner.

Fiddlehead School of Arts & Sciences is grounded in the belief that education opens opportunities for *ALL* children to participate in creating and shaping their own lives and to contribute to the quality of life around them.



“The child has a hundred languages, a hundred hands, a hundred thoughts, a hundred ways of thinking, of playing, of speaking ... and a hundred, hundred more.”

– Loris Malaguzzi, Founder of the Reggio Emilia Approach

Why the Reggio Emilia Philosophy?

The **Reggio Emilia Approach**¹ is an educational philosophy originating during the mid-1900’s in the Northern Region of Italy, which recognizes the importance of early childhood development and the foundational role it plays in lifelong learning. It is a pedagogy that believes in the potential of each child as a capable learner seeking to make meaning of his or her world. Teachers are researchers *and* learners, co-constructing knowledge along with the children. Key to the program is a child-centered approach to teaching, an emphasis on the principles of respect and responsibility of the individual, to self, and each other, and the importance of community. The model believes that children learn best through exploration and discovery in an environment where teachers are supportive, families are involved, and the surroundings are well-planned and rich with materials that are based on the individual interests of each child.

The fundamentals of the Reggio Approach provided by Gandini (2008) guides and informs the framework for our curriculum:

The image of the child-children are viewed as capable, curious and competent, active in the construction of knowledge and the pursuit of relationships.

Children's relationships and interactions within a system-children are seen in relation to their family, school, community and the larger society.

¹ Edwards, C., K. Gandini, and G. Forman (eds.). *The Hundred Languages of Children*. Norwood, NJ: Ablex Press, 1993.

The role of families-families are vital to their children’s learning and to the learning community. Family participation is invited and encouraged.

The role of space-space encourages interaction, relationship and communication. The environment is considered “the third teacher”.

Teachers and children as partners in learning-teachers are considered researchers and co-constructors of knowledge with the children. Collaboration is fostered between the children, teachers, parents and the community. Children assist each other in learning taking on the role of teacher, and teachers take on the role of facilitator and learner. Children are the protagonists of their learning and need to participate in the planning process. (*Reggio Emilia Approach*, 1999).

Not a pre-set curriculum but a process of inviting and sustaining learning-after carefully planning a rich and thoughtful environment, teachers observe children. From those observations, they reflect, plan and take action.

The power of documentation-documentation makes learning visible for the parents, teachers and children, and is also a tool to help direct the learning experiences in alignment with the children’s interests.

The many languages of children-the ability for children to communicate ideas through a variety of expressive mediums is known in Reggio as “The Hundred Languages of Children”.

Projects-a hands-on experiential approach provides opportunities for exploring projects generated by the children, a child, or the teacher. Revisiting ideas and experiences helps to support understanding and learning throughout the year.

At Fiddlehead School of Arts & Sciences learning is valued, reciprocal, and constructed as a shared process. Through observation and documentation we support an emergent curriculum that reflects the children’s interests.

Other Inspirations

Multi-Age Classrooms

Multi-Age classrooms support child centered learning. The approach encourages collaborative work, cooperation, co-construction of knowledge, peer tutoring and pursuit of meaningful content. This approach honors children where they are developmentally and values the many different levels that are present within one child, one age group, and one classroom. Multi-age classrooms allow children to become equal partners as they facilitate learning along with their teachers and peers.

Place-based Learning

Place-based learning makes use of the community and local natural environment, creating a foundation for teaching math, science, language arts and other areas of curriculum including environmental awareness and ecological concepts. Students are engaged in higher level thinking skills and spend more time in collaborative work, with behavior both inside and outside of the classroom improving as a result (Black, 2008).

Our community is an extension of our classrooms and includes visits to local businesses, parks, libraries, and other attractions such as: The Libby Hill Trails, Shaker Village, The Maine Wildlife Park, National

Oceanic and Atmospheric Weather Station (NOAA), Pineland Farms, Norumbega Woods, Gray Public Library, Sabbathday Lake, Gray Transfer Station, Gray-New Gloucester Animal Hospital, Gray Shop and Save, Thompson's Orchard, and the greenhouse and gardens of Shafer Landscaping.

Through hands-on learning based in the real world, problem solving becomes meaningful and students connect more authentically with their community (Sobel, 2004/2005).

Theory of Multiple Intelligences

Howard Gardner defines intelligence as “a biological and psychological potential to solve problems and/or create products that are valued in one or more cultural contexts”. Gardner’s nine multiple intelligences are: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal, naturalist intelligence, and existential intelligence; and each individual possess’ his or her own unique combination of these, with no two people having the same mix. The result is unique learning style and response to the world. At Fiddlehead, teachers integrate learning in such a way as to reach a variety of learning styles.

Inquiry-based Learning

The science inquiry learning cycle can be a valuable tool for learning and may be instrumental in the development of long-term science literacy. Inquiry supports and validates children’s innate curiosities. The construction of scientific knowledge is built around a system for discovering and organizing through the process of formulating hypothesis, making observations, collecting data, revisiting hypothesis, and generating more questions. The process of scientific thinking supports problem-solving skills and the ability to discover new information in order to construct a new mental framework and effectively adapt in a constantly changing world. The system is child centered, with the teacher as a facilitator of learning. There is an emphasis on "how we come to know" and less on "what we know."²

Arts Integration

In this age of rapid change and increased use of technology we are constantly exposed to the use of videos, graphics, and animation and call for an increased visual literacy by society as a whole. In addition to writing, other ways of representing thinking should be valued for their ability to communicate ideas.

As children begin to understand symbol systems, various forms of representation such as talking, music, visual arts, movement and drama, must be acknowledged and received as equally significant contributions, as Soundy and Drucker (2009) explain: “*Within this new paradigm, teachers are adopting a more inclusive path, one that does not privilege written language above all other symbol systems in their instructional practices.*” This new paradigm is already in place in the schools of Reggio Emilia.

The foundation of teaching and learning core subjects can be developed through the arts. Through these approaches, a variety of learners with varying abilities can be reached. Some of the outcomes generated by teaching through the arts include problem solving, inquiry skills, perspective, and creative thinking. In addition, the arts can do even more by developing a critical lens towards the world, promoting personal growth and fostering connections between the world and the learner (Nathan, 2008).

² http://www.thirteen.org/edonline/concept2class/inquiry/index_sub1.html

Arts integration nests comfortably within the theory of multiple-intelligences. Place-based learning and the Reggio Emilia approach hold community as core to a meaningful and relevant education. Emergent curriculum and inquiry-based learning blend together by valuing and extending the interests of the child.

In weaving the selected pedagogies together we have created the fabric of an educational model that will fit comfortably around the capabilities and sensibilities of children.

Ecological Teaching and Learning

Ecological teaching and learning is an approach to understanding the interconnectedness of all things. It is an integrated approach to understanding ecology, systems thinking, sustainability, and environmental issues by combining hands on and experiential learning with reflective practice.

Children will need to be prepared as adults to understand and solve issues of population growth, climate change, a global economy, environmental decline, diminishing biodiversity, social justice, energy consumption, and the management of renewable resources. Ecological teaching and learning is designed to foster ecologically literate citizens who develop a relationship with the earth and understand its complexities as a living system.

Core Purpose

- **To develop the powers of intelligence:** thinking, knowing, reflecting, observing, imagining, appreciating, and questioning;
- **To kindle empathy for others and a sense of responsibility, respect, integrity and compassion:**
- **To cultivate the development of talents, interests and abilities** - to truly unfold children's potential;
- **To provide opportunities for students to learn** by doing; to carry out projects; to conduct experiments; to make art and music and to dance; to write, publish, and produce pieces of literature, theater and music; to do research; to build models; to design objects; to invent; and to see and feel how it all interrelates.
- **To teach children how to work collaboratively**, to lead, to follow, and the appropriate time for each;
- **To encourage children to strive to realize their fullest potential**, to provide them with models of achievement, and to enable all children to be successful academically as well as to develop the whole child;
- **To prepare children** to be thoughtful, global citizens to be **responsible stewards of the environment; and**
- To encourage **the joy of learning!**

Key Values & Beliefs

- We value children as equal partners in a reciprocal learning and teaching environment.

- We honor the unique capabilities, curiosities, sensibilities and passions of children. In this way, the children build a strong foundation for lifelong learning.
- We value the way play and work are interwoven with our relationships and environment, promoting co-operative learning, discovery and imagination - all essential to a child's healthy development and growth.
- We value and respect the need for children to learn through active, engaged hands-on learning.
- We believe the arts provide a vehicle for expression, communication, understanding and personal growth.
- We embrace a culture of questioning, listening, and reflection which supports a strong academic environment.
- We believe children are natural scientists – they investigate, observe, question, compare, sort, and analyze as a part of the ongoing process of how they live every day.
- We value time in nature that allows children to develop a relationship with the natural world and forms a foundation for ecological literacy.
- We embrace and accept mistakes and conflict as catalysts for growth.
- We value diversity - of ideas, experiences, and learning styles.
- We believe in the interconnectedness of all things, reflected in the curriculum where subjects are interwoven rather than taught in isolation, and in our respect for our place among all living things.
- We believe that extraordinary learning occurs in ordinary moments in a loving and supportive community.
- We hold kindness, respect and compassion as essential tenets in our school.

TARGETED STUDENT POPULATION AND CATCHMENT AREA

Fiddlehead School is centrally located with a close geographic proximity to many towns (within a 15 minute drive).

Characteristics of the Projected Student Population

While 50% of the families we serve (within all Fiddlehead programs) live in the immediate area of Gray/New Gloucester, our programs draw families from as far as Lewiston/Auburn, North Yarmouth/Cumberland, Portland, and the Lakes Region, and represent over 20 different towns/cities.

With an existing Preschool and kindergarten program, establishing a public charter school is a natural extension of the things we do well.

Our charter school target population is a natural reflection of the current make-up of students we serve. All students in the towns of New Gloucester, Gray, Casco, Raymond, Windham, Poland, Minot, Auburn, Pownal, North Yarmouth and Cumberland are eligible for admission to Fiddlehead. Enrollment projections are based upon a combination of the following assumptions:

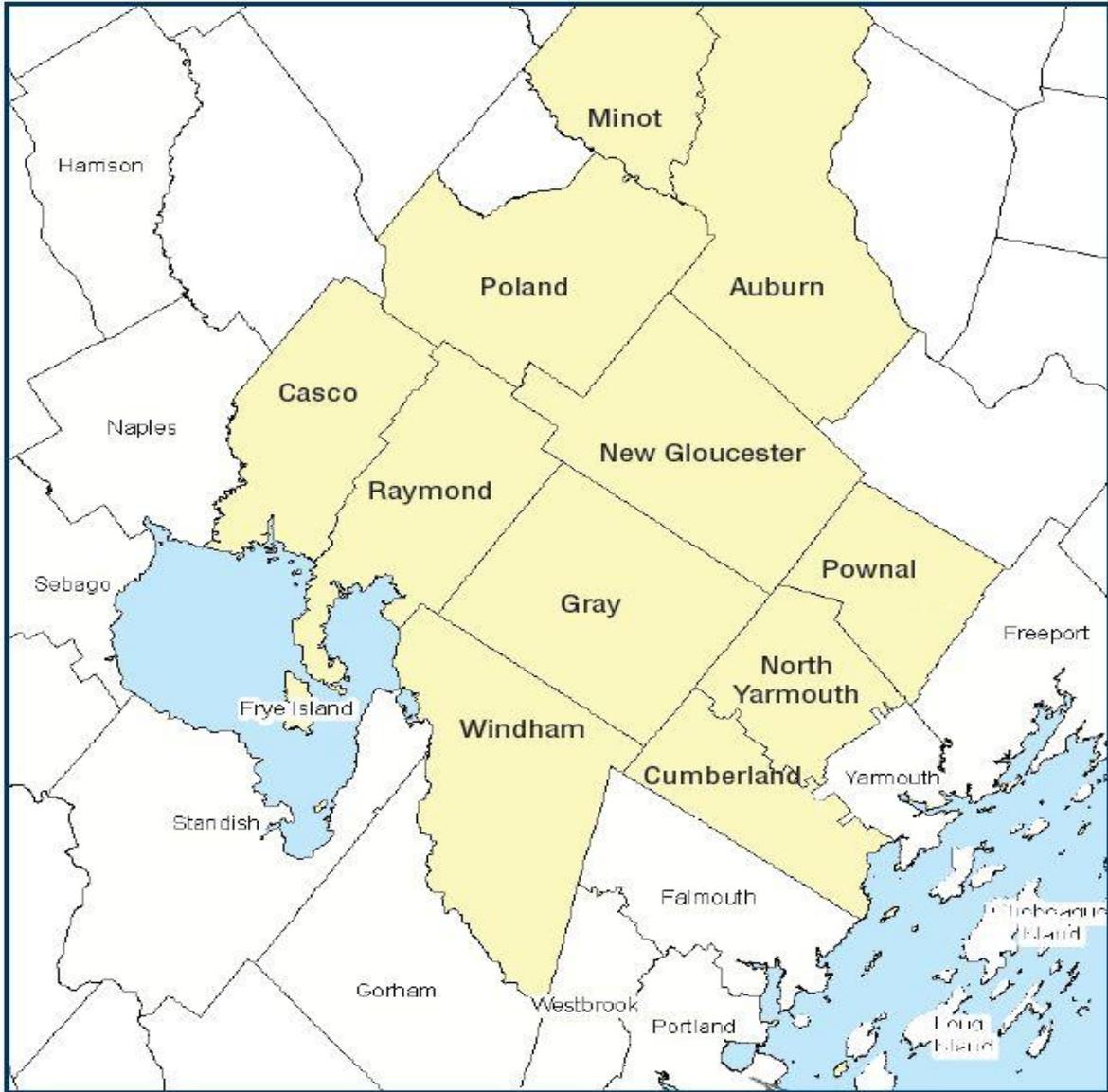
1. The geographic make-up of participants in existing Fiddlehead programs (families that have historically attended our programs).
2. The number of school-aged eligible students³ in surrounding towns.
3. The enrollment of 5 children from charter school founders or no more than 10% of total enrollment.

³ Student Enrollment figures as of October 2011 from Maine Department of Education.

Please see the map below for a visual depiction of the towns/cities included in the Fiddlehead School of Arts & Sciences Catchment Area.

Exhibit A

**Fiddlehead School of Arts & Sciences
Catchment Area**



The total number of children within the targeted area for **Year One** (2013-2014) is outlined below with a total of 42 students attending in year one from ages 4 - 7. First-year enrollment projections are outlined below.

Projected Student Enrollment (Year One) by Grade and Town/City

Catchment Area (by Town/City)	Pre-K(age 4)	Kindergarten (age 5)	First/Second Grade (ages 6-7)
Auburn	3	1	1
Windham	0	3	3
Gray/New Gloucester*	5	9	9
Poland/Minot/Mechanic Falls	3	0	0
North Yarmouth/Cumberland	0	1	1
Pownal	3	0	0
Casco	0	0	0
TOTAL	14	14	14

Note that Pre-Kindergarten enrollment from Gray/New Gloucester is limited due to a local enrollment cap imposed in the Pre-K program of MSAD #15 (Gray/New Gloucester). Should the charter school receive permission to exceed a 10% enrollment count from this district, it is likely that more children from this area would be interested in enrolling in a charter school option, as there are many more students this age who are not able to participate in the public school program. We also anticipate that five children who are from “founder” families will send their children to the school, leaving 37 vacancies for the remainder of seats available in this first year.

Research of the catchment area has indicated that Fiddlehead School will serve children with many different backgrounds, including disadvantaged students and students with special needs (we do not anticipate English Language Learners applying, but will gladly serve these students).

Student Characteristics by Year of Operation

Student Characteristic	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Students residing outside the catchment area	0	0	0	0	0
Disadvantaged students	13	17	20	24	27
Students with special needs	4	5	7	8	10

Fiddlehead will use a lottery system for enrollment (should demand exceed spaces available) and admissions policies developed by the Fiddlehead Board of Directors (see Section B for more information on the lottery system).

LONG TERM VISION

In each subsequent year, for the first five years, Fiddlehead will add one age group/grade-level per year. At the end of the five years Fiddlehead will have developed a strong pre-K – 5 (ages 4 - 10) Public Charter School program. During years 5 through 10, Fiddlehead will consider adding grades 6-8 (ages 11-13). Children will be allowed to pick an area of concentration within the Arts and/or Sciences and deepen their level of education. Examples of possible areas of concentration include: theater, music, dance, fine arts, world languages, engineering, environmental sciences and more.

Five Year Projected Enrollment

Grade	Ages*	2013-2014 Year One	2014-2015 Year Two	2015-2016 Year Three	2016-2017 Year Four	2017-2018 Year Five
Pre-K	4	14	14	14	14	14
K	5	14	14	14	14	14
1	6	14	14	14	14	14
2	7		14	14	14	14
3	8			14	14	14
4	9				14	14
5	10					14
Total		42	56	70	84	98
Est. Daily Avg.		42	56	70	84	98

*Ages are approximate.

A.2 Academic Program

LEARNING ENVIRONMENT

The learning environment at Fiddlehead School of Arts & Sciences will educate the whole child through systems that support interactions and learning - physical space, time, community, tools, technology, and collaboration.

The *physical space* encompasses both the indoors and outdoors. Our site offers a variety of space for small and large group interactions. We consider ourselves a school without walls as we expand our learning into the community.

We afford *extensive periods of time* for in depth investigations, thoughtful observations and reflections, which allows for questions and new ideas to unfold. Our role is then to identify the thinking and/or concepts unfolding in the process through observation and documentation. Documentation then informs our portfolio assessment.

Our school will *create a community* of learners, where children, teachers, and parents are all invested in co-constructing knowledge. We will include small and large group instruction. Educated and informed teachers actively observe individual and group's interests, abilities and curiosities within their play, work, and explorations inside and outside of the classroom.

We offer children a thoughtful and respectful environment abundant with interactive materials and natural, recyclable and reusable material – all *tools* that support development, expression, communicate thinking, encourage the solving of problems, and serve as catalysts for investigation in order for children to learn about the world in which they live. By providing materials and infusing questions we can enhance and extend the learning without interrupting the flow of ideas.

Technology will enhance the children's real world experiences. Access to information in a timely fashion can support and extend the learning at hand when used as a natural part of the learning process and for a real purpose. Developmentally appropriate software will be chosen.

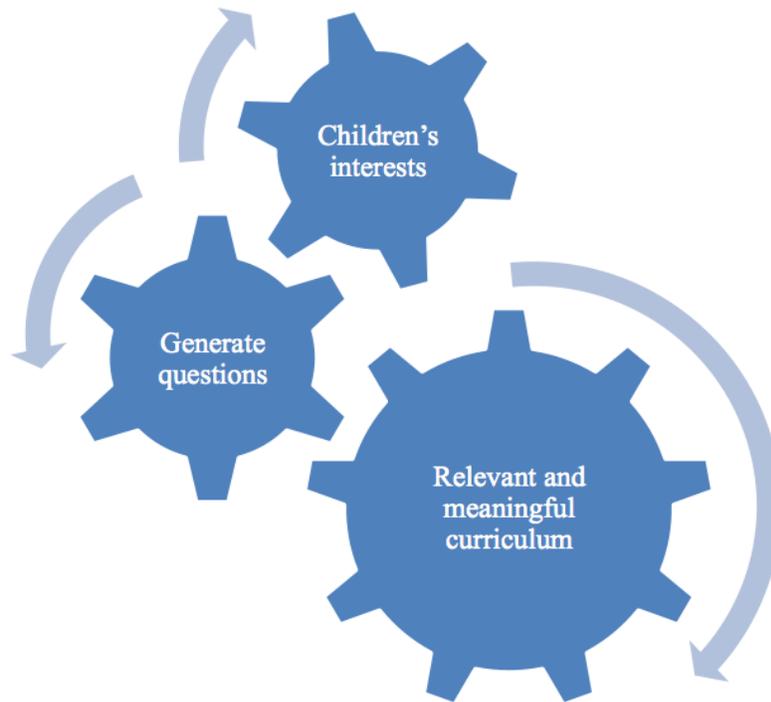
METHODS AND SYSTEMS OF DIFFERENTIATED LEARNING

Differentiated learning methods and systems are inherent in the Reggio Emilia and multiple intelligences approaches and closely align with the K-2 Maine Learning Results and Common Core Standards.

Incorporating multiple intelligences allows each child to connect to a topic through their personal strengths. In an environment that practices reflection and revisiting, multiple intelligences encourage tolerance and an understanding of differences as each child shares their own point of view.

Our multi-age structure will provide a rich environment with experiences that allow for access at different developmental entry points—depending on where each child is in his/her development. For example, a Kindergarten student may be very strong in math and want to keep going with his/her interests. A multi-age structure allows for this growth and opportunity. The opportunities and experiences available for children will be accessible to beginning learners as well as stimulating for those who are ready to further and to deepen their understanding.

Fiddlehead School will look at children on a developmental continuum—each individual child will be observed, appreciated, and assessed at his or her own level of competency. Understanding that the expectations for each age and grade level are different, we will set our goals and objectives to match the full spectrum of abilities while nurturing and supporting each child’s educational journey.



INSTRUCTIONAL DESIGN

Instructional design is an inherent practice on the Reggio Emilia approach. Through observation and documentation teachers use a similar approach as the ADDIE model of instructional design (analyze, design, develop, implement, evaluate). In the Reggio approach teachers analyze their documentation, design or organize curriculum around their findings, develop a plan and implement it, then evaluate through documentation.

Collaboration between teachers supports the instructional design as they reflect and analyze as a group process. Implementing the instructional design requires regular professional development in the focused areas of instruction.

PROFESSIONAL DEVELOPMENT

Professional development will support instructional design, the learning environment and the educational foundation. Teachers will attend workshops and conferences throughout the year. Potential professional development for the 2013-2014 will be finalized upon the approval of the Charter School.

Examples of Professional Development Opportunities

Summer 2014	Fall 2014	Spring 2015
American Institute of Creative Education (AIEC):	Responsive Classroom Workshop	Reggio Emilia Institute
Practical Technology for Teachers in the Classroom	New England Environmental Education Association (NEEEA)	Maine Environmental Education Association (MEEA)
	Hawkins Center for Learning	Maine Roads to Quality

DESCRIPTION OF CURRICULUM AND LEARNING OBJECTIVES

In educating the whole child the learning objectives will incorporate the three domains of learning, cognitive (knowing), affective (feeling), and psycho-motor (doing). These will be addressed through applying the use of multiple intelligences. Additionally, we are guided by the NAEYC recommended developmental practices. See Attachments 2 and 3 for a sample curriculum map and lesson plan.

Career and Education Development

Fiddlehead will provide an environment promoting each individual’s educational development. Students will learn, practice and observe how to resolve conflict, work within a team, be a part of a community, be kind to each other, and be accountable for their educational choices. Viewing children as capable individuals with tremendous potential supports their development of self-knowledge, decision-making, and interpersonal skills. Our assessment speaks to their development, in that the portfolio will encompass the giving and receiving of constructive feedback and supporting of educational achievement.

Students will interact with the community that surrounds Fiddlehead, such as our participation with the recycling program in Gray, collaboration with the GNG High School Ecology Class, participating with the local library, involvement in the Libby Hill Community Forest, and the local grocery store and food bank. At Fiddlehead, parents and community members will play an important role in sharing skills, careers, and knowledge with our students and informs our emergent curriculum.

At Fiddlehead we strive for students to have a developed sense of identity, where their unique talents, gifts, interests, and abilities are seen, honored, and fostered. We believe this will be the basis for their sense of self-worth, which will benefit them greatly as lifelong learners. We encourage inquiry in all that our students do. We believe this cultivates a curiosity and the ability to ask important questions. We give students the time and space to foster self-directed learning, autonomy, self-confidence, initiative, empowerment, and willpower. This time allows young children to utilize their sense of wonder and rich imaginations and nurtures creativity in all of its many forms.

Students’ interaction with one another, with one’s own thoughts, and with leaders in the surrounding community is emphasized; where courtesy, caring, communication, and cooperation are important. Fiddlehead School will be able to foster a cohesive sense of community with our small class sizes and number of adults that can model and mentor our students. As teachers of young children, we believe that leading by example is a powerful way to instill honesty, character, morality, humility, accountability, and a responsibility for self.

Most Pre-K (age 4) students will:

- Participate in community building opportunities such as meal times, and clean up
- Interact with the surrounding community (Gray/New Gloucester)
- Understand roles and occupations of members in community
- Practice kindness and respectfulness as a community
- Share his or her experiences, discuss problems or creative ideas in class
- Be involved in rules of group behavior
- Be involved in rules of personal behavior
- Be able to make developmentally appropriate choices
- Develop a sense of self in relation to others
- Be able to talk about their emotions using words to describe feelings
- Begin to be able to self-regulate and develop a clear sense of right and wrong through an assimilation of classroom expectations
- Learn new coping strategies
- Become more aware of other's feelings
- Learn kind, caring and respectful language and behavior
- Have extended times to interact with one another to develop conflict resolution and negotiating
- Gain a positive self concept

Most Kindergarten (age 5) and First/Second Grade (ages 6 and 7) children will experience the above and will:

- Become more able to work and interact cooperatively with others through group activities
- Learn to use strategies to organize and direct interactions of others through making suggestions, assigning roles, and creating rules
- Will learn, observe and practice how to resolve conflict
- Be able to set developmentally appropriate personal goals

Visual and Performing Arts

Inspired by the approaches of Reggio Emilia and Teaching for Artistic Behavior (TAB), art instruction at Fiddlehead School of Art and Science will balance the celebration of students' ideas with their development of skills. The art program will foster creative enthusiasm, inspire connections to art history and literacy and develop appreciation for materials, genres and techniques. Ample opportunities will be provided for both creation and reflection. Regular access to art materials over extended periods of time will offer opportunities for authentic problem solving, core-content integration, as well as meaningful expression of children's understanding of the world around them.

Art materials and supplies will be organized into stations with clear instructions and accessibility encompassing media for both two-dimensional and three-dimensional forms. Through a combination of individual experimentation, student collaborations, teacher-prompted activities, and integration with emergent core-content, students will develop visual literacy, a sense of aesthetics and appreciation for the arts. Students will participate in the full range of purposes for making art including expression of



narrative, communication of ideas and emotions as well as beauty and functionality.

Two-dimensional processes will allow students to convey understanding as well as create meaning. Students will identify features of a composition as well as use basic media, tools and techniques to create original works. Three-dimensional processes allow students to solve problems, extend their understanding of tool and techniques as well as different art forms and art careers. Observational and reflective processes will solidify student connections to each other, the community and the artist's world.

Most Pre-K (age 4)/Kindergarten (age 5) Students will:

- Draw and recognize a variety of lines and simple shapes
- Recognize and identify basic art elements: shape, color, form, texture, space, value, and line
- Demonstrate an introductory use of painting and printing techniques, mixing paints, caring for paint materials and printing tools
- Build sculptures that are structurally sound, considering the weight and balance of different materials
- Create three-dimensional artworks that are aesthetically considered from all sides, recognizing and identifying basic principles of design such as balance, emphasis, and movement
- Use art materials and tools in a safe and responsible manner
- Examine and inquire about the work of their peers as well as artworks in history and different world cultures
- Describe and reflect on creative processes and outcomes individually and as a group
- Select works for display in the school and/or community

Most First Grade/Second Grade (ages 6 and 7) students will:

- Learn to work in a group on a large scale project
- Demonstrate an understanding of: overlapping, foreground, middle ground, background, and composition
- Create sculpture
- Use tools to incise and make a relief print
- Mix secondary colors from primary
- Use a palette
- Select works for display in the school and/or community

Assessment evidence will be gathered through teacher observation in classroom and art studio(s), journaling, portfolio, critique discussions, artist's statements (reflections) and exhibitions/displays.

Music/Performing Arts

Students will be able to create dramatic play performances, learn dances from around the world and basic music appreciation. Our elementary music program is designed to foster the absolute joy of music and dance as a way to express oneself. Communities around the world have used music and dance to celebrate and be happy from within; music and dance does just this.

Most students will:

- Begin to move in time to music
- Show increasing ability to dance and move to patterns and rhythms
- Learn how music/dance expresses ideas and feelings
- Recognize different types of instruments from around the world
- Learn how to create his/her own music and dance

- Participate in different dance styles from around the world
- Have the opportunity to perform at FIESTA (parent & student celebrations) held throughout the year

Mathematics

Our school believes that math is understood and mastered through real life problem solving; through direct experimentation and observation, math concepts are learned. The Reggio Emilia philosophy and the school's approach understand this. Math is about manipulating things: objects, shapes, concepts, and relationships; reproducing and documenting; and constructing, building, and estimating.

We provide opportunities for young children to have direct, concrete experiences in the real world. For example, seeing snow accumulate day after day is a way to understanding increase in quantity; carrying a large boulder teaches us about mass; swinging on a rope teaches us about force, angles, and speed.

Field trips, extensive classroom projects, exploration in nature, observing the weather, etc., are all central to our math curricula.

For students to successfully understand and work with formal mathematical concepts, they must understand the concepts of classification, conservation, ordering and one-to-one correspondence. We give children abundant opportunities to practice these concepts, before they are expected to apply this to general knowledge. Some of the materials provided in the classrooms that help reinforce these concepts are: Geo-boards, Tangrams, pattern blocks, water table, class calendar, wood bench, natural materials, clay, magnet boards, sorting trays, and play kitchen.

The children played with geo-boards making shapes, design and maps with the rubber bands on the grid.



Often, math is woven into the fabric of the day and concepts are addressed as they arise. For example, when having animal crackers for lunch--they become a manipulative as the children explore numeracy by counting in a one to one correspondence, or dividing them equally among four children. The children sort the different kinds of animals, and graph them on paper.

Most Pre-K (age 4) students will:

- Recognize number of objects in small groups without counting and by counting
- Understand that numbers refer to quantity
- Understand that the last word they state when they count tells “how many”
- Sort, classify, and compare
- Find and identify shapes
- Count by ones to 20
- Add numbers 0 to 5 using math manipulative objects
- Identify same and different, more and less

Most Kindergarten (age 5) students will:

- Use numbers to represent quantities (written and verbal)
- Count objects in a set, create a set with given number of objects
- Compare and order sets using cardinal and ordinal meanings
- Model joining (adding) and separating (subtracting) with objects
- Can count backward from ten
- Recognize and extend patterns
- Identify, name and describe shapes (square, rectangle, hexagons, trapezoids)
- Identify three dimensional shapes (cube, cylinder, cone)
- Use measurable attributes (weight, length)
- Count by ones and tens to 100
- Identify amounts from 1 to 20 and match numbers to written symbols
- Understand concepts of whole and half, more than and equal to

Most First/Second Grade (ages 6 and 7) students will:

- Develop strategies for adding and subtracting whole numbers
- Use a variety of models (lengths of connecting cubes) to model “part-whole” “adding to”, “taking away”
- By comparing a variety of solution strategies, relate addition and subtraction as inverse operations
- Compare and order whole numbers to 100
- Think of numbers between 10 and 100 in terms of ones and tens
- Understand the sequential order of counting numbers and relative magnitude
- Represent numbers on a number line
- Understand that numbers have multiple uses
- Understand parts to whole relationships
- Begin to understand congruence and symmetry

English Language Arts – Speaking, Writing & Reading

Children are given a language intensive experience in a literacy rich environment. In every area of the room, there are plenty of opportunities to use reading and writing skills, record information using clipboards and pencils, read books and write in journals. Fluency and vocabulary are reinforced within play. Books are used for reference and to extend vocabulary. Literacy is extended beyond the walls of the classroom into the outdoors and the community.

When phonics is taught and strategies are given, this becomes a meaningful and relevant way for each child. For example, when a child wants to write a letter to their family and is looking to spell a word, the teacher uses scaffolding and other tools to help the child with invented spelling. The classroom is conducive to, and children are encouraged to read independently, to a group, teacher, or friend at their current reading level. Seeing oneself as a competent and successful reader and writer is very important in this area of development.

Being read to, enjoying rich stories, storytelling, and the writing of shared and group stories and then acting them out is another way to cultivate the love of reading. Emphasis is placed on the components of a story - character, setting, and discussion with a beginning middle and end of a story.

Some opportunities for language arts include: morning sign-in; audio literacy center- listening center; teacher modeling; reading strategies; word walls; guided reading; reading games; word matters and more.

Most Pre-K (age 4)/Kindergarten (age 5) students will:

Language Goals

- Express ideas clearly, understand what others say, and follow multi-step directions
- Engage with stories--be able to recall, actively listen, sketch, create, and reflect based on what has been read to them or what they have read themselves
- Students will be able to ask and answer relevant questions and restate facts from the text

Writing Goals

- Understands that print conveys meaning
- Communicates by drawing and or writing
- Recognizes letters
- Interest in writing
- Elaboration of drawing
- Drawing tells a story
- Writes a sentence, writes first name, writes last name
- Pencil grip and direction
- Uses lower case letters

Reading Goals

- Interest in books
- Retells a story
- Hears separate sounds of words
- Matches letters with sounds (sound/symbol correspondence)
- Reads back own writing
- Watches text during shared reading
- Recognizes name in various contexts

- Recognizes other children's names
- Recognizes upper case letters
- Recognizes lower case letters

Most First/Second Grade (age 6 and 7) students will:

Language Goals

- Distinguish long- and short vowel sounds
- Create and state a series of rhyming words, including consonant blends
- Continue to clearly express ideas, understand what others say, and follow multi step directions
- Continue to be engaged with stories and expand their vocabulary; deepen ability to recall, actively listen, sketch, create, and reflect based on what has been read to them or what they have read themselves.
- Blend two to four phonemes into recognizable words (e.g., c/a/t= cat; f/l/a/t= flat)
- Ask and answer relevant questions and restate facts from the text
- Use increased vocabulary
- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns and blend those sounds into recognizable words that have meaning to them
- Classify categories of words (e.g., groups of animals, foods, trees)

Writing Goals

- Understands that print conveys meaning
- Communicates by drawing and or writing
- Recognizes letters, words and sentences
- Increased interest in writing
- Continued elaboration of drawing
- Writes multiple sentences
- Writes whole name
- Pencil grip and direction improved
- Uses upper and lower case letters
- Identifies the title and author of books
- Matches oral words to printed words

Reading Goals

- Continued interest in books
- Retells a story with creative expression
- Read common, irregular sight words (e.g., the, have, said, come, give, of)
- Reads aloud with fluency
- Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., cook, cooked, cooking)
- Continues to watch text during shared reading
- Recognizes name in various contexts
- Recognizes common word families (e.g., -ite, -ate)
- Recognizes upper and lower case letters
- Read compound words and contractions

Health and Physical Education

Young children love to move and are physically active much of the time. They begin to learn that daily practices can affect their health. Setting a pattern for this helps children with the knowledge and skills to thrive physically, mentally, emotionally, and socially.



Most Pre-K (age 4) students will:

- Practice gross motor skills - learning to run, jump, climb, balance, throw, and catch
- Explore and learn with their senses
- Develop physical skills and understand how movement relates to those skills
- Practice fine motor skills - sorting small objects, stringing beads, using buttons, and zipper
- Use basic personal hygiene practices and understands that those practices help to maintain good health (e.g., washes hands often, coughs into arm/elbow)

Most Kindergarten (age 5) students will:

- Learn basic physical skills
- Spend at least 60 minutes outdoors in vigorous physical activity
- Practice fine motor skills - writing, drawing, doing puzzles, working with manipulative
- Connect physical education to other areas of curriculum - construct mini obstacle course in play dough, measure lengths of jumps and leaps using rope segments or tape measures
- Learn cooperative games and movements with a group promoting inclusion, tolerance and community
- Explore materials and their abilities
- Move in one place - turning, twisting
- Move with an awareness of personal space in relationship to others inside and outside
- Continue to use basic personal hygiene practices that to maintain good health (e.g., washes hands often, coughs into arm/elbow)

Most First/Second Grade (age 6 and 7) students will:

- Experience daily movement activities inside and outside classroom
- Have regular instructions and learning extensions from a physical education program
- Become inclined to be more competitive and need activities that promote cooperation and validation acquired skills
- Include physically challenged peers in activities adjusting to accommodate any limitation

Science and Technology

Science is a part of the ongoing process of how children live every day. Children are natural observers of their world. They investigate, ask questions, compare, sort, analyze, discover and are excited about their surroundings. Scientific inquiry can be applied to many learning moments in our day when children access materials for investigation and construction - observe, ask questions, predict/guess, experiment, and reflect. As teachers, we respect and enhance their innate sense of wonder by sharing their enthusiasm and providing the organized experience, language, materials, and environments for exploration. We will encourage children to pursue their own questions and develop their own ideas in a combination of teacher and child directed investigations. We will carefully prepare environments to engage children in in-depth explorations over time.



Science is also integrated with other core subjects and embedded into the day. For example, when we observe a butterfly in the yard and children are excited; the inquiry begins. As we learn about their life cycles more in depth, we support this with children's literature (literacy), observe and draw butterfly specimens (art), act out the life cycle (physical education), and discover how many days it takes to hatch (math).

Outside we experimented in the sand with large and small amounts of baking soda and vinegar to make volcanoes. What will happen when we put the vinegar into the hole with baking soda?

We can further extend learning through place-based education where we connect with our community, such as: the Maine Wildlife Park, Libby Hill Trails, Pineland Farms, Shaker Village and local agricultural businesses.

In addition to the extension of our classroom in our own backyard, vibrant garden and community, each room will have a science area with equipment and natural objects to support experimentation and study: microscopes, magnifying glasses, scales, simple machines, journals, live plants, supplies for measuring, and weighing.

Exploration and engineering are also important parts of our student's experience. We offer supplies for construction and building inventions. We foster ecological literacy through the study of the interconnection of all things.



Fiddleheads Technology Room – equipped with 8 iMac computers.

So many resources offer extensive science and technology integration opportunities for all grade levels. Fiddlehead has long-standing Science and Technology classes offered through its After School program, and all of the equipment and supplies used in the program is available to the charter school. The Technology Room is equipped with 8 new iMac computers. Extensive Lego Robotics kits provide hours of experimentation and learning for children of all ages. Children learn how to use a variety of software programs for other purposes, such as creating an After School Newsletter (see Attachment 4. Kindergarten Newsletter Example).

Learning objectives will be aligned with the standards through authentic experiences in the Libby Hill forest, school yard and other community locations. Understanding that children have prior experiences, backgrounds and theories, we will build on those through new experiences and extensions of past theories.

Most Pre-K (age 4) students will:

- Have new experiences to broaden their thinking and build new understandings
- Explore topics repeatedly and in different ways offering time to think, analyze and reflect
- Integrate the arts and sciences by working through direct observation as a necessary practice in developing a relationship with, and understanding of, the natural world
- Have group discussion around their questions and findings
- Establish roots in environmental awareness through observation, nature exploration, outdoor class time and conservation
- Explore concepts of movement and force

Most Kindergarten (age 5) students will experience the above and:

- Understand systems and systems thinking incorporating such concepts as parts to whole, and interdependence (e.g., adopting an area to observe the eco-system, biodiversity, interdependence of organisms, and changes over time)
- Observe, ask questions, and follow the basic method of scientific inquiry when studying seeds, cycles, weather, insects, animals, our bodies, nutrition, and seasons
- Technology will be employed and understood as supportive tools for research and recording investigations
- Become aware of the consequences of using irreplaceable natural resources
- Become environmentally conscious, knowledgeable and responsible
- Explore physical science (force, motion, levers, pulleys, pendulums) and earth science (weather, oceans and geology)

First/Second Grade (ages 6 and 7) students will experience the above and:

- Be able to record experiences and discoveries more independently
- Continue to explore life science, physical science and earth science

Social Emotional

Maslow's theory suggests that all people need a safe and nurturing environment to achieve their full potential and of course, love. Developing this strong foundation enables a child to develop their self-knowledge, decision-making, and interpersonal skills. They learn how to solve problems, resolve conflicts and deal with disappointments that may come their way. In our supportive environment, children feel secure with a strong sense of our community.

Most Pre-K (age 4)/ Kindergarten (age 5)/ First/Second Grade (ages 6 and 7) students will:

Self Control

- Seek adult help when needed
- Recognizes his/her own emotions
- Knows how to articulate their own emotions
- Shows increasing capacity to follow rules
- Uses materials safely and respectfully

Self Concept

- Increases ability to adjust to new situations
- Explores and experiments with new interests
- Develops a growing understanding of how one's own actions affect others
- Begins to accept consequences
- Expresses pride in accomplishments

Social Competence

- Helps to clean up
- Interacts appropriately with familiar adults and children
- Interacts respectfully and cooperatively
- Listens with interest and understanding
- Shows increasing ability to resolve conflicts
- Demonstrates rights of own individuality and uniqueness

*Varying levels based on age and engagement.

World Language (Spanish)

Young children are especially receptive to learning another language as they are like sponges and mimic well when it comes to learning another language (Foreign Languages in Elementary Schools – FLES).

Once a week, the Spanish teacher presents a Spanish lesson. Students learn the language by listening to stories, playing games, singing songs, and role-playing in mini-dramas. Spanish instruction is also used in our daily routine during the morning meeting and at circle time. Students will say hello and good-bye to each other, count and discuss the weather with a song. Through cooking and art projects from Latin American countries children will gain a better understanding of other Spanish speaking countries and their lives.

Most Pre-K (age 4)/Kindergarten (age 5) students will be able to:

- Basic greetings: Hello, goodbye, see you later, yes, no, please and thank you
- Colors, body parts, food, clothing, and common animals
- Say common action verbs – I have/am (I am five years old), to jump, sing, sit
- Develop awareness, respect, and compassion for other people around the world

In addition to the above, most First/Second Grade (ages 6 and 7) students will:

- Add more greetings in Spanish
- Numbers 1-100; 100 – 1,000
- Jungle animal names
- Action verbs: Jumping, dancing, eating, drinking, playing
- Physical descriptions of people (short, tall, nice)
- Family members
- Job descriptions
- Emotions
- Questions words – what, how, when, where, who?



Social Studies

Our community helps us to develop an understanding of the world around us. Connecting to our community through place-based education is afforded by the many resources unique to Gray-New Gloucester. These include: The Maine Wildlife Park, Libby Hill Trails, Pineland Farms, Shaker Village and local agricultural businesses.

Most Pre-K (age 4) students will:

- Understand the purpose of making /discussing classroom rules and solving problems
- Understand self as a part of a family, group, community and culture
- Use simple maps to help acquire a foundation for geography

Most Kindergarten (age 5) and First/Second Grade (ages 6 and 7) students will learn the above and will:

- Learn basic aspects of geography and history as it relates to our community
- Begin to connect this knowledge to the community through place-based learning
- Participate in class votes and class meetings, make and discuss classroom rules

Co-Curricular

Our week is full of co-curricular activities as they often are included as part of our curriculum. Fiddlehead School will be offering many different activities throughout the year during different seasons. Our main co-curricular activities (many mentioned above) will include: yoga, music, dance, violin and Spanish. These activities are an integral part of our students' holistic, well-rounded education. They help nurture student qualities such as resilience, tenacity, confidence and perseverance, which prepare them to adapt and thrive in a rapidly changing world.

Additional activities include but are not limited to:

Fall: Thompson's Orchard
Shafer Greenhouse and Garden
Norumbega Woods

Winter: Pineland Farms
NOAA Weather Station
Winter adaptation – GNG High School

Spring: Maine Wildlife Park
Bradbury Mountain State Park
Bates Museum of Art
Portland Museum of Art



Exhibit 5 – Sample Daily Schedules: A Typical Day in Kindergarten - 1st/2nd Grade

8:10 - 8:20	Student arrival and outdoor recess Parents are welcome to either drop their children off outside or walk them to their classroom at 8:20.
8:30 – 8:45	Whole School Morning Meeting in Community Room
8:45 – 10:15	Integrated Core Block - Math, literacy, art or science in context of current theme or areas of interest
9:00 – 10:00	Snack area in courtyard.
10:15 – 11:15	Integrated Core Block (math, literacy, art & science)
11:15 - 12:00/ 12:00 – 12:45	Lunch/Recess Rotation – Two groups of Kindergarten & 1 st grade students rotate between eating lunch in the courtyard and outdoor recess.
12:45 – 2:45	Afternoon activities vary daily and include: clay studio, cooking, construction, crazy science, dramatic play, creative movement, art, yoga/movement, nature exploration, Spanish, music, open studio, outdoor games and library visits.
2:45 - 3:00	Recess – Dismissal from outdoor playground Those staying for After Care are escorted back inside.
<hr/> T, W,TH 8:30 - 11:15	<hr/> Morning community connection – One class/group per day will go out into <u>the community as a part of our place-based education approach.</u>
T,W,TH,F 12:45 – 2:45	Afternoon Focus: specials, classes rotate through special areas of instruction, and project, or investigation time Tuesday - Yoga Wednesday - Violin & Music/Dance Thursday - Spanish Friday - Adventure based Physical Education; open studio, and/or workshops provided by after school enrichment instructors

A Typical Day in PRE-K
(Monday – Friday 1/2 day a.m. and p.m.)

8:10 - 8:20	Student arrival and outdoor recess (weather permitting) Parents are welcome to either drop their children off outside or walk them to their classroom at 8:20
8:30 – 10:00	Creative play/discovery/project time
10:00 – 10:15	Clean up, bathroom break
10:15 – 10:30	Snack time
10:30 – 10:50	Circle time (story time, singing, Spanish or yoga)
10:50 - 11:30	Outdoor play and exploration
11:30 – 12:15	Lunch – Pre-K students eat in their own room.
12:15 – 1:45	Creative play/discovery/project time
1:45 – 2:00	Clean up, bathroom break
2:00 – 2:15	Snack time
2:15 – 2:35	Circle time (story time, singing, Spanish or yoga)
2:35 – 3:00	Outdoor play and exploration
3:00	Those staying for After Care are escorted back inside.

INSTRUCTIONAL METHODS AND WHY WE ARE DIFFERENT

Special and innovative features of Fiddlehead's School of Arts & Sciences, benefits for enhanced learning, and how FSAS is different from other public schools in this region is outlined below.

1. Arts and Sciences Emphasis

Students are engaged in many artistic ways of expressing themselves including literary arts, drama, fine arts and crafts, dance and music. Students are expected to develop skills and appreciation for these many art forms. Students are introduced to a wide range of the sciences including, but not limited to astronomy, geology, chemistry, physics and the environment through the extension of our classroom both inside and outside.

Benefits for Enhanced Learning:

Studies have shown that an emphasis on either the arts or sciences result in high student academic achievement. Both these areas require a student to observe and be persistent, two qualities that help to create high achievement. Being competent within many artistic mediums, students gain confidence. Art also serves as a tool for critical thinking, helping students to listen better, appreciate more and use other skills when making critical decisions.

Proficiency in science and observational skills will serve one well when learning throughout life. Learning to think in a scientific, research-oriented way helps students to approach problem solving in an organized way. Learning about nature, the environment and the world serve students well while practicing their skills in language arts, mathematics and other areas of importance.

The Difference:

No other elementary school in Maine places special emphasis on the arts and sciences school wide.

2. Reggio Emilia Inspired Philosophy

Our school will create a community of learners, where children, teachers, and parents are all invested in co-constructing knowledge. Educated and informed teachers actively observe individual and group's interests, abilities and curiosities within their play, work, and explorations inside and outside of the classroom.

Benefits for Enhanced Learning:

With extensive periods of time for in-depth investigations, thoughtful observations and reflections, allowing a student time for asking questions and unfolding new ideas through experiential learning and place based education.

The Difference:

No other public school in the catchment area offers this type of child-directed learning.

3. Multi-Age Classrooms

Our multi-age structure will provide a rich environment with different experiences that allow for access at different entry points. The opportunities and experiences available for children will be accessible to beginning learners as well as stimulating for those who are ready to further and deepen their understanding.

Benefits for Enhanced Learning:

Staying with the same teacher or group of teachers provides a secure learning environment that students can have comfort in risk taking that is necessary for deep learning to take place. Teachers are familiar with the students and can easily continue progress at high levels of development.

The Difference:

Although there are some looping classrooms scattered throughout the district(s) there are no multi-aged classrooms.

4. Emphasis on Cooperative Teamwork

Although students may engage in competitive activities, such as games involving skill, most of their academic work is individualized and unique or done cooperatively.

Benefits for Enhanced Learning:

When working together with respect and kindness, the student learns that by pooling group brain power and efforts different tasks can be accomplished; ones that individuals usually cannot do alone. Some of these projects may be a school or community contribution, therefore giving the students a sense of accomplishment and pride in work that has been done together.

The Difference:

Although some classrooms throughout the district(s) work on projects together, no other school places as great an emphasis on cooperative work.

5. Parental Involvement

Family involvement is strongly encouraged and supported. We actively engage families by identifying and asking them to contribute special skills and talents with the school community.

Benefits for Enhanced Learning:

Studies show that students' academic progress increases when their parents are involved in the school.

The Difference:

While many schools encourage parental involvement, Fiddlehead family involvement is encouraged as a part of our overall design, though not mandatory.

6. Portfolios and Documentation Replace Grades

A variety of assessment tools including our portfolio are used to track student progress throughout the year. Students are taught how to assess their own work and their involvement in this assessment process increases with age and maturity. Students and teachers assess student progress in order to evaluate the strength our academic program, inform further curriculum development, and insure that students are achieving progress and meet state standards.

Benefits for Enhanced Learning:

In order to become independent thinkers, students must learn how to assess their own work. Students can feel free to use their creativity when their grade is not determined by how well they have satisfied the vision of the teacher, rather than their own vision

The Difference:

No other elementary school in the district operates completely without grades.

7. Experiential and Hands-on Learning

Students will be provided opportunities to learn by doing. Classrooms will have at least one project in progress at all times. Projects will include making models, dioramas, and scenery/sets for plays, fiber arts, masks, garden plots, mobiles, bird feeders and a wide range of other projects.

Benefits for Enhanced Learning:

Studies have shown that students frequently involved in hands-on projects do better in geometry, engineering, architecture, design and other projects where spatial relationships are involved.

The Difference:

To the best of our knowledge, no other school in the district(s) expects students/classrooms to have an experiential project in progress. Experiential learning is important for our student's growth.

8. Emergent Curriculum

Emergent curriculum is based on the interest and passions of both the children and the teachers. Through the practice of documentation, observation, reflection and collaboration with other teachers and the children, a curriculum evolves and expands. Using the children's interests as an entry to a topic makes learning relevant and important. Through observations our teachers plan for the curriculum objectives in their content areas and then integrate the subject across disciplines and at times across grade levels creating school-wide and small group themes.

Benefits for Enhanced Learning:

Students are able to see relationships among concepts and knowledge learned in different content areas when they have time for deep learning. Students become aware of the progression of concepts within the themes.

The Difference:

Some classrooms throughout the district(s) use themes, but seldom are they child-directed to encourage engagement, nor used in classrooms throughout the school.

9. Placed Based Learning

Connecting to our community through place-based education is afforded by the many resources unique to Gray-New Gloucester. These include: The Maine Wildlife Park, Libby Hill Trails, Pineland Farms, Shaker Village and local agricultural businesses. Place based education brings learning to life!

Benefits for Enhanced Learning

Students participating in place-based education often show more enthusiasm for learning because it is more relevant to their daily lives, their homes and their community. Students often exhibit higher measures of academic achievement (reading, writing, math, science and social studies) and improved behavior in class, greater pride and ownership in their accomplishments which in turn increases self-esteem, conflict resolution and problem solving. Place-based learning helps students more readily understand how concepts are applied in a real-world setting.

The Difference:

Students throughout the district(s) go on field trips (as budgets afford), however, place-based learning is part of our curriculum and is dependent on regular visits in order to establish relationships with the community and its members and to gain a sense of place.

10. Multiple Intelligences

The nine multiple intelligences we integrate into curriculum in order to reach a variety of learning styles are: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal, naturalist intelligence, and existential intelligence. In this approach all children can be successful by approaching learning from a place of personal understanding and comprehension.

Benefits for Enhanced Learning:

In this approach all children can be successful by approaching learning from a place of personal understanding and comprehension. The opportunities and experiences available for children will be accessible to beginning learners as well as stimulating for those who are already further along who can then deepen their understanding.

The Difference:

Most classrooms use one method of instructions for all students with the exception of learning centers. Multiple intelligences are applied to teaching practices beyond the differentiated learning of centers. It is embedded throughout the curriculum allowing opportunities for children to access information in ways that make sense to their learning styles.

11. Ecological Teaching and Learning

Ecological teaching and learning is an approach to understanding the interconnectedness of all things. It is an integrated approach to understanding ecology, systems thinking, sustainability, and environmental issues by combining hands on and experiential learning with reflective practice.

Benefits for Enhanced Learning:

Children will understand and be able to solve issues of population growth, climate change, a global economy, environmental decline, diminishing biodiversity, social justice, energy consumption, and the management of renewable resources. Ecological teaching and learning is designed to foster ecologically literate citizens who develop a relationship with the earth and understand its complexities as a living system.

The Difference:

Limited ecological teaching and learning are currently available at public schools.

A. 3 Special Student Populations

In accordance with the Special Education Program Approval Rubric, we will implement the following guides (please see Attachment 5. Special Education Requirements Rubric):

- Qualification or certification of staff – FSAS will provide the certification, proof of fingerprinting and licensure if applicable of all special education staff prior to September 1, 2013.
- Plan of instruction – FSAS will provide DOE a copy of the curriculum that aligns with the system of learning results, a description of assessments; access to general curriculum and to extracurricular activities prior to September 1, 2013.
- Adequacy of Facilities – FSAS will obtain from local code enforcement officers and provide to DOE prior to September 1, 2013, documentation of inspections for:
 - Fire and safety inspection of building
 - Licensed plumbing inspection
 - Sufficient air changes and temperatures
 - Testing of drinking water
- Professional Supervision – The special education supervision requirements do not apply to a charter school. FSAS will be interviewing special education teachers with a master’s degree.
- Teacher Student Ratios – FSAS will provide documentation of student teacher ratios prior to September 1, 2013.
- Assistive Technology – FSAS will report to DOE any assistive technology services or devices that were provided to students through their IEP by July 1, 2014.
- Non-Academic Services – FSAS will provide DOE an annual report of the provision of supplementary aids and services determined appropriate and necessary to afford children with disabilities an equal opportunity for participation in those services and activities by July 1, 2014.
- Individual Education Program – FSAS will provide evidence to DOE that it is using the state required IEP form by September 1, 2013.
- Routine check of hearing aids and external components of surgically implanted medical devices – FSAS will develop a written procedure on the process for documenting that all hearing aids and external components of surgically implanted medical devices are functioning properly.
- Written assurance that the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities are education with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- Evidence in student files shows that all procedural safeguards required by State (Maine Special Education Regulations, Chapter 101, Section XV) and federal special education laws and regulations are established within the unit meetings the requirements of 200.500-536
- Evidence of procedures used in evaluating of students with disabilities and a list of all staff involved that meet the requirements of 300.300 - 300.311 of subpart D of this part. MUSER V. 1,2,3,4,5,6 VII. 2,3,4.
- Copy of FERPA policies and procedures that complies with Reg. 300-620- 300.626 related to protecting the confidentiality of any personally identified information collected, used, or maintained under Part B of the Act
- Financial reports will show that federal funds provided to the unit under Part B IDEA will not be commingled with State funds, and a separate accounting system is used that includes an audit trail of expenditures of the Part B funds.

INCLUSION OF EXCEPTIONAL STUDENTS

FSAS will conduct “child find” activities for their full student population so that students who may need special education services and/or accommodations are appropriately identified and, if necessary, referred for evaluation, as required by federal and state laws.

All classrooms are multi-age, full inclusion classrooms. In addition to the regular classroom instructional personnel, at least one teacher with certification in Exceptional Student Education (ESE) will be employed as a resource teacher. This teacher helps the classroom instructional personnel plan and implement appropriate instruction and accommodations and write the IEPs for exceptional education students. S/he also assists the classroom instructional personnel in planning for and implementing instruction for ELL and other special students. The resource teacher may teach classes and/or work with individual students or groups of students, and/or refer to services outside the school, should they be needed as identified via the assessment, evaluation and planning process.

Since these exceptional education students remain with the same class as regular education students, they have the same opportunities that all other class members have to feel part of the group. Being a member of a class with a multi-year age span and a wide range of abilities increases the likelihood of academic and social success. Being in a multi-age classroom where they can continue with the same instructional personnel or team and many of the same classmates for several years is a great advantage to children who may find making changes very difficult.

Hands-on learning, real-world problem solving and cooperative learning hold important positions for all children, including meeting the educational needs of ESE children, and these form the core of the FSAS learning approach. It is especially important for the task at hand to be relevant to their lives and to be one in which results are forthcoming and complete.

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

CHILD FIND POLICY - *Policy and Procedures for Students with Disabilities and Special Needs*

FSAS will ensure that all students with disabilities who are eligible to enroll in the school will have available to them free and appropriate public education (FAPE) in the least restrictive environment (LRE). The rights of children with disabilities and their caregivers will be protected in accordance with federal and state laws.

As part of this child find responsibility, FSAS seeks to ensure that all students with disabilities who are eligible to enroll in the school are identified, located and evaluated. This child find responsibility shall be accomplished through a process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs.

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

School staff, parents/caregivers, or agency representatives may refer students to the resource teacher if they believe that the student, because of a disability, may be in need of special education and supportive

services in order to benefit from regular education. FSAS shall ensure that an appropriately certified school psychologist participates in the initial evaluation and all subsequent re-evaluations of the student.

Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation is conducted and a determination has been made by the multi-disciplinary team. This team will include, at a minimum, a contracted Licensed Clinician, resource teacher, and others, as appropriate. If it is determined that the child requires special education and supportive services in order to benefit from regular education, an Individual Education Plan (IEP) shall be developed for the student in accordance with federal law. FSAS will ensure the confidentiality of the activities and procedures used to evaluate students with disabilities.

Referral can also be made directly to the School Director.

Child Find Procedures

1. Special needs identified.
2. FSAS will initiate a Referral Conference and determine the need for an evaluation. If evaluation to determine student eligibility is appropriate, parental/caregiver informed consent for evaluation is obtained and an assessment is conducted.
3. Assessment conducted.
4. Once eligibility has been determined, an individualized education program (IEP) is developed for the child. The IEP Team determines the services the child needs and determines the least restrictive setting(s) in which the services can be provided.
5. The public education agency is responsible for seeing that the child receives free and appropriate public education in accordance with the IEP if the child needs special education and related services.
6. Children in special education will have scheduled periodic reviews and re-evaluations.

EXISTING SPECIAL NEEDS STUDENTS

Students who enter FSAS with an existing Individualized Education Plan (IEP) from another RSU and in compliance with Maine state statutes and rules will automatically be scheduled for Conference to review the students existing IEP, and appropriate services and procedures will be implemented.

Special Areas of Learning

FSAS employs a range of activities such as music, Spanish, building, theater, arts, gardening, and physical education. The specifics are decided by the school community as interests and talents of the children and families are explored and discovered.

Learning Resources

All elementary classrooms maintain a classroom library of reading materials appropriate for the ages and reading levels of the students learning in those classrooms. Our supervised technology lab is available for children to use for research. Additional equipment, such as camcorders, digital cameras, and LCD projectors are housed in the school's technology room and are available for classroom use.

A.4 Assessment

Fiddlehead School's Assessment System (FAS) will include ongoing documentation and assessment of children's learning, regular reporting to parents, and formal standardized assessments starting at age 8/grade 3. More intensive assessments will be administered for struggling learners in order to guide instruction and other possible interventions to scaffold their success.

Ongoing documentation and assessment

Based on Reggio Emilia⁴ principles and practices, Fiddlehead School's Assessment System (FAS) will emphasize ongoing documentation and assessment strategies that are consistent with the research on formative assessment's power to enhance learning and teaching. Assessment *for* learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment for learning:

- is part of effective planning
- focuses on how students learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- shows learners how to improve
- develops the capacity for self-assessment
- recognizes all educational achievement.

*Assessment Reform Group, 2002*⁵

In Reggio classrooms, documentation is a key part of learning. Teachers capture and extend the children's interests through documentation, using written observations, photos and technology, planning meetings, documentation boards and books. As children grow, they too document their learning. Teachers, children and parents view, discuss and reflect on these records of learning as a dynamic process.

Assessment Framework

We will use the Work Sampling System (WSS) from Pearson as a framework for portfolio-based assessment of each student, ages 4-10. The WSS includes developmental guidelines and checklists in seven major curriculum areas, with performance indicators tied to state and national standards. (A revision is underway to align with the Common Core.) Evidence of each student's learning is collected in a structured portfolio. Summary reports are completed 2-3 times per year, and can be aggregated/disaggregated by groups for program evaluation and accountability purposes.

⁴ Edwards, C., Gandini, L., & Forman, G., (Eds.) (1998). *The Hundred Languages of Children: The Reggio Emilia Approach*, 2nd Edition. Westport, CT: Ablex Publishing

⁵ Based on research by Black & William. See www.assessment-reform-group.org/CIE3.PDF

Students' Academic Growth Targets

- 80% of students will meet or exceed WSS literacy, math and science performance indicators typical of their age/ grade by the end of each year.
- 10% of students will achieve 75% of performance indicators in these areas.
- 10% will achieve 50% of performance indicators in these areas.

Formal Assessment

Starting at age 8, student academic proficiency will be assessed annually through the **NECAP** (New England Common Assessment Program) in Reading and Mathematics (or Better Balanced when that is phased in).

- Students will increase proficiency each year by 3%

For struggling learners, the **NWEA** (Northwest Evaluation Association) will be administered pre and post, and mid-term:

- Students will increase proficiency each year by 3%

Annual Review

Annual review of assessment data will inform revisions to the curriculum, instruction and school structure.

Please see **Attachment 1** for the Performance Indicators Rubric.

A. 5 School Climate and Discipline

Fiddlehead School will follow behavior and code of conduct polices as outlined in Maine Revised Statutes 20-A **M.R.S.A.** and we will adhere to the code of conduct established by RSU#15 (Gray/New Gloucester) as our model.

Our philosophy is that positive reinforcement is an effective method of the behavior management of children. When children receive positive, nonviolent, and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities, and self discipline. Based on this belief of how children learn and develop values, Fiddlehead School of Art & Science will practice the following discipline and behavior management policy.

FIDDLEHEAD BEHAVIOR (DISCIPLINE) POLICY – Exhibit 3

Rules of the school are designed for the safety and well-being of all children and staff and we strive to be clear and consistent. We also aim to guide children toward self-reliance and independence by giving them the opportunities to build the necessary skills to solve problems on their own.

We believe each child is different and has individual needs. To best serve the child, both parent and staff need to honestly communicate their insights into the causes of behavior problems, the effects of current strategies to support improved behavior, alternative approaches, and feelings about what is happening.

The following list reflects our beliefs in the most effective ways to manage behavior:

- consistency
- using positive reinforcement
- conveying guidance with love, acceptance and respect
- setting clear expectations and consequences
- role modeling
- redirecting inappropriate behavior
- communicating at eye level
- implementing behavior management strategies immediately
- providing intervention
- encouraging children to express their feelings
- supporting a child at all times

Fiddlehead School will work with children according to these objectives, and expect all Fiddlehead staff to role model appropriate behavior.

Our Expectations of Children

Fiddlehead's expectations of students' behavior are in the spirit of inclusion and respect for one each other. This means all children are welcomed into free-play and classroom activities. The goal is to display kindness and respect, while appropriately communicating individual needs.

The following behaviors are expected of all students. The students will:

- show respect to each other, including all members of the school community;
- refrain from yelling, teasing, name calling or other forms of abusive behavior, harassment or humiliation;
- respect and care for their own property and that of others and the school;

- avoid all forms of aggressive behavior, including pushing, shoving, hitting, slapping and spitting (this is also a health consideration, as well as a safety issue);
- walk in while inside the building;
- keep the school clean and remove any trash they find;
- be respectful of the games and activities of others;
- avoid aggressive games and behavior;
- refrain from bringing to school any type of toys or games that represent violence or hard equipment that could physically harm another person;
- remain seated while eating at lunchtime;
- always wash hands before leaving the bathroom.

Bullying

Fiddlehead does not allow bullying to occur at any time. Bullying is defined as any verbal, physical, or social behavior that, over a period of time, intimidates, threatens or hurts others. Bullying may include, but is not limited to the following types of conduct:

- Verbal - hurtful name calling, teasing, threatening, taunting, and gossiping.
- Emotional - isolating, rejecting, humiliating, ostracizing, spreading rumors.
- Physical - Any aggressive physical contact such as hitting, pushing, poking, pulling hair, obscene gestures, beating, throwing objects, spitting.

Behaviors: Fiddlehead recognizes children with varying developmental levels attend our classes. Therefore, we have age-appropriate expectations for students. We do acknowledge appropriate behavior of students whenever possible.

CODE OF STUDENT CONDUCT

Students are expected to follow school rules, which are covered in the policy section of the Student Handbook. An updated Student Handbook is sent home with every student on the first day of school. If a situation arises that is not covered by the Fiddlehead policies, Fiddlehead will adhere to the code of conduct followed by the RSU #15 as defined in the Code of Conduct Handbook. The Fiddlehead Governing Board of Directors has final authority over matters concerning Fiddlehead School and will be the body to which all appeals are directed.

School Safety

See Exhibit 4: Emergency Response Guide (Fiddlehead Safety Manual)

School safety is paramount to Fiddlehead's operations. All safety responses and procedures are outlined in the Fiddlehead Safety Manual, and all personnel are trained in these procedures.

B. Organizational and Operational Plan

We have included in the required Exhibits proof of the school's organizational structure as follows:

- Exhibit 12. Articles of Incorporation
- Exhibit 13. By-laws
- Exhibit 14. Application for approval of 501-c-3 Nonprofit Status from IRS (form 1023)
- Attachment 11. Letter From Attorney Regarding Fiddlehead School Governance

Supporting Materials will be modified for the school upon approval and as outlined in our Pre-Opening plan. (See Attachment 6. Student Handbook Example; Exhibit 4. Safety Manual; and Exhibit 9. Staff Handbook.)

B.1 School Calendar and Daily Schedule

Please see Exhibits for the following:

- Exhibit 5 - Sample Daily Schedule
- Exhibit 6 - Annual School Calendar

Our school calendar will mirror that of the nearby Gray/New Gloucester school system (MSAD 15) with regard to vacations and holidays. It will not follow in-service and teacher workshop days, as the school will have time embedded within the weekly schedule for teacher planning and documentation of student progress.

School will be in session for a total of 175 days – See Exhibit 6. Should school be cancelled for any additional days, the number of days of attendance will be adjusted accordingly to ensure children receive 175 days of instruction.

See Section A. and Exhibit 5 – for a sample of a daily schedule.

Documentation Fridays: Each Friday afternoon, the early childhood team will spend time reflecting on each child's learning and document individual progress in each child's portfolio. During this time, children, along with the resource teachers, will work on any of their projects or participate in pre-planned activities.



Children's paintings, along with their own comments about their work, are carefully displayed in a hallway for all to view.

After School Enrichment Programs

Fiddlehead School families will have access to on-site Fiddlehead Center after school fee-based programs. Fiddlehead Center has a long history of providing quality and exciting enrichment classes supportive of extending the school day for children. Working parents find an established, quality after school programming essential to keeping children safe and learning and giving parents' peace of mind that their children are well cared for. Fiddlehead After School programs begin at 3:30 p.m. and end at 5:30 p.m. This is a pay per child/fee-based program. Three sessions are offered each year (Fall, Winter & Spring).

After school classes change to match children's evolving interests and progressive learning. Parents and children have active input into the design of classes throughout the year by completing written and electronic program evaluation surveys. Participant feedback is critical to keeping programs relevant and fresh. Direct input is also obtained from instructors and program staff, as they know each child and can help identify individual interests, what's working and what needs to be changed.

Children who attend the Public Charter School may elect to stay for After School enrichment classes. In this case, they will be accompanied by a transition leader from 3:00 – 3:30 p.m. This transition time will include outdoor time as weather permits.

Children can choose classes within the following sub-categories in our After School Enrichment Programming, as age appropriate:

Art – Fiddlehead Center art classes explore many mediums and forms of expression, including: painting (acrylic, watercolor, oil pastels, etc.), drawing/cartooning/anime, sculpting(various medium forms), photography, pottery (hand building and wheel throwing), cooking, metal smithing, quilting, fiber arts, weaving/basketry, woodworking, mask making, print making, and jewelry making. Current technological art forms include: claymation, cartooning, graphic design, game creation and more.



Performing Arts/Wellness—Fiddlehead Center has an established theater program, offering Storybook Theater for ages 4-5, and theater performance for ages 8-13 with the Fiddlehead Players where children receive instruction in theater classes (acting, singing, set and costume design), while working on a production. Other theater classes are invited to participate with the larger productions. The Center holds 1-2 large performances per year and several smaller class-associated productions. Other classes include: yoga, puppetry (creating & performing), set (design & construction), and dance (ballet, jazz, hip/hop, cultural custom dances - Greek, Irish, Spanish, etc.).

World Language/Culture—In addition to programming that provides children a chance to learn a world language through a practical and fun approach using games and songs, children are exposed to different cultural elements through dance, food, music & art. Languages we have offered include Spanish, French, Chinese, Japanese and Sign Language.

Music—Fiddlehead Center has a well-established private music lesson program operates in 4 dedicated music rooms afterschool and on Saturdays. Lessons are offered in voice, piano, percussion, string instruments, wind instrument, and other instruments, as demand dictates. Both group and individual lessons are available.

Science—Science programs are based on the STEM (Science, Technology, Engineering & Mathematics) model and include such classes as: Lego Robotics, Building & Engineering, Wizardry of Chemistry, Origami, Rocketry, Environmental Science and more.

SCHOOL CLOSURE

At times, severe weather, fire, power failures, or other emergencies, can disrupt Fiddlehead School's operations. In some cases, these circumstances may require the closing of the facility. In the event that such an emergency occurs, school closings and cancellations are communicated by: 1) postings on local TV stations; 2) email communications to family members of students; and, 3) phone calls placed directly to parents. All school closure policies and procedures will be listed in the *Student Handbook* (see

Attachment 6. Student Handbook Example, that will be modified for Fiddlehead School) as well as posted on the school's web site.

Fiddlehead will also be closed on Federal Holidays during the school year. In the event of additional snow days, or unforeseen closures, the school calendar will be adjusted to accommodate 175 days of instruction.

B.2 Student Recruitment and Enrollment

Catchment Area

All students in the towns of New Gloucester, Gray, Casco, Raymond, Windham, Poland, Minot, Auburn, Pownal, North Yarmouth and Cumberland are eligible for admission to Fiddlehead, including homeschooled students (see Exhibit 6 – Annual School Calendar). A lottery system will be used for enrollment, and admissions policies developed by the Governing Board will guide the process.

The school’s expected 5-year enrollment is detailed in the table below, and a copy of which is included in Exhibit B - Projected 5-Year Enrollment. This table shows that enrollment for the first academic year is expected to be a maximum of 30 students in grades. For each subsequent year, Fiddlehead will add an additional grade level, in addition to adding students in grades Pre-K through Grade 1. Within the 5-year charter school term, Fiddlehead will have established grades Pre-LK through grade 5 with a total enrollment of 90 students.

Exhibit B – Projected 5-Year Enrollment

Projected Enrollment (Min, Maximum, Planned)						
Grades	Ages	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Pre-K	4-5	10,14,14	10,14,14	10,14,14	10,14,14	10,14,14
K	5-6	10,14,14	10,14,14	10,14,14	10,14,14	10,14,14
1ST	6-7	10,14,14	10,14,14	10,14,14	10,14,14	10,14,14
2ND	7		10,14,14	10,14,14	10,14,14	10,14,14
3RD	8			10,14,14	10,14,14	10,14,14
4TH	9				10,14,14	10,14,14
5TH	10					10,14,14
Totals		30,42,42	40, 56, 56	50,70,70	60,84,84	70,98,98

Based on existing school enrollments within Fiddlehead’s catchment area, there are approximately 3,197 students in preschool, kindergarten and first and second grade; and expected enrollment during year one at Fiddlehead School is 14 children per grade-or less than 1% of students in this catchment area. It is anticipated that approximately 50% of year-one students will come from the Gray/New Gloucester area (n=21) and the remainder from a combination of locations within the catchment area. Transportation will be provided for these students via pre-determined pick-up/drop-off points that are centrally located to minimize family travel.

Student Enrollment (on Oct 2011) in Fiddlehead Catchment Area

Grade	Gray/New Gloucester	Casco*	Raymond/Windham	Poland	Minot	Auburn	Pownal	North Yarmouth/Cumberland	Total by Grade
Preschool	51	n/a	n/a	31	23	137	13	n/a	255
Early K	1	n/a	n/a	0	2	45	1	n/a	49
Kindergarten	181	40	242	61	36	257	17	122	956
1 st	149	43	244	65	36	277	14	141	969
2 nd	165	43	243	54	26	268	12	157	968
3 rd	167	41	264	58	26	310	16	153	1035
4 th	164	35	235	63	28	266	14	144	949
5 th	166	36	250	66	22	275	18	197	1030
Total by Town	1044	238	1478	398	199	1835	105	914	6211

Source: Public School October 2011 Attending Counts, by School Administrative Unit.

<http://www.maine.gov/education/enroll/attending/statefallpub.htm>

*Casco figures were derived by taking the total number of students enrolled at Songo Locks Elementary and dividing by 2, as children from the Town of Naples also attend Songo Locks Elementary.

Not included in the catchment area enrollment estimates are homeschooled students, who may be interested in attending the charter school. Fiddlehead Center has always welcomed and served homeschooled children. During this past year there were eleven homeschooled families participating in Fiddlehead programs, and we expect that to continue. Children of some of Fiddlehead staff are also homeschooled and are well-connected to the Southern and Western Maine homeschooling community and resources and will assist in reaching out to this population using electronic list serves, co-ops, organized classes and personal relationships.

In addition, Fiddlehead Center currently operates a private Preschool and Kindergarten program. Families of these children are likely to seek enrollment into the charter school. And should the school reach enrollment capacity, families will be included in the lottery process for student selection.

Community Characteristics

There are many similarities as well as differences represented within the population of these nearby towns in Fiddlehead's catchment area. The Lewiston/Auburn area has higher concentrations of students who are English Language Learners than the other locations within the catchment area. And the number of disadvantaged students and special education students also varies considerably. It is challenging to anticipate how many students within each of these special categories will choose to attend Fiddlehead School of Arts & Sciences. Nonetheless, we have structured the school and other programs to accommodate individuals with a variety of interests, skills and abilities, and have provided for appropriate processes to assess children with special education or other special needs to ensure their needs are met and done so in the least restrictive setting. A child-centered approach lends itself well to meeting individual interests and needs.

Reaching Eligible Students

The following marketing strategy, advertising objectives and advertising strategy will be used to reach out to families of age-eligible children within the defined catchment area:

Marketing Strategy - The location of the Fiddlehead is ideal— at the crossroads of our catchment area and central to major roadways (Maine Turnpike, Route 26, Route 100).

Advertising Objective - To become aware of the Fiddlehead School of Arts & Sciences, a new Charter School; to invite families to attend scheduled Open House informational sessions; and to encourage application submittals to the School.

Advertising Strategy - The advertising message will focus on “What makes our School different?” The message will include:

- **Choice** – Public Charter Schools offer children and families new choices for education.
- **Child Centered Learning** - foundational learning that Fiddlehead offers can only be compared with private Portland Schools offering Reggio Emilia inspired programming.
- **Price** – there is no cost to the family for a child to attend a Public Charter School.
- **Location** – Fiddlehead is centrally located, less than a 15 minute drive from most communities.

Initial advertising will begin with a well developed brochure, postcard mailer, email messages to existing customers, as well as press coverage in local papers and social media avenues.

Several methods will be used to inform the general public and families of eligible students about the school. The board’s Marketing Committee will also work to design and distribute the school’s information through the following methods:

- Tower Publishing will provide targeted mailing information to families of EVERY eligible child for each grade level. It is through this method that those who are traditionally less informed will receive information about Fiddlehead’s School of Arts & Sciences.
- Electronic media forms such as Facebook pages, and Facebook and Google ads.
- Create a Fiddlehead School web site detailing information about the charter school. Fiddleheadschool.org
- Email and mailed communications using Fiddlehead’s in-house database with family addresses.
- Traditional print media posted at frequently visited public locations within the catchment area.
- A feature article in *Parent & Family*, an established early childhood paper distributed throughout Southern Maine.
- Informational tables located at key community events, such as Casco Days; North Yarmouth Family Run; New Gloucester Fair; Ice Fishing Derby (Windham); Libby Hill Days; and so forth.
- Informational sessions and invitations to Open House events are scheduled for the months of February and March 2013.
- Popular print media within the catchment area communities, including: *Lake Region News*, *Country Connection*, *The Forecaster*, *PBS View Finder*, *Parent & Family* articles & print ads.

Branding - The branding of the Fiddlehead School of Arts & Sciences - Logo and slogan, “Unfold Your Potential” will be visible on most printed materials.

Admission Policy Requirements

To apply to the Fiddlehead School of Arts & Sciences a prospective student must complete an application form which will be available on the school's web site, or can be picked up in person at the school.

Admissions and Lottery

To learn more information about the school, interested parents may contact the charter school site on our webpage, where they can read a copy of the charter, and pick up a preliminary application form and a description of the current program offerings. Open house and visitation days initially and throughout the year will be scheduled so that interested parents may observe classrooms. Each interested family who has submitted an application for admittance will be invited to an orientation meeting during which the program, the parent requirements, and the lottery procedures will be explained.

Lottery Policy and Procedures

1. The staff, Board of Directors & Founding Members at Fiddlehead School will be allotted spaces for their own children.
2. Out of respect for the integrity of families, younger siblings of currently enrolled students who are old enough to attend the following year will be given automatic enrollment if an appropriate space exists.
3. Students from prior years' lotteries will be admitted or retain their position on the waiting list.
4. Race, ethnic group, economic status, religion or disability will not influence admission or placement categories.
5. Parents and students formally apply for a place in the lottery by submitting a completed application for admittance.
6. Application deadlines will be posted and include a 30-day window during which prospective students may apply. Should enrollment exceed available spaces, a lottery will be conducted.
7. Lottery results will determine the order of admission in each age, with new lottery results being added below names on the existing waiting list. Applying students will have their names placed in the lottery based on age categories.
8. The lottery will be drawn youngest to oldest. Siblings will be drawn by family groups, unless otherwise stated by parent/guardian.
9. Order of admittance within each grade will be done by drawing numbers, which have been assigned to names. The available spaces will be filled from the ordered lists created by the order of the draw.
10. Children that are admitted will receive a letter verifying his/her placement.
11. Children placed on the waiting list will be sent a letter verifying their place on the waiting list. It is not necessary for applicants or their parents to be present at the lottery.
12. The lottery procedure outlined above only admits students to Fiddlehead School of Arts & Sciences or the waiting list. It does not determine classroom placement.

Location

Centrally located in the heart and crossroads of Gray we are just off the Maine Turnpike and within a 15 - 20 minute commute from our catchment areas/towns. (See transportation plan for details).

B.3 Staffing and Human Resources

Exhibit 8 – First Year Staffing Chart

Instructional Staff – Year 1	
Pre-K (1 FTE)	Judy Kann (current instructor)
Kindergarten (1 FTE)	Marie Reimensnyder (current instructor)
Grade 1 & 2 (1 FTE)	TBA
Resource Teacher/Ed Tech (.75 FTE)	TBA
Resource Teacher/Ed Tech (.75 FTE)	TBA
Administrative Staff – Year 1	
Principal (.50 FTE)	Jacinda Cotton-Castro
Operations/Development (sub-contractor)	Wendy Betts
Administrative Assistant (.5 FTE)	TBA
Accountant (.25 FTE)	TBA
Other Services – Year 1	
Music Instructor (hourly)	TBA
Special Education Services (contracted)	TBA
Spanish Instructor (hourly)	TBA
Guidance (hourly)	TBA
Bus Driver (hourly)	TBA
Custodian (hourly)	TBA
Additional Instructional Staff – Years 2-5	
2014-2015 – Grade 3 Teacher (1 FTE)	TBA
2015-2016 – Grade 4 Teacher (1 FTE)	TBA
2016-2017 – Grade 5 Teacher (1 FTE)	TBA
P/T Resource Teachers (.5 FTE)	As needed, approximately 1 for every 15 students
Administrative Staff – Years 2-5	
Principal (.60 FTE)	Jacinda Cotton-Castro
Operations/Development (sub-contracted)	Wendy Betts
Administrative Assistant (.5-.6 FTE)	TBA
Accountant (.25-.30 FTE)	TBA
Other Staff – Years 2-5	
Music Instructor (hourly)	TBA
Special Education Services	TBA
Spanish Instructor (hourly)	TBA
Guidance (hourly)	TBA
Bus Driver (hourly)	TBA
Custodian (hourly)	TBA
Food Service (hourly) Years 3-5	TBA

Staffing Plan

Fiddlehead staff, both employees and volunteers, contributes knowledge, initiative, and creativity needed to carry out its mission. We believe that staff needs a satisfying work environment, flexibility, the opportunity to grow, and recognition for excellent performance. Of the current 4 early childhood instructors, 2 have been with us for the past nine years.

Growth & Enrollment

With the successful launch of the Fiddlehead's Public Charter School and upon receiving full enrollment for one Pre-K, one Kindergarten and one combined First and Second Grade. Administration will interview qualified candidates to fill positions and place accordingly.

Recruitment of Qualified Staff

Teachers will need to have experience within the Reggio Emilia/Montessori/Waldorf philosophy and experience within early childhood. In order to recruit and retain effective teachers a clear recruitment process has been outline in our Personnel Policies & Procedures Manuals and is also outlined below.

Request for Personnel Action and Posting of Vacancy (Recruitment Policy)

1. If it is determined that the need is for a new position or additional personnel, notice of such need shall be submitted by the Executive Director to the Fiddlehead Board for their approval.
2. All information about the position will be provided (position title, duty hours, location, desired starting date, and any special requirement or conditions). If the position is new, a position description shall accompany the request.
3. In order to facilitate filling the position, routine distribution of the position announcement will include posting at all FSAS offices and any other types of notification as appropriate. Such notices shall minimally include:
 - a. Job title
 - b. Rate of pay
 - c. Job location
 - d. How and where to apply
 - e. Length of the recruitment period

Selection Process

1. To assure advancement opportunities for Fiddlehead employees, while giving consideration to Fiddlehead's desire to hire the best qualified candidates for job openings, internal candidates will be given consideration in selection. Internal candidates must provide an updated employment application and participate in any testing procedures established for the selection.
2. Applications will be received by the Executive Director and screened for qualifications.
3. Fiddlehead may use any selection procedure or combination of procedures which meets its needs so long as they provide information about the applicant's qualifications and documentation of the hiring decision. All procedures used shall be job related, developed in advance by persons familiar with the position, and applied consistently to each applicant. They may include any or all of the following:
 - a. Review of employment application.
 - b. Review of supplementary experience statement – a questionnaire developed to elicit further information about a candidate's specific training or experience for a particular job; or a supplemental resume.
 - c. Interview of all finalists considered for selection.

- d. Check references.
- e. Performance testing as appropriate.
- f. Criminal background check.

Hiring

1. All candidates will be reviewed by the Executive Director. The Executive Director shall then administer any or all of the selection procedures. After obtaining all supporting documentation and completion of the selection procedures, the Executive Director shall make a recommendation to the Fiddlehead Board of Directors. The Board of Directors is the hiring authority. No scheduling of work will be done until FINAL APPROVAL AND WRITTEN NOTIFICATION is provided to the applicant by the Executive Director and Board of Directors.
2. All candidates will be notified of the hiring decision. The selected candidate will be notified by letter offering the position and providing information such as the report date desired, beginning salary, employment status, a copy of the Personnel Policy Handbook, and the person to contact with questions concerning employment with Fiddlehead. (More details in Policy Manual).

Salary

The Board of Directors will review wages and salaries periodically. It is the responsibility of the Executive Director to determine whether the salaries of individual employees accurately reflect their job performance and responsibilities.

1. Individual wage and salary reviews are done by the Executive Director with comments and recommendations for any adjustments submitted to the Board of Directors for their review and recommendations for required action.

Performance Appraisals (Assessment)

The performance appraisal is an evaluation of the employee's job performance, strengths, areas for improvement and a plan of action for both the employee and the Executive Director/Principal or the Chair of the Board of Directors for the next evaluation period. Information derived from the evaluation will be used to identify the training needs of the employee and the employee's eligibility for promotion and/or other personnel action.

Fiddlehead termination procedure, grievance procedures, disciplinary procedures, leaves of absences without pay, vacations, holidays, sick leave, etc. are listed in the Personnel Manual, also included here in **Exhibit 9 – Personnel Manual**.

Retention Strategies

The organizational culture at Fiddlehead School will support staff in having a healthy and flexible balance between one's professional and person life. Relationships and respect are valued and this belief underpins how the organization approaches everything it does. Our approach to staff relationships focus on the following principles:

- We work collaboratively with each staff member to develop a personal growth plan, and we support staff acquiring new skills and provide opportunities for them to use newly acquired knowledge and talents.
- We look for each person's strengths and guide individuals toward fully using their best talents. Getting the right people in the right positions is essential.
- We allow for flexibility and accountability, and gaining a sense of accomplishment.
- We ensure all staff has the training they need to achieve excellence.
- We recognize and acknowledge personal achievements of each staff member at least monthly.
- We provide performance feedback regularly and promptly; at regularly scheduled reviews, there are no "surprises".
- We take personal interest in each staff member, and his/her professional and personal growth, interests and passions. We assist each individual with being able to do more of what he/she loves, as often as possible.
- We clarify and update job-performance requirements and expectations.
- We share company information regularly, and demonstrate that we value employees' desire to be "in the know."
- We remain open to employee ideas and fully consider all, even if they appear at first to be impractical.
- We provide coaching and training to under-performing staff members.

Professional Development Strategies

Academic excellence is a fundamental goal of Fiddlehead School of Arts & Sciences, and professional development is highly supported. Staff will be expected to continue this tradition of innovative learning by engaging in regular professional development opportunities in order to remain current in best practices for educators. Through continued education and training, both students and staff will be committed to lifelong learning, maintaining relevance and the joy of learning.

Any lead teacher who is hired by the school and does not possess a Maine State teaching certificate will be expected to acquire a certificate within 3 years of employment. As the budget allows, the school will pay for training and certification for all lead teachers who enter into training after being hired. The school will also pay for continued educational opportunities for employees, as the budget allows. Any staff member whose training is financed by the school will be expected to sign a contract stating that they will remain at the school for a minimum of three years or repay all training expenses.

Teachers will be expected to engage in ongoing professional development by attending state and regional conferences on Reggio Emilia education, in house training programs, as well as workshops offered by Fiddlehead, Lesley University and other Reggio inspired organizations.

Plan for Parent Involvement

For 10 years Fiddlehead Center has been extremely successful when garnering parent involvement and support and this same model will be followed by Fiddlehead School. From our once a month art shows

and science evenings, we have had the participation of more than 200 families together attending these events. In addition, we have over the past nine years held “fiestas” 2- 3 times per year for both our preschool and Kindergarten programs. During our showcase evenings, we average about 40 – 50 students and at least one parent in attendance at the end of each session. One of our latest endeavors for involvement is a Parent Night, where we provide hands on opportunities for parents to better understand the Reggio philosophy. We hold these events two times per year.

Much research exists about the importance of parent involvement in education. The research overwhelmingly indicates that parent involvement not only positively affects student achievement, it contributes to higher quality education and better performance of schools overall. Both students and schools benefit when parents are involved in education and activities. Academic achievements are higher, students have a more positive attitude toward school and their behavior is better. Other benefits include more successful academic programs and schools that are generally more effective. The school will continue this important tradition.

Family Involvement Activity	Date
Ice Cream Social – Welcome Night	September, 2013
Gala - Fundraiser	October, 2013
Parent Reggio Night	October, 2013
Fiesta	November, 2013
Sunrise Guide Fundraiser	November, 2013
December Showcase – Student Work	December, 2013
January – Science Night	January, 2014
February Science Night	February, 2014
Parent Reggio Night	October, 2014
Fiesta	March, 2014
Student Showcase	March 2014
Student Showcase	June, 2014
Fiesta	June, 2014

B.4 Pre-Opening Plan - Time Line for Charter School Initiative

The following chart delineates the tasks necessary to implement start-up of the charter school. Each task has a lead person identified, as well as a targeted start and completion date.

**Fiddlehead School of Arts & Sciences
Pre-Opening Plan**

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
GOVERNANCE	Board Recruitment	Founders		Completed, approval pending
	Articles of Incorporation & Nonprofit Filings	Founders and Board		Completed, approval pending
	By-laws	Founders and Board		Completed, approval pending
	Organizational Chart	Founders and Board		Completed, approval pending
	Organizational Policies & Procedures	Founders and Board		Completed, approval pending
	Staff Handbook	Exec Dir and Board		Completed, approval pending
ENROLLMENT	Final Enrollment Policy	Governing Board	Prior to contract	On contract date
	Application for Admission	Exec Dir and Board	On contract date	180 days before start of school
	Recruitment	Exec Dir/Dir of Admissions	Prior to contract	Date capacity is reached, or on basis to be negotiated
	Admissions notification and/or lottery	Exec Dir/Dir of Admissions	Start of contract	180 days prior to start of school
	File pre-enrollment report	Exec Director	April 1	September 1
STAFF RECRUITMENT & HIRING	Principal & key admin. (Spec Svcs, others)	Exec Dir and Board	Prior to contract	30 days prior to start of school year
	Prof. Instructional staff (FT & PT regular teachers, Sp Ed, ELL teachers); background checks completed	Exec Dir/Head of School	Prior to contract	30 days prior to start of school year
	Clerical Staff	Exec Dir/Head of School	On contract date	20 days prior to start of school year
	Substitute Teachers	Exec Dir/Head of School	On contract date	At start of school year
	Initial prof. development & staff orientation.	Exec Dir/Head of School	On contract date	5 days prior to start of school year

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
FACILITIES & SAFETY	Signed lease agreement for all space as listed in application	Exec Dir & Board	Prior to contract	60 days prior to start of school year
	All required renovations to meet approved inspections for schools	Exec Dir & Board	Prior to contract	30 days prior to start of school year
	Certificate of Occupancy	Exec Dir/Head of School		Completed
	Fire & Asbestos inspection, lead paint assessment report	Exec Dir/Head of School	Prior to contract	15 days prior to start of school year
	Insurance policy in place	Exec Dir/Head of School	Prior to contract	On contract date
	Utilities	Exec Dir/Head of School	Lease Agreement	Completed, approval pending
	Capital equipment & installation	Exec Dir/Head of School	Prior to contract	45 days prior to start of school year
	Office & classroom equipment & furnishings	Exec Dir/Head of School	Prior to contract	15 days prior to start of school year
	Emergency contact sheet & safety plan	Exec Dir/Head of School	Prior to contract	15 days prior to start of school year
STUDENT LEARNING	School calendar & student schedule	Exec Dir/Head of School		Completed, approval pending
	Code of conduct	Exec Dir/Head of School		Completed, approval pending
	Special services & special education policy & procedure	Exec Dir/Head of School/Spec Svcs Coord		Completed, approval pending
	Curriculum Accommodation plan	Exec Dir/Head of School/Spec Svcs Coord	Prior to contract	On contract signing
	Title I and ELL plan	Exec Dir/Head of School/Spec Svcs Coord	Prior to contract	On contract signing
FINANCES & FINANCIAL SERVICES	Operating budget - final pre-opening revisions	Exec Dir/Board		Completed, approval pending
	Cash flow projections	Exec Dir/CFO		Completed, approval pending
	Fiscal policies & procedures manual	Exec Dir/CFO		Completed, approval pending
	Grants and entitlements (federal and state)	Exec Dir/Board Treasurer/Compliance Dir	Prior to contract	45 days prior to start of school year

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
FINANCES & FINANCIAL SERVICES (Cont'd)	Other grants	Exec Dir/Board Treasurer/Compliance Dir	Prior to contract	45 days prior to start of school year
	Misc funds/fundraising plan	Exec Dir/Board Treasurer/Compliance Dir	Prior to contract	30 days prior to start of school year
	Audit timeline	Exec Dir & Board	Prior to contract	On signing contract
TECHNOLOGY	Hardware set-up	Compliance Dir		Completed
	Software set-up	Compliance Dir	Prior to contract	20 days prior to start of school year
	Student and staff IT policy & procedures	Compliance Dir		Completed, approval pending
CURRICULUM & INSTRUCTION	Curriculum plan	Exec Dir/Head of School		Completed, approval pending
	Instructional materials purchasing plan	Exec Dir/Head of School	Prior to contract	On signing contract
	Classroom assignments & set-up	Exec Dir/Head of School	Prior to contract	15 days prior to start of school year
STUDENT SERVICES, RECORDS & REPORTING SYSTEM	Attendance and student retention records system designed and implemented	Exec Dir/Head of School	Prior to contract	On signing contract
	Academic performance information	Exec Dir/Head of School		Completed, approval pending
	Student academic assessment and reporting plan	Exec Dir/Head of School		Completed, approval pending
	Transportation plan and contract	Exec Dir/Head of School		Completed, approval pending
	Nutrition and Food service plan & contract	Exec Dir/Head of School	Prior to contract	On signing contract
	Health and wellness plan	Exec Dir/Head of School	Prior to contract	On signing contract

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
STAFF INFORMATION & RECORDS SYSTEM	Employment policies, performance evaluation criteria and procedures for professional and support staff	Exec Dir, Compliance Dir and Board		Completed, approval pending
	Professional development plan	Exec Director		Completed, approval pending

B.5 Management and Operation

Administration – Key Personnel

Please see the Exhibit 11: Position Descriptions and Resumes for Key Staff

Jacinda J. Cotton-Castro, Executive Director/Principal

From the early stages of development, to seizing opportunities of expansion and acquisition of its current facility, Jacinda’s vision has led the advancement of Fiddlehead. As Executive Director, Jacinda will be responsible for the day to day operations. She provides leadership to achieve the vision, implements the strategic plan of the organization and works to ensure organizational sustainability and viability.

Performance Expectations

- Galvanize community awareness and enthusiasm about our vision and opportunities for the arts and sciences to promote “hands on – minds on” learning.
- Develop a collaborative, mutually respectful relationship with the Board of Directors, staff and customers.
- Develop effective collaboration with funders, partners, government and the community.
- Raise sufficient funds to sustain the organization’s programs as set by the Board of Directors.

Duties and Responsibilities

Leadership - Vision & Strategy

- Oversee development of the strategic plan in partnership with the Board of Directors, including recommending to the Board written, specific, long- and short range plans for development.
- Lead implementation of the strategic plan to ensure alignment with vision and mission.
- Ensure that the Board of Directors, staff and volunteers are knowledgeable and supportive of Fiddlehead’s mission, strategic plan and Fiddlehead’s standards and practices.

Programming

- Evaluate all services/programs being offered as they relate to specific goals and standards, and recommend appropriate modifications/additions.
- Work with the Treasurer and Financial Committee to develop and present an annual budget to the Board of Directors.

Charter School

- Host Open House events & lead personal tours of the facility
- Be available and address parent concerns
- Oversee the Application & Lottery Process
- Ascertain that organization is within compliance and reaching goals

Communication

- Develop proper communication channels for staff, instructors and Board of Directors.
- Support the Board of Directors by preparing information and making recommendations for Board meetings as needed. Maintain appropriate relations with the Board and various

Board Committees as specified in the Board Manual. Participate in the recruitment, orientation and training program for the Board.

- Recommend policies to the Board of Directors in the formulation of effective policies.
- Develop, update and share with the Board of Directors the Risk Assessment analysis and plan.
- Develop, update and share any changes to the Operations Manual, annually.

Fundraising

- Under the supervision of the Board of Directors, and with their collaboration, develop long-term and short-term fundraising plans to maximize Fiddlehead's financial stability.
- Oversee the implementation of long-term and short-term fundraising to meet fundraising goals with Financial Committee and coordinate our annual giving letter writing campaign.

Marketing, Outreach, and Collaboration

Marketing

- Strengthen and review marketing plan to include comprehensive Marketing/Branding strategies through various media formats.
- Interpret the function of the organization to the community through program literature and the media.

Outreach

- Direct strategy and implementation of special events/outreach programs at grass roots events like community festivals and fairs for the general public in our direct market area.
- Meet regularly with groups such as arts and science organizations/associations, civic organization and develop and outreach program for schools that engages the community in our Mission.

Collaboration

- Create, build and manage strong collaborative relationships with key partners and leaders, chambers of commerce and businesses, health and wellness organizations and other constituencies within our community's.
- Serve as a primary point of contact to civic groups and town government.

Administration

- Ensure that all financial management policies & contracts approved by the Board of Directors are followed, and propose revisions to these policies & contracts, as needed, to the Board of Directors.
- Accept chief responsibility for public accountability of the organization and regular reporting to various bodies, including those with contractual relationships with Fiddlehead -Gray Village.
- Ensure that Fiddlehead is in good standing with federal, state and local organizational and incorporation requirements. This includes maintaining tax-exempt status and adhering to the all relevant statutes and ordinances.
- Coordinate with the Treasurer to ensure financial statements are prepared that meet the Board of Director's fiscal oversight requirements.
- Under the direction of the Treasurer and Fiddlehead's CPA, is responsible for the preparation of an annual report at the end of each fiscal year. Report to the Board of Directors on any audit requirements.

Wendy Betts (Independent Contractor), The Shadow Group, Operations, Development & Compliance Manager

Ms. Betts has worked with Fiddlehead during the past 2 years providing operations and fundraising assistance to the organization. Her expertise lies in the areas of program development, design, implementation and evaluation; social science research, including the design and implementation of data collection systems, such as needs assessments, focus groups and survey questionnaires; and has assisted several educational institutions with their operations, program evaluations, program development and fundraising. She has worked as senior management in two Maine non-profits and as an independent consultant for the past 12 years strengthening nonprofit and public agencies, and for-profit businesses, many of which are child and family focused and education-focused organizations. She holds a Masters Degree in Public Policy and Management with a concentration in Financial Management. She will be hired as a contractor to spend 5 hours weekly to complete the following tasks.

Lottery Process Oversight

- Follow procedures as established, oversee process for the Lottery and make recommendations for improvement.

Compliance

- Develop systems and processes to collect and report on required information for State and Federal Agencies.
- Develop methods and track data for reporting data on student and school achievements (outcomes).
- Establish systems and processes to ensure compliance with regulations, laws, and best practices.

Assessment & Evaluation

- Work with the Early Childhood team in portfolio documentation and assessment.
- Measure and monitor program goals and make recommendations for improvement.
- Involve children, parents, staff, board, and community in providing feedback for improvement.

Development

- Cultivate relationships with current and potential funders.
- Identify, cultivate, solicit and upgrade individual, governmental and major donors.
- Develop a computer-based system to track, acknowledge and communicate with donors and foundations.

Operations

- Make recommendations for any relevant processes.
- Create reporting mechanisms for various constituencies, including the Charter School Committee and Board of Directors. Works with Board to collect information needed to ensure proper oversight of the charter.

Other Key Positions

Administrative Assistant: (position to be filled)

This position is a 20 hours per week position, Monday – Friday 10:30 – 3:30 p.m.

Responsibilities include, but are not limited to: tracking attendance; ensuring immunization records are complete; updating student files; and, and other clerical responsibilities pertaining directly to the Charter School.

Early Childhood Instructors – Curriculum Development - Assessment

Our early childhood instructors are and will be qualified artists, scientists, environmentalists and specialists possessing solid knowledge and experience in their specific fields of instruction.

Fiddlehead will actively recruit and maintain staff of diverse backgrounds, encouraging people representing a broad base of ages, gender and cultures to join in the collaboration. Since the relationships between the staff and students are a critical factor in the success of these programs, staff will be well trained in working effectively with students. Allowance will be made for planning time with staff to collaborate on issues such as curriculum connections, continuity with the after school program, and the inclusion of the arts and sciences throughout the program based on the Reggio Emilia Approach.

See Exhibit 11 for Staff Resumes and Exhibit 16 for Board of Directors' Resumes.

Fiddlehead School of Arts & Sciences
Exhibit 10 - Organizational Chart

Board of Directors

Chairperson, Debra Smith – New Gloucester
Treasurer – Bruce Woodard – Gray

Directors

Theresa Allocca – Poland
Tammy Fisher – Sabattus
Julie Fralich – New Gloucester
Lindsay Hancock – Gray
Julie Ricardi – New Gloucester

Principal/Executive Director

Jacinda Cotton-Castro, MBA - International Marketing & Management

Standing Committees

Finance
Personnel
Board Development

Administrative Staff

TBA, Administrative Assistant

Early Childhood Team

Judy Kann, Master's in Literacy, Teaching Certificate K-8; employed since 2002
Marie Reimensnyder, Master's in Environmental Education; employed since 2003

B.6 Community Involvement

Community involvement is essential to Fiddlehead's success. Since moving to the center of Gray five years ago, we have forged strong community partnerships. In particular are those entities that work closely with our preschool, Kindergarten and after school programs. Please see Attachment 9 Fiddlehead School Letters of Support and Cooperation.

A sampling of organizations that partner with us are:

- New Gloucester Artist Cooperative
- Shaker Village
- Libby Hill Trails
- Gray Food Bank
- Gray Weather Station
- Pineland Farms
- Gray Market Place

In the fall, we host monthly open house events that showcase the work of our students and of local artists and invite the community.

Support for Charter School

See Section B 2. (Student Recruitment and Enrollment for a discussion of family support and rationale for the schools Catchment Area.)

Collaboration with Nearby School Districts

Our relationship with the Gray/New Gloucester district (MSAD 15) goes back to the beginning or Fiddlehead. As one of the key providers in After School programming for the past ten years, *75% of the students attending Fiddlehead Center are from this district.* We have worked together in providing transportation from the local elementary and middle schools directly to Fiddlehead. ***Approximately, 55 children from the local district come to after school to Fiddlehead daily.***

In 2002, Fiddlehead Center worked jointly and were awarded a federal *21st Century Community Learning Center Grant.* We not only received one, but *two* grants for our community, supporting children's afterschool programming. As a part of the 21st CCLC grant, the district provided homework help and Fiddlehead provided enrichment programs. Since that time, our community has improved greatly in the programming for afterschool, not only at Fiddlehead, but also at the schools themselves. The district still provides homework sessions at the Middle School.

During the past two years, Marie Reimensnyder, our Kindergarten teacher, has worked with one of Gray/New Gloucester's high school environmental instructors. We plan to continue to partner with the school system in other areas of community garden planning and environmental awareness.

C. Governance

C.1 Governing Body of Fiddlehead School of Arts & Sciences

Relationship of the Fiddlehead Public Charter School to the Fiddlehead Center

The **Fiddlehead School of Arts & Sciences** will exist as a separate non-profit 501-c-3 with its own Board of Directors and its own budget and complete control over the operation of the Fiddlehead School of Arts & Sciences. The Fiddlehead School, pending approval, will be incorporated in the State of Maine; a 501(c) 3 non-profit application is pending (IRS Form 1023) and is governed by an 8 member volunteer Board of Directors. As a new non-profit organization, Fiddlehead School's Board of Directors will be responsible for oversight and governance of the charter school.

Please see the following exhibits:

Exhibit 12 – Articles of Incorporation (*new and attached*)

Exhibit 13 – By-laws (*new and attached*)

Exhibit 14 – IRS Documentation of Non-profit Status – Form 1023 (*new and attached*)

Exhibit 15 – Conflict of Interest Policy (covering Board Members and key administrators)

Description of the Organization: History and Current Operation of Fiddlehead Center

Though separate, Fiddlehead Center's history and background highlight the knowledge, skills, and experience needed to operate a public charter school. It is a natural extension of the programming we already provide and the relationships we cultivate and maintain with the children we serve, their families and members of our surrounding communities.

Fiddlehead's 10 year history of providing quality after-school, preschool, kindergarten, and summer programming is a demonstration of the organization's child-centered philosophy, its long-standing connection to the surrounding community, and the fulfillment of the needs of its target population. Since opening in 2002, the lives of more than 6,000 young people and adults have been enriched by a broad range of art and science programs. Over 20 staff, both full- and part-time, work in the many programs we offer.

With a strategic move to Gray five years ago, Fiddlehead Center quickly established itself as a regional center for children's enrichment programs and saw enrollment double within a single year's timeframe. Located at 25 Shaker Road, in Gray, the center is a two-minute drive from the Maine Turnpike and at the crossroads of Routes 26 and 100. During the last year alone, Fiddlehead served over 350 children from more than 22 surrounding towns and cities within Cumberland and Androscoggin Counties.

Centrally located, with a close geographic proximity to many towns, Fiddlehead Center was a draw for many families as they no longer had to commute to Portland to access another choice of elementary education for their child. This Gray location also provides easy access to quality programming for many of the surrounding communities that have limited educational choices primarily due to the regions rural isolation.

As a community based organization Fiddlehead Center provides a welcoming, safe and supportive environment for arts and science educators, students and community members in general through programming for children and adults.

Fiddlehead Center will lease space to the Fiddlehead School. A lease agreement will be signed 60 days prior to the opening of the School as outlined in our Pre-Opening Plan (see Exhibits).

Fiddlehead School

Children's Programming

Our Early Childhood/Elementary School program is based upon the Reggio Emilia philosophy and programming principles described above. Students aged 4 -7 will be integrated together in our multi-age, child-centered and community-based programs. Children learn from their older classmates and experience activities side-by-side. Our goal is to make the classroom learning experience developmentally appropriate and rewarding for every child. The school in its first year will include 4, 5, 6 & 7 year olds and then add an age each year thereafter – through age 10. Our students will need to be 4 by October 15th in order to be included in our Public Charter Pre-k program and must not be older than 7 by October 15th.

Fiddlehead School of Arts & Sciences will have access to Fiddlehead Center's after-school – Arts & Science programming and fully developed and operational summer day camps.

Fiddlehead Center

Children's Programming

After-school Programming for children ages preschool through 12 offer children the opportunity to participate in a variety of classes. Multi-age group and individual classes are offered after-school and during the summer months.

- **Science Classes** focus around the STEM model of Science, Technology, Engineering and Mathematics. Lego robotics, Rockets and Other Flying Objects, Extreme Machines, Crazy Science Experiments, are a few examples of recent offerings.
- **Art Classes** integrate performing and visual art. Classes are offered in claymation, filmmaking, animation, theater, knitting, sewing, pottery, origami, felting, and other focuses as interests dictate. Fiddlehead supports Maine's artist by encouraging them to teach classes for children and adults and highlighting artists' work in fundraising and community events.

Private Preschool is a 3 & 4 year old private program available to families.

Fiddlehead Unlimited is a daily after-school program for children of all ages. Families access the program to give children the enrichment programming that provides them with a platform to more deeply develop their artistic and scientific skills.

Private and Group Music Lessons are offered in piano, violin, guitar, voice, wind instruments and percussion instruments.

C.2 Fiddlehead School's Governing Board Composition

Board members come from diverse backgrounds and experiences and contribute a wide variety of perspectives to the governance of the organization. Members to fill in the position of Secretary and Vice-Chair will be voted on in the first meeting following approval of the Fiddlehead Public Charter School. Please see the following Exhibits:

Exhibit 16 – Board Member Resumes (*new and attached*)

Exhibit 17 – Board Matrix of Qualifications and Experience (*new and attached*)

Exhibit 18 – List of Board Officers (*new and attached*)

Attachment 11. Letter From Attorney Regarding Fiddlehead School Governance (*new and attached*)

Current Fiddlehead School Board Members

Theresa Allocca, Board Member – Poland, ME

School Counselor, Gray-New Gloucester Middle School, Gray, ME.

Ms. Allocca is a School Counselor at Gray-New Gloucester Middle School where she has worked for 11 years and has developed extensive experience with recruiting, testing, admissions, advising and registration in Maine's public school system. She also serves as the MSAD 15 H.O.M.E. Coordinator for after school programming where she is responsible for staffing, data collection and reporting, and program development and implementation.

She holds a MS degree in Counseling and a BA in Communication.

She is familiar with many families whose children attend other Fiddlehead programs, including her own daughter who studied at Fiddlehead and now attends the Berkley College of Music. Theresa served on the Board of Directors of Fiddlehead Center for the Arts (i.e., Fiddlehead Center for Arts and Science) for three years and as the events coordinator.

Her wealth of knowledge and depth of experience with Maine's public education system and her genuine concern for the health and well-being of children and families will be a great asset to the Fiddlehead School of Arts & Sciences.

Tammy Fisher, Board Member – Sabattus, ME

Behavior Consultant and Interventionist at School Union #44

Mrs. Fisher has extensive experience in the public school system in the State of Maine where she is currently working as a Behavior Consultant and Interventionist at School Union #44 (Sabattus). Her experience in the classroom teaching children of all ages will be an invaluable perspective to bring to the Fiddlehead Board. She holds a Master's Degree in Educational Administration.

After spending time in school all day, Tammy can be found immersed in theater classes where she teaches acting and directs plays for the children of Fiddlehead. She has spent considerable time and effort growing Fiddlehead's theater program which regularly draws participation from 75+ children residing in more than 35 towns who come to have an enriching and fun experience with acting, singing, costuming and set design. The happy faces on the children and the number of children who return year after year and production after production are a testament to Tammy's ability to work with children of all ages and abilities.

Julie Fralich, Board Member – New Gloucester, ME

Program Director, Program on Disability and Aging, Cutler Institute of Health and Social Policy, Muskie School of Public Service, University of Maine, Portland, ME

Ms. Fralich has worked for over 15 years in the design, development and analysis of health policy options with a particular emphasis on issues related long term care. She has expertise in the design and implementation of nursing home and residential care case mix payment systems, the development of quality indicators for use in home and community-based settings, the development of LTC assessment instruments and the use of assessment information for policy, practice and research. She also has experience in the synthesis, design and analysis of the policy and financing issues associated with programs that serve elders and adults who are dually eligible for Medicaid and Medicare. Ms. Fralich also manages the strategic planning and communication systems of the Institute for Health Policy Prior to assuming the position of Associate Director of the Institute for Health Policy she was Director of Long Term Care Initiatives within the Institute and served as Deputy Director of the Maine Health Care Finance Commission. Her knowledge and skills in systems design and operations, finance mechanisms, policy analysis and program evaluation will be an asset to the start-up and continued operations of the School.

Ms. Fralich has a Masters in Health Care Management from Boston University.

Lindsay Hancock, Prospective Board Member

Development Consultant

Ms. Hancock is a development consultant with nonprofit arts, education and cultural organizations in Maine. Her clients include the Bates Dance Festival, the Bates College Museum of Art, the Bicycle Coalition of Maine and the City of Portland's *Art at Work* initiative, a project aimed at improving municipal/community relationships through strategic arts projects that pair city employees, elected officials and local artists with an increasingly diverse public.

Beginning in 2008 and overlapping her eight years as assistant director of development at Maine College of Art, a role primarily concerned with donor cultivation and special fundraising events, Lindsay coordinated the 2009 Spannocchia Symposium on *Food, Landscape and Community in Tuscany and New England* in Italy and co-coordinated the 2010 reciprocal Spannocchia Symposium II in New England. A graduate of Colby College, Lindsay applied a degree in fine arts to her professional life as a practicing artist and thirty-four years of development, marketing and directorship of numerous Maine-based arts, education and cultural institutions. In addition to her special event and capital campaign fundraising work, she occupied two senior management positions at nonprofit organizations, including the interim co-directorship of the former Center for Cultural Exchange in Portland.

Julie Ricardi, Board Member – New Gloucester, ME

Environmental Scientist

Julie Ricardi brings a background in environmental science to the Fiddlehead School board, having spent her career working as a chemist for environmental laboratories and engineering companies. She also shares a personal history with the Fiddlehead program, as one of her children participated in the very first after school programming that Fiddlehead Center had to offer.

From the start, Julie recognized the power of student-centered learning and the enthusiasm with which Fiddlehead's founder, Jacinda Cotton-Castro, was able to share teaching and learning with her students. Over the years each of Julie's three children have benefited from the nurturing and creative environment that after school programming at Fiddle Center has to offer, and she is an enthusiastic supporter of the

program and its philosophy. She is excited to join the board and looks forward to working with Fiddlehead School as it unfolds the potential of students, families, and the community.

Debra Richardson Smith, Ph.D., Board Member & Interim Chair – New Gloucester, ME
Director, Program Evaluation and Research Group, Lesley University, Cambridge, MA

Debra Richardson Smith, Ph.D., is a member of the Graduate School of Education's Doctoral Faculty, serves on the Advanced Graduate Council and the Creativity Commons Advisory Board, advises graduate students and leads research and evaluation studies in formal and informal education settings. Debra's experience in education over three decades includes teaching in a variety of contexts from pre-school to graduate school; program, curriculum and assessment design; and research and evaluation. She was the founding director of the Collaborative Inquiry and Development Group at the University of Southern Maine where she led several research projects focused on teachers' deepening understanding of students' learning through assessment and collaborative inquiry.

As an arts educator, Debra led the development of a community-based arts program and a humanities program for high school students, and served as the coordinator of Portland (ME) High School's Fine Arts Group, including visual arts, music, theatre, creative writing and dance faculty. More recently, she was a consultant to Studio in a School in partnership with New York City Department of Education in their "Blueprint for Teaching and Learning in the Arts" initiative. Her work focused on documenting the work of K-8 demonstration schools, and working with Studio leaders, school administrators, teaching artists and art teachers to develop processes for assessment of student learning in the arts in relation to the Blueprint standards and benchmarks. Debra has worked with several museums and schools on arts integration and assessment initiatives.

Bruce Woodard, Board Member & Treasurer – Gray, ME
Principal, Woodard & Associates, CPAs, Auburn, ME.

Bruce Woodard is Principal of Woodard & Associates, CPAs. His 30+ years of professional accounting experience and a business owner brings a high-level of financial strength and know-how to the Fiddlehead organization.

Bruce Woodard joined the Fiddlehead Center for the Arts and Science Board of Directors in 2009 and became Treasurer in 2010 and Vice Chair / Treasurer in 2011. He will also serve as the Treasurer of the Fiddlehead School of Arts & Sciences.

From the beginning Bruce has been enthusiastic about being involved with an organization whose focus is youth and the nurturing of the creativity most children exhibit, but too few are encouraged to develop. He has a passion for the development of today's youth to assist them in becoming the well-rounded adults of tomorrow.

Jacinda Cotton-Castro, Executive Director – New Gloucester, ME (Non-voting Member of Board)
Co-founder and Executive Director, Fiddlehead Arts and Science Center, Gray, ME.

Jacinda Cotton-Castro is the Co-founder, Board Member and Executive Director of Fiddlehead Arts and Science Center and as the Executive Director/Principal for the Fiddlehead School of Arts & Sciences she will *not* serve in a voting capacity on the Board of Directors. Her tireless leadership and vision of a world where children are respected, appreciated and able to reach their full potential resonates both within the walls of Fiddlehead and throughout her involvement in the surrounding community. Her love of children is infectious and makes her successful in garnering solid and broad-reaching support from parents,

families, and friends—she has been the catalyst that has made Fiddlehead continue to grow throughout the years.

Jacinda holds a BS in International Business and MBA in International Management which has contributed to the strength of the organization's business structure and perspective. Her skills in marketing and extensive connection to the community have made Fiddlehead a household name. Her love of art, different cultures and foreign languages (she is fluent in Spanish and proficient in French) contributes to the amazing array of programs offered at Fiddlehead, where she not only leads the organization, but knows every child, as she is often seen teaching, playing with and truly appreciating Fiddlehead children and families. Sound management and marketing skills, a clear vision, and the ability to identify and attract quality faculty, staff, and volunteers, and a heart for people steer the organization to success. All four of her children have attended Fiddlehead programs.

Both Bruce & Jacinda will serve on both boards. No more than 49% will serve from the Fiddlehead Center Board of Directors and on the Fiddlehead School's Board at any point in time as outlined in the School's Bylaws.

Note: Other Board Officers will be determined.

Standing Committees

The Fiddlehead School Board has the following standing committees:

- Finance
- Board Development
- Fundraising & Development

Role of the Board

The role of the Board of Directors is to provide leadership and oversight of the activities of the corporation, representing interests of its members and the broader community. In providing leadership the Board works with staff and external stakeholders in looking toward the future, reviewing mission, core values and objectives, determining outcomes and evaluating overall organizational results. In providing oversight the Board will rely on adherence to a budget and will ensure, through the creation of policies, and evaluation of their implementation, that the Corporation adheres to best practices in dealing with clients and in utilizing staff and volunteers. The Board will also rely on regular reviews of operational practices rather than approving or advising on day-to-day decisions.

In demonstrating organizational accountability it will insure the organization operates with transparency and is active and forthright in its external communications. The Board will take responsibility for its own management, continuity and renewal. It will insure effective Board meeting practices, appropriate conduct of its members, ongoing Board education, and continuing attention to the recruitment of new members.

The Fiddlehead School Board is responsible for five key areas of the School's operation:

Establish the organization's mission, vision, core values and direction:

- vision and core values
- mission and philosophy
- strategic planning
- programs and services
- evaluation

Ensure the financial health of the organization:

- responsible for insuring there are adequate financial resources for the work of the organization
- responsible for insuring proper financial controls

Ensure the organization has sufficient and appropriate personnel:

- responsible for the working conditions in the organization
- responsible for hiring, releasing, giving direction to and evaluating the Executive Director
- responsible for ensuring the existence of a Board of Directors

Direct organizational operations:

- responsible for ensuring that the organization and its Directors are in compliance with its legal requirements
- responsible for ensuring that the Board works effectively

Ensure effective community relations:

- respond to changing needs in the community

Fiddlehead School of Arts & Sciences Board of Directors

The new Board of Directors will provide governance over the Fiddlehead School. The composition of the Board Members possess the appropriate background and experience, with a special emphasis in education, and other relevant fields, to provide careful oversight and governance to the charter school. Several individuals have agreed to serve in this capacity.

It is well-known that many charter schools have failed because of lack of proper governance and oversight. Therefore, it is critical to have membership that is active and committed to the schools mission; has the experience and qualifications needed to provide thoughtful and skilled direction; has clearly defined roles and responsibilities; and has the information needed to make timely decisions.

Fiddlehead School of Arts & Sciences - Chair Responsibilities

The Chair of Fiddlehead School of Arts & Sciences Board, Debra Smith, will provide directional leadership to the Board of Directors. Debra will be accountable to the Board of Directors of the Corporation for her performance and responsible for the effective functioning of the Board in its role to the Corporation. The Board Chair may be removed if a majority of Board members duly moved and seconded, and pass the request.

Fiddlehead School of Arts & Science - Public Charter School

Organizational Chart

Board of Directors

Debra Smith, Chairperson – New Gloucester

Bruce Woodard, Treasurer – Gray

Theresa Allocca – Poland

Tammy Fisher – Sabattus

Julie Fralich – New Gloucester

Lindsay Hancock – Gray

Julie Ricardi – New Gloucester

Executive Director/Principal

Jacinda Cotton-Castro

Administrative Staff

Administrative Assistant

(3) Instructors for Ages 4-7

Teacher Aid(s)/Ed Techs

D. Business and Financial Services

D.1 Budget

Budget Narrative and Assumptions

The budget, including the first five years of operation, is included in the following exhibits:

Exhibit 19 – 5-year budget with grade by grade enrollment projections and staffing projections.
(Exhibit C Budget – tabs 2, 3, 4).

Exhibit 20 – Budget cash flow for the pre-opening period (Exhibit C – tab 5).

Exhibit 21 – Monthly cash flow for the first year of operation (Exhibit C – tab 6).

The following assumptions have been used to guide our budget preparation and support the school model presented in the narrative section of this proposal:

Enrollment and Grade-level Expansion: we have forecasted a grade level addition in each subsequent year after 2013-2014.

Pupil Income: is forecasted income in subsequent years based on current enrollment data and our 2013-2014 enrollment schedule, with per pupil income increased by 2.5% each year. Detailed income worksheets carry 2014-2015 dollar values but are carried to budget worksheet reflective of annual inflation.

Special Needs Pupils: have been forecasted based on serving pupils with special needs at a ratio of 1 in 10 enrollments, that is the industry norm, despite the fact that our catchment area is experiencing a far lower percent of special needs services. Costs for special education services have been budgeted at increasing rate over the 5-year period, beginning with \$35,280 in year-1 (see page 7 of 29 in the budget Exhibits - 19, 20, and 21).

School Food Program: the food program has been budgeted using a cost/breakeven model, using either governmental reimbursements or pupil sales. For the first 2 years students will bring their own lunch and Fiddlehead will provide catered meals for students in need. Both income and expense of the meal program are budgeted as follows:

Meal	Days Providing	Serving % of Pupils	Income/Cost
Breakfast	175	100.0	1.00
Lunch	175	100.0	2.00

Payroll and Contractors: Forecasted cost in subsequent years is based on current staffing data and our 2013-2014 staffing schedule with cost increases of 2.5% each year. Detail Payroll cost worksheet carry 2013-2014 dollar values but are carried to budget worksheet at inflation increase rate.

Expenses in Subsequent Years: use 2013-2014 cost as base year and are increased each year due to annual inflation at the rate of 102.5% unless otherwise stated.

Payroll Taxes: forecasted payroll tax reflects the following rates:

Social Security Expense	7.65%
ME Unemployment	2.00%
Federal Unemployment (same as Maine)	1.00%
	10.65%
Workers Comp Rate	4.50% (avg)
Health Ins is budgeted at \$5,000 for 2013-14 for each eligible EE	\$5,000

Instructional Services:

Classroom supplies are budgeted at a per pupil cost of \$55.
 Professional development is forecasted at a cost of \$1,000 per teacher.

Supplemental Programs & Services

Art & Enrichment Programs: our existing art program will provide availability to enrichment supplies, our curriculum and programs will be replenished as used. Per pupil cost is \$80.

Student Support Program: guidance counselor staff coverage follows the recommended 300 pupils to 1 qualified counselor by providing contracted services in support of our current staffing.

Administration and Support

Insurance – Liability: per quote from our current insurance carrier, additional charter school cost is budgeted:

General Liability	\$1,000
Personal Property	\$ 500
D & O & Employment Practices	\$1,500
Educators Legal Liability	\$1,500
Employee Dishonesty & Crime	\$ 250
Surety Bond	\$ 300
Umbrella Insurance	\$1,000
TOTAL	\$6,000

Facility

Rent/Cost Allocation: To determine the allocation of facility cost we based our budget on \$1,000/month per classroom space including common area and utilities. Per classroom, per year \$12,000 or \$36,000 total.

Pre-opening and On-Going Capital Costs

The forecasted purchases of various equipment and other capital costs are as follows.

Pre-opening and 2013-2014

Item	Units	Unit Cost	Factors
Special Ed-wiggle chairs	4	\$250	\$1,000
Special Ed-misc spec need devices			\$500
Classroom locked cabinets	3	\$300	\$900
Classroom Tables	8	\$50	\$400
Classroom Chairs	20	\$25	\$500
Total			\$3,300

2014-2015

Item	Units	Unit Cost	Factors
Special Ed-wiggle chairs	1	\$260	\$260
Special Ed-misc spec need devices			\$500
Facility Classroom Expansion Cost*			\$5,000
Classroom locked cabinets	1	\$315	\$315
Classroom Tables	7	\$52	\$364
Classroom Chairs	14	\$26	\$364
Total			\$6,803

*Add pocket-door between 2 classrooms, remodel portion of current tenant space to allow for expansion.

2015-2016

Item	Units	Unit Cost	Factors
Special Ed-wiggle chairs	1	\$275	\$275
Special Ed-misc spec need devices			\$550
Facility Classroom Expansion Cost*			\$5,250
Classroom locked cabinets	1	\$330	\$300
Classroom Tables	7	\$55	\$385
Classroom Chairs	14	\$28	\$392
Total			\$7,182

*Remodel additional portion of current tenant space to allow for expansion.

2016-2017

Item	Units	Unit Cost	Factors
Special Ed-wiggle chairs	1	\$288	\$288
Special Ed-misc spec need devices			\$580
Facility Classroom Expansion Cost*			\$5,513
Classroom locked cabinets	1	\$350	\$350
Classroom Tables	7	\$58	\$406
Classroom Chairs	14	\$29	\$406
Total			\$7,543

*Remodel additional portion of current tenant space to allow for expansion.

2017-2018

Item	Units	Unit Cost	Factors
Special Ed-wiggle chairs	1	\$305	\$305
Special Ed-misc spec need devices			\$608
Facility Classroom Expansion Cost*			\$5,788
Classroom locked cabinets	1	\$368	\$368
Classroom Tables	7	\$61	\$427
Classroom Chairs	14	\$31	\$434
Total			\$7,930

*Remodel additional portion of current tenant space to allow for expansion. Remodel remaining space to allow for a small tenant space.

Fiddlehead's Financial Strengths

Though two distinct non-profit organizations, what Fiddlehead School gains is the experience and the financial backing that an 11 year old organization (Fiddlehead Center) has to offer. A business line of credit also helps ensure financial strength.

Fiddlehead has a diverse and successful funding base with a strong credit history, the appropriate policies and procedures, high staff retention, and a broad, loyal customer base matched with positive community recognition.

As a nonprofit organization, having the tools to monitor finances is an important part of maintaining financial strength. Active board engagement plays an important role in this process. Board treasurer, Bruce Woodard, is a CPA with many nonprofit clients and years of experience in the world of finance. As treasurer, he will make sure that our budgeting process is on track for both short and long term strategic planning.

Special Events Fundraising

Fiddlehead School will raise \$15,000 per year in fund raising activities to help sustain the organization. Some ideas include:

Sunrise Guide – This coupon book featuring Green products practically sells itself. For every book purchased, your school or community group keeps up to 50% of the sale price

Gala – A silent and live auction fundraiser event will be held in the fall of each year. Typical fundraisers of this nature raise \$12,000 - \$20,000

Annual Giving

We will immediately establish an Annual Giving Campaign. Donors will receive special recognition through publications and postings in appreciate for their generosity. This will be accessible through our website.

Grants

Though not dependent on grants we continuously seek out opportunities to strengthen programs through this method. Some possible Charter School Grants include:

- The Davis Family Foundation
- The Stephen and Tabitha King Foundation
- The 21st Century Community Learning Center Grant
- Maine Arts Commission
- Maine Humanities Foundation
- Rines/Thompson Fund
- Lincoln Financial
- Maine Community Foundation – The Jean Cummings Award
- The Liberty Family Foundation

Ongoing Development

Additionally, Wendy Betts will be our contracted Development Director & Charter School compliance liaison. She has a 25 year career working in and with the nonprofit sector supporting federal, state and foundation grant fundraising efforts. In addition to identifying prospective funding sources and preparing grant proposals, Wendy will further develop our annual fund, and expand our fundraising events. See Section B: Organizational and Operational Management for more detailed information about the duties of this position, and a resume for Wendy showing the depth of knowledge and experience she brings.

D.2. Financial Management

Financial Responsibilities and Objectives

It is the responsibility of the Board of Directors to formulate financial policies and review the operations and activities on a periodic basis. The Board delegates this oversight responsibility to the Finance Committee. The role of the Treasurer is to report monthly financial updates to the Board. The Executive Director acts as the primary fiscal agent, with responsibility for the daily implementation of all financial management policies and procedures.

The financial management objectives of Fiddlehead School of Arts & Sciences are to: preserve and protect financial assets needed for mission-critical activities; exercise appropriate care in the handling of incoming funds and disbursement of outgoing funds; and strive for transparency and accountability in fiscal operations. The Treasurer's role, as defined by the By-laws, is as follows:

Section 4.7 Treasurer. The Treasurer shall have the custody of all funds, property, and securities of the Corporation, subject to such regulations as may be imposed by the Board of Directors. When necessary or proper, the Treasurer shall endorse on behalf of the Corporation for collection, checks, notes, and other obligations, and shall deposit the same to the credit of the Corporation at such bank or banks or depository as the Board of Directors may designate. The Treasurer shall, in general, perform all duties incident to the office of Treasurer, including a general supervision and control of the accounts of the Corporation, subject to the control of the Board of Directors.

Budgeting Process

Each June the Finance Committee and the Executive Director work collaboratively to prepare a budget for the fiscal year that begins July 1. The draft budget is presented to the Finance Committee for approval during early April and to the full board in early June.

Financial Statements

Fiddlehead School of Arts & Sciences financial statements will be prepared on an accrual basis in accordance with Generally Accepted Accounting Principles ("GAAP"). Under GAAP, net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. The net assets of the organization and changes are classified as unrestricted, temporarily restricted or permanently restricted. Separate funds may be established for specific purposes, such as an Endowment Fund Presentation of the Financial Statements follows the recommendations of the Financial Accounting.

Standards No. 117, "Financial Statements of Not-For-Profit Organizations" (SFAS No. 117). The Executive Director or the Treasurer prepares or directs the preparation of monthly Financial Statements and presentation of these statements to the Board of Directors are directed by the Treasurer. Quarterly financial statements are also presented to the Finance Committee by the Treasurer.

Internal Controls

Fiddlehead School of Arts & Sciences has adopted a number of internal control measures as part of an overall effort to safeguard financial assets. These controls include:

- A policy requiring incoming checks to be stamped immediately with a restrictive endorsement indicating "for deposit only".

- A detailed log of all incoming checks and cash is maintained and reconciled with deposit slips and monthly bank statements.
- All cash and checks are deposited within 48 hours, if possible, and no later than the next business week.

In addition, and to the extent possible given its size and circumstances, the organization strives to segregate the following duties so that a single staff member isn't required to perform two or more of the following incompatible functions:

- Authorizing the purchase of goods and services.
- Preparing a purchase order to purchase goods.
- Receiving goods or validating the performance of services.
- Approving the payment of accounts payable for goods and services received.
- Recording the liability for accounts payable.
- Preparing and signing checks to pay the respective accounts payable.
- Forwarding payments to the payee.

Audit

It is the policy of Fiddlehead School of Arts & Sciences to engage the services of a reputable, independent CPA firm to conduct an annual audit of the organization's financial statements. The audit is required to be completed within six months of the end of each fiscal year. The fiscal year runs from September – August. The audit of the organization's financial statements occurs by March of each year.

The audit firm is selected by and reports to the organization's Finance Committee. A representative of the audit firm is requested to make an annual presentation to the Board of Directors as part of the report by the Finance Committee. Reports by the firm take place during the month of April.

The financial audit report will also be provided to the Maine Charter School Commission.

Investment Policy

While Fiddlehead does not have investments at this time, an investment policy is in place. It is:

Fiddlehead Art & Science Center's philosophy with regard to short-term investments is safety of principal and liquidity. Acceptable investments shall include: Certificates of Deposits and Bankers Acceptances rated A1; Domestic Commercial paper rated A1 and/or P1 by two (2) major rating services; all short-term Securities of the U.S. Government or an agency thereof. The organization's long-term investment strategy shall be reviewed and evaluated by the Finance Committee annually to ensure the portfolio's property diversification, security and return on investments. All financial institutions shall be selected and approved by the Finance Committee and must have a long-term investment rating of A or higher by Standard and Poor's or a comparable rating. Investments shall be reported on the monthly financial statements at cost or market value.

Software – Financial

We use the most commonly used bookkeeping software, QuickBooks. This product combines a variety of accounting processes into one user-friendly system. Accounting figures are also easily reconciled for tax purposes and other reporting needs.

Student Records & Management

For student registration and record keeping we use JackRabbitSchool.com. This is a web based system that has the ability to track student progress, attendance, scheduling, and immunization management. It also offers a parent portal. The school's administrator will be responsible for upkeep of information in the JackRabbit database management system including processing of student and staff data, such as enrollment, attendance, Free & Reduced Lunch recipients, special education status, limited English proficiency and other pertinent information. Other information, including data elements required to be reported to the State of Maine, Department of Education (as detailed on the Department of Education's web site Maine Education Data Management System) may be tracked using Excel spreadsheets or Microsoft Access database software.

Per communications with Department of Education, Data Manager Brian Snow, at this time, the Maine Department of Education does not mandate any particular system or product for required state reporting. The reporting requirements are the same for both public and charter schools. All the Department mandates is that the reporting data be provided in one of the allowable formats and that the data submitted is accurate, complete and timely. Fiddlehead is aware of the necessary reporting requirements and is able to produce this data in a timely, efficient and accurate manner. (See Attachment 7. Maine Department of Education Reporting Requirements, email communication with Data Manager, Brian Snow.)

D.3 Facilities

Beautiful Facility – Outstanding Location

Fiddlehead is already set up for Early Childhood Education and After-School. We have the space and the layout design to make this program successful.

Located at 25 Shaker Road in Gray, (see Exhibit 23 Room Schedule, which shows the layout and square footage of all spaces) Fiddlehead School of Arts & Sciences will lease space to house the Public Charter School. As the physical environment is a key aspect of facilitating learning within the Reggio Emilia model that inspires us, extensive renovations were completed and had a special emphasis on ensuring ADA compliance and meeting all local and state building code requirements (including sprinkler and fire alarm systems).



The inspiration of the facility comes from the Instituto de Arte in San Miguel de Allende. The warm welcoming environment comes complete with a “center interior courtyard”, featuring a large central sky light, where community gathers. Soft curved arches lead around the performing arts room leading to other rooms designated for art, science, clay and private music instruction.



The Fiddlehead Courtyard space provides a fun place to gather for group activities and interaction.

In addition to large classrooms, the facility is equipped with the following rooms: Performing Arts Room, Interior Courtyard, Clay Studio, Science Room, Art Studio, Storage Room, Four Private Music Studios, Technology Room, Kitchen, Front Desk Reception area and administrative offices. Located on 2 acres, there is a substantial play area complete with nature trails, creative cottage, sand box, musical rhythm jungle and container gardens.

Fixtures & Furnishings

Because of where the Fiddlehead School will be set up, most furnishings are in place. With the expansion of an additional Kindergarten and first/second grade multi, there will be some need for additional chairs, book cases, locked shelving units for each room and potentially some other storage units to make better use of our existing storage room. A short term plan includes installing a doorway between two classrooms to allow expand the two rooms into one.

Maintenance Committee

Fiddlehead Center as landlord will be responsible of looking at the short and long term infrastructure of the long and short term building and needs and can supply the school with a schedule for maintenance.

Cleaning

The facility is currently cleaned on a daily basis (bathrooms, trash removal, etc) and deeply cleaned on the weekends. The budget reflects additional cleaning that will be needed.

Tenants

Nearly half of the existing space (6,000 sq ft) is rented to an adjacent tenant, Patient Advocates, until November 2013. With the plan to increase one grade per year, this additional space will be needed soon and available for rent. Tenants will remain in place until that time. A graduated increase in space will occur during the next 5 years of the school's operation.



D.4 Transportation

Transportation Plan

An efficient transportation plan is critical to the success of our Charter School. There is perhaps no activity in which students engage on a daily basis, besides travel to and from the school, where their safety and well-being are more directly dependent on thoughtful planning and design.

Charter School students within the catchment area will be eligible for transport (see Catchment Area map below) to and from school as follows:

Modes of Transportation - Fiddlehead School Van.

Van Safety - the van has been fitted with high top booster seats and five point harnesses. It has also been inspected by the local State safety representative and is insured by Kyes Insurance Agency.

Routes of Travel - pick up will be established in three of the towns (at a predetermined public location) within our catchment area depending on where the children come from.

A.M. Schedule - pick up will be between the hours of 7:30 & 8:30 a.m. Two trips may be necessary based on number of children being transported, so that no one child is on our van longer than 45 minutes.

P.M. Schedule - drop off will occur between the hours of 3:00 & 4:00 p.m. Parents will be responsible of picking up their child at the predetermined drop off location on time. For those parents opting to have their child in our after school program, pick up will be the responsibility of the family at the center. Fiddlehead will not provide late drop off services.

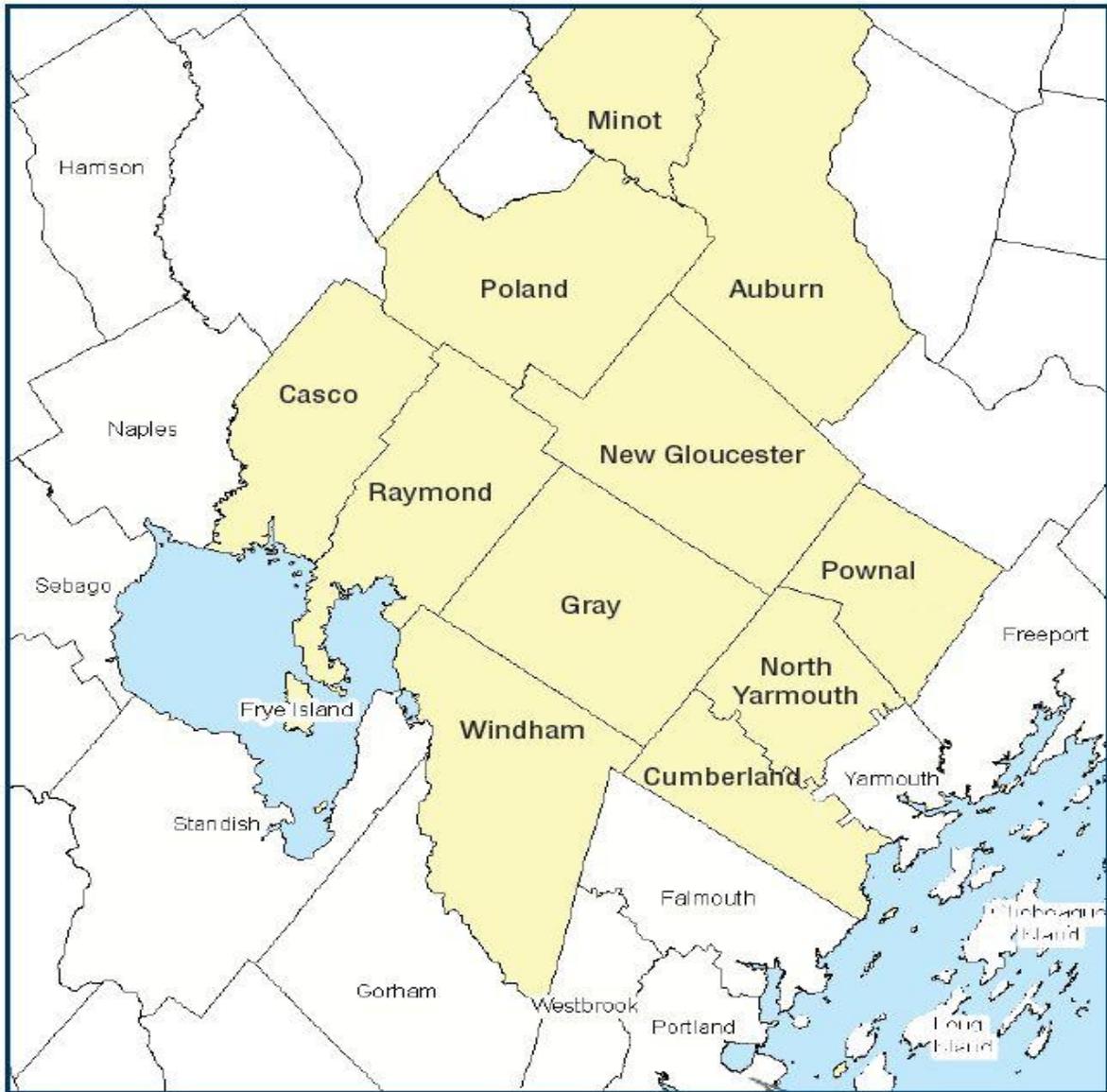
Driver Qualifications: Recruitment for a highly qualified experienced bus driver will take place as soon as the contract has been signed. Driver will meet all Maine school transportation guidelines.

Outside of Catchment Area: No transportation services outside of the catchment area will be provided by Fiddlehead.

Revenue and Expenditures: Revenues will be accrued by the transportation stipend allocated per student. These fees will cover the expense of the driver, maintenance and insurance of the vehicle. The budget reflects in year two the acquisition of either an additional van or mini-bus depending on the number of students requiring transportation. This new van or mini bus will be equipped with handicapped accessibility.

Handicapped Accessibility: The Ride-Away company provides a full selection of mobility products including wheelchair accessible vans and services for the disabled community. They are one of the nation's largest providers of new wheelchair van conversions and modifications, as well as used wheelchair vehicles. They have provided an estimate for rental (included in our budget) should the need arise in the first three years. Fiddlehead School may also choose to purchase a vehicle instead of renting.

**Fiddlehead School of Arts & Sciences
Catchment Area**



D.5 Insurance

Kyes Insurance Agency of Farmington, Maine, is an established insurance company that has worked with Public Schools. Policies will include: liability insurance, Directors & Officers coverage along with Employment Related Practices, Business Auto, Sexual Abuse and Molestation, Workers Compensation and Crime coverage. They will also provide coverage for Educators Legal Liability, the surety bond and umbrella coverage. Kyes writes more public school insurance than any independent agent in the State of Maine. Please see letter submitted by Kyes Insurance (see Attachment 8. Kyes Insurance Letter of Access) for complete details and assurance as well as estimates for additional coverage needed.

D.6 Food Service

In compliance with state regulations, Fiddlehead School be distributing the Free and Reduced Lunch (FRL) qualification form prior in student/family welcome packets prior to the beginning of school. As forms are collected, the Administrative Assistant will record data necessary for tracking food service needs in our database.

During year one, an in-house food service program will not be provided. Children will be required to bring their own lunch. Fiddlehead will work with a licensed catering company to assure that those who do not or cannot bring a lunch will be able to access a nutritious meal through our third party food service vendor. This food service vendor will be required to meet our standards and the state requirements in providing a nutritious boxed lunch. Students who forget their lunch will automatically receive a boxed lunch and the parents will be billed for the cost.

Each morning teachers will check to see that each child has a lunch or it has been ordered through food service.

Special Foods – Medical Conditions

Children needing special foods due to medical conditions will have their lunch provided by their family. If the family cannot provide and/or qualify for FRL, the family will provide us with their dietary needs and an appropriate meal will be obtained via the contracted caterer.

D.7 Closure Protocol

Corporate Assets and Earnings – Exhibit 13: By-laws

In accordance with Fiddlehead School's By-laws (see Exhibit 13) under Article 8, Dissolution, Section 8.2, our closure protocol for funds, property and assets in the event of school closure is as follows:

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, transfer and convey any remaining property and assets of the Corporation to the State of Maine exclusively for public purposes to the extent required by 20-A M.R.S.A. Section 2411(8) or successor provision thereof. If the Corporation is not required to distribute the assets to the State of Maine under applicable law, it shall distribute them to the Member if the Member is at such time engaged in activities substantially similar to those of this Corporation (within the meaning of 13-B M.R.S.A. Section 407) and qualified under the provisions of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code. If the Member is not engaged in such substantially similar activities and qualified under the provisions of Section 501(c)(3), all remaining assets shall be distributed exclusively to one or more nonprofit organizations which may be selected by the Directors as an appropriate recipient of such assets, as long as each of such organizations shall be engaged in such substantially similar activities and qualify as an organization described in Section 501(c)(3) of the Code.

Student Transition Plans

Once a decision to close a school is made, complicated transitions begin. Immediately there will be communications with parents, staff, superintendents of districts where the students reside, and the surrounding community.

School-to-parent communication will also include press releases and a newsletter. Fiddlehead will post information on the organization's website and hold a community meeting. Each announcement will include a summary of the process and reasons leading to the school closure decision, the transition time line, and school contact information.

The most important method of communication will be a direct mailing to each affected household, identifying the replacement school, important time lines, projected transportation arrangements, and the appropriate school contacts. The direct mailing piece will also request a reply, verifying that the information has been received and understood. Parents can be given a choice of response methods: returning a form that has been included in the mailing, responding to a specified e-mail address, or phoning the school closure contact person. Those parents who haven't responded will be phoned.

Staff meetings will be held onsite to inform employees of the reasons for closure and a transition plan implemented. The staff transition will begin with opportunities for new placement sites. Another important step in this process is forming the transition team. This team should monitor the progress of student and staff replacement schools, oversee the transferring of student records immediately and insure that the student/family receive the options of the possible schools available to their child which will include the local school district that they reside in.

Timeline:

- School Board decision made to close the school.
- Establish and convene members of Transition Team, clarify roles and responsibilities.
- Communication to parents, staff, superintendents and community using website, newsletters, direct mail piece & press releases.
- Staff Meetings
- Community Meetings
- Transferring of student records
- Wrap up meeting of Board & Transition Team of any outstanding issues.

Projected Staff Needs

Staff needed for the elementary program in the 2013-2014 school year are:

- 1 Principal/Executive Director
- 1 Contracted Compliance Manager
- 3 Teachers
- 2 Resource Teachers
- 1 P/T Administrative Assistant
- 1 Custodian
- 1 Bus Driver

In future years, as classrooms are added, FSAS will require additional teachers, administration, assistant teachers, and support personnel (counselor, librarian, nurse, guidance, etc.). Staff will be recruited using customary recruitment methods, including advertisements in relevant print media, internal promotion, and credible job search agencies specific to schools.

E. Education Service Providers

Not Applicable – Fiddlehead School of Arts & Sciences will not contract with an education service provider (ESP).

Exhibits

1. 1a. Executive Summary Form (Exhibit A)
1b. Executive Summary Narrative
2. Map of Catchment Area
3. School Discipline Policy
4. Emergency Response Guide (Safety Manual)
5. Sample Daily Schedule
6. Annual Calendar for First Year of Operation
7. Projected Enrollment Table (Exhibit B)
8. First Year Staffing Chart
9. Staff Handbook (Employee Manual)
10. Organizational Chart
11. Position Descriptions and Resumes for Key Staff
12. Articles of Incorporation
13. Corporate By-laws
14. IRS Form 1023 Application for Non-profit Status
15. Conflict of Interest Policy
16. Governing Board Resumes
17. Board Profile
18. List of Officers and Committee Chairs
19. 5-year budget with Grade by Grade Enrollment Projections and Staffing Projections for Faculty and Staff Positions (Exhibit C – tabs 2, 3, and 4)
20. Budget and Cash Flow for the Pre-opening Period (Exhibit C – tab 5)
21. Monthly Cash Flow for the First Year of Operation (Exhibit C – tab 6)
22. Certificates of Insurance (Letter of Access)
23. Room Schedule (Floor Plan)
24. Facility Lease or Contract
25. Schedule of Furnishings and Fixtures
26. Transportation Plan
27. Education Service Provider (ESP) and Background Information (if applicable)
28. List of Schools Managed by the ESP and Contact Information (if applicable)
29. ESP Executed or Draft Contract (if applicable)

State Charter School Commission
Executive Summary
(Exhibit A)

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

Name of proposed Public Charter School Fiddlehead School of Arts and Sciences

Name of entity that will hold the charter Fiddlehead Center for the Arts

Primary contact Jacinda Cotton-Castro

Title/Relationship to entity Executive Director

Mailing Address P.O. Box 1689
Gray, ME 04039

Telephone (Primary) 207.657.2244 Telephone (Secondary) _____

Email address jacinda.joy@yahoo.com

Education Service Provider (if applicable) n/a

Partner Organization (if applicable) n/a

Physical address of school 25 Shaker Rd.
Gray, ME 04039

School administrative unit in which the school will be located MSAD #15

Intended opening date Sept 10, 2012

Proposed grades and initial enrollment preschool - grade 1,
30 students

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. see attached summary

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 Jacinda J. Cotton-Castro Date _____

Printed Name Jacinda J. Cotton-Castro Title (Position) Co-Founder & Executive Director

Exhibit 1b: Executive Summary Narrative

Fiddlehead School of Arts & Sciences will be a not for profit registered 501 (c) 3 organization governed by a volunteer Board of Directors. Guided by core values and an Emilia Reggio inspired, child-centered approach to learning, the school will open with 42 students in pre-K, Kindergarten, 1st and 2nd grade, then expand by one grade level each year thereafter, with a final goal of including pre-K through 5th grade.

The mission of Fiddlehead's School of Arts & Sciences (FSAS) is to facilitate individual educational growth using an interdisciplinary approach to the arts and sciences in a safe, creative, fun and loving environment. At Fiddlehead, children will be happy and vibrant learners who create and shape their own lives and positively contribute to the quality of life around them.

The school provides for the foundational needs for growing children in a community where children, teachers, and families learn together in a nurturing environment. We honor children's curiosities, interests and unique capabilities to encourage learning at a high level, unfolding *each child's fullest potential*. We believe that by honoring children's curiosities, interests and unique capabilities, engagement and learning increase, and a higher level of achievement is attained.

We expect to be nothing less than the finest model of community learning – an acknowledged leader that excites and awakens the curiosity within individuals who want to learn, explore and discover the arts and sciences.

EXHIBIT 2

Fiddlehead School of the Arts & Sciences
Catchment Area

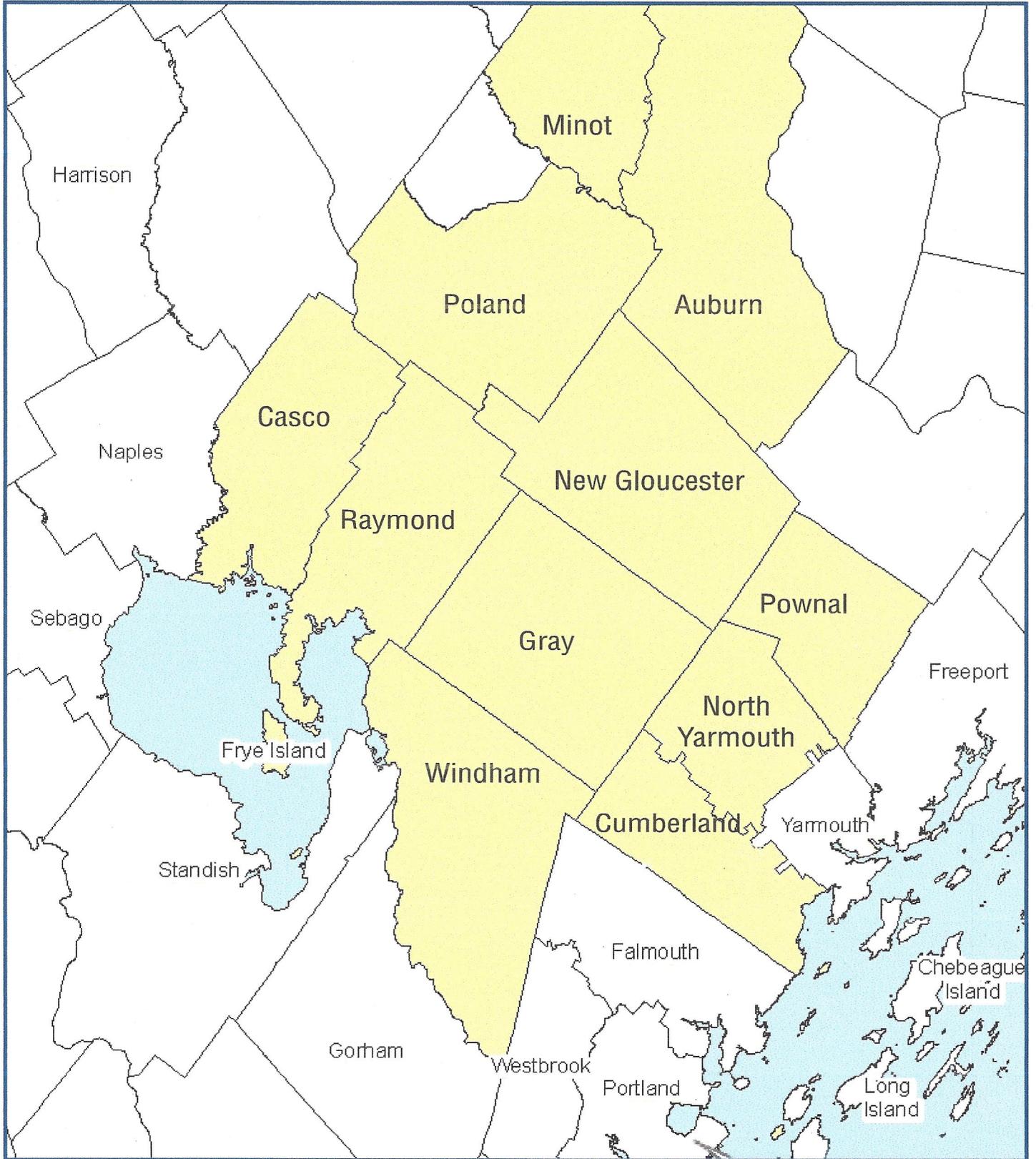


Exhibit 3:
FIDDLEHEAD BEHAVIOR (DISCIPLINE) POLICY

Fiddlehead School will follow behavior and code of conduct polices as outlined in Maine Revised Statutes 20-A **M.R.S.A.**, and adhere to the code of conduct established by RSU#15 (Gray/New Gloucester).

Our philosophy is that positive reinforcement is an effective method of the behavior management of children. When children receive positive, nonviolent, and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities, and self-discipline. Based on this belief of how children learn and develop values, Fiddlehead School of Arts & Sciences will practice the following discipline and behavior management policy.

Rules of the school are designed for the safety and well-being of all children and staff and we strive to be clear and consistent. We also aim to guide children toward self-reliance and independence by giving them the opportunities to build the necessary skills to solve problems on their own.

We believe each child is different and has individual needs. To best serve the child, both parent and staff need to honestly communicate their insights into the causes of behavior problems, the effects of current strategies to support improved behavior, alternative approaches, and feelings about what is happening.

The following list reflects our beliefs in the most effective ways to manage behavior:

- consistency
- using positive reinforcement
- conveying guidance with love, acceptance and respect
- setting clear expectations and consequences
- role modeling
- redirecting inappropriate behavior
- communicating at eye level
- implementing behavior management strategies immediately
- providing intervention
- encouraging children to express their feelings
- supporting a child at all times

Fiddlehead School will work with children according to these objectives, and expect all Fiddlehead staff to role model appropriate behavior.

Our Expectations of Children

Fiddlehead's expectations of students' behavior are in the spirit of inclusion and respect for one each other. This means all children are welcomed into free-play and classroom activities. The goal is to display kindness and respect, while appropriately communicating individual needs.

The following behaviors are expected of all students. The students will:

- show respect to each other, including all members of the school community;
- refrain from yelling, teasing, name calling or other forms of abusive behavior, harassment or humiliation;
- respect and care for their own property and that of others and the school;

- avoid all forms of aggressive behavior, including pushing, shoving, hitting, slapping and spitting (this is also a health consideration, as well as a safety issue);
- walk in while inside the building;
- keep the school clean and remove any trash they find;
- be respectful of the games and activities of others;
- avoid aggressive games and behavior;
- refrain from bringing to school any type of toys or games that represent violence or hard equipment that could physically harm another person;
- remain seated while eating at lunchtime;
- wash hands before leaving the bathroom.

Bullying

Fiddlehead does not allow bullying to occur at any time. Bullying is defined as any verbal, physical, or social behavior that, over a period of time, intimidates, threatens or hurts others. Bullying may include, but is not limited to the following types of conduct:

- Verbal - hurtful name calling, teasing, threatening, taunting, and gossiping.
- Emotional - isolating, rejecting, humiliating, ostracizing, spreading rumors.
- Physical - Any aggressive physical contact such as hitting, pushing, poking, pulling hair, obscene gestures, beating, throwing objects, spitting.

Behaviors: Fiddlehead recognizes children with varying developmental levels attend our classes. Therefore, we have age-appropriate expectations for students. We do acknowledge appropriate behavior of students whenever possible.



Safety Manual

Emergency Plan

Emergencies consist of situations such as fire, evacuation of building, and life threatening physical injuries

First aid supplies / CPR and First Aid Posters

- Located in each classroom in a bright orange bag and also in the break room.
- Posted CPR and First Aid information are located in the preschool classroom, on the wall next to the storage room, in the courtyard area, and break room.

Emergency information (student contacts and special needs or allergies)

- Located at the front desk in the current registrations binder or by asking one of the office staff.

In case of FIRE or need to EVACUATE building

- Have all students regardless of age use the buddy system (pairs hold hands) for easier tracking of students
- Take the emergency folder located just inside your classroom door
- Evacuate the building if possible through the front doors of the building and proceed to the front parking lot to meet along the fence line. * follow map directions posted inside room
- If access to the front of the building is blocked meet at the picnic tables on the back lawn.
- If door exits are blocked proceed out the nearest window exit.
- Check attendance and hold up appropriate colored card (all children present = green card, a missing child or another problem = red card)
- Call 911
- Call Parent or guardian as needed

Fire Extinguishers

- Located at the front and back doors, in the clay classroom, science classroom, storage room, and break room.

In case of SERIOUS PHYSICAL INJURY

- Call 911
- Obtain first aid supplies
- Follow basic first aid / CPR training protocols
- Call parents and/or emergency contact person
- Fill out incident report form and return to main office

Incident report forms

- Located behind the front desk in a purple folder under the printer.

In case of NON LIFE THREATENING PHYSICAL INJURY

- Call parents/emergency contact if injury interferes with further class participation
- Fill out incident report form and return to main office

Evacuations during inclement weather conditions should respond to:

Classroom Management

Incidents consist of non life threatening physical injury or behavioral problems that disrupt the class by verbal, sexual, or physical threatening, demeaning or degrading action or words that cannot be verbally rectified.

Classroom Environment

- Instructors need to implement Fiddlehead Schools' Rules of Respect and Responsibility at the start of each session
- Each student will receive the pocket card of Rules from their instructor at the start of each session
- Instructors need to enhance the established rules with specific classroom expectations involving student input and ownership of defined rules
- The classroom should be an inclusive rather than an exclusive environment supporting all student who want to learn and participate
- Instructors need to recognize and address any negative behavior immediately
- Instructors review rules on an as needed basis

In case of behavioral issues

- Contact office
- Call the parent or guardian(not emergency contact)
- Fill out behavior/incident report form and give to Executive Director

General Classroom Conditions / Safety

FSAS instructors are expected to maintain a safe and hazard-free learning environment for kids while engaged in art and science activities.

1. Instructors must be sure that their classroom conditions are safe
 - a. Free from debris and spills on floor
 - b. Tools and equipment stored properly
 - c. Lighting is adequate
 - d. Ventilation is sufficient
 - e. Hazardous materials – use appropriate precautions
 - f. Know where first aid kit is located and safety posters

2. Materials and Activities
 - a. Age appropriate: ex. Glue guns, tools, chemicals, paints
 - b. Proper instruction for use of materials prior to student handling
 - c. Do not eat or drink while engaged in projects
 - d. Wear necessary protective gear: eye protection, gloves, smock
 - e. Students wash hands properly before and after activity
 - f. Materials and containers stored properly and labeled

3. Instructors needing to leave the classroom
 - a. Students should not be left alone at any time
 - b. If you do not have a class assistant contact a staff member
 - c. If there is a classroom assistant, students should not be left alone with them for an extended period of time.

Outdoor or Offsite Safety

1. Instructors need to find out if any student has any allergies or special conditions.
 - a. Asthma – does the student need an inhaler
 - b. Epi Pens – brought with and used immediately if needed
 - c. Sun exposure – appropriate dress and sunscreen
 - d. Heat exposure
 - e. Insects – ticks, mosquitoes, etc.
2. Instructors need to take a walkie-talkie and safety kit.
3. Instructors need to notify a staff member about where they are going and how long they plan to be outdoors.
4. If walkie-talkie is out of range for the location a cell phone will be necessary please leave the contact number with the front desk staff.
5. When not on FSAS property, if a student needs to come back to FSAS then the entire group including the instructor must return.
6. Please limit physical activities to appropriate weather conditions
7. Water is available to take outside – please see the desk staff

Field Trip Safety

1. Permission slips to attend field trip signed from parent or guardian
2. Transportation permission slips signed from parent or guardian, and child safety seats if necessary.
3. Instructors need to find out if any student has any allergies or special conditions.
 - a. Asthma – does the student need an inhaler
 - b. Epi Pens – brought with and used immediately if needed
 - c. Sun exposure – appropriate dress and sunscreen
 - d. Heat exposure
 - e. Insects – ticks, mosquitoes, etc.
4. Instructors need to notify a staff member about where they are going and how long they plan to be away.
5. Student to adult ratio for field trips: ages 3-7 is 4:1, ages 8 and up is 6:1
6. Instructors must carry a safety kit and cell phone with the contact number left with the front desk staff.
7. No adult volunteer is to be left alone or out of sight of the group.

Emergency Lock-Down

In the case of threat to Staff members, Instructors, or Students at FASC an emergency lock-down will go into affect. All instructors and students will remain in their classrooms with the doors closed and locked until notified of an “all clear” designation. Staff members will stay inside their offices until they are notified. Staff members or instructors will use the “red alert” word “Lock-down” to initiate the lock-down status. A designated staff member will call 9-1-1 for police response.

If it is determined by a Staff Member that the facility needs to be immediately evacuated then Instructors, Students and all other Staff Members will immediately evacuate the building. Follow the FASC Emergency Plan guidelines posted in each classroom.

Emergencies consist of situations such as fire, evacuation of building, and life threatening physical injuries.

**Exhibit 5: Sample Daily Schedule
Fiddlehead School of Arts & Sciences**

Sample Daily Schedules: A Typical Day in Kindergarten - 1st/2nd Grade

8:10 - 8:20	Student arrival and outdoor recess Parents are welcome to either drop their children off outside or walk them to their classroom at 8:20.
8:30 – 8:45	Whole School Morning Meeting in Community Room
8:45 – 10:15	Integrated Core Block - Math, literacy, art or science in context of current theme or areas of interest
9:00 – 10:00	Snack area in courtyard.
10:15 – 11:15	Integrated Core Block (math, literacy, art & science)
11:15 - 12:00/ 12:00 – 12:45	Lunch/Recess Rotation – Two groups of Kindergarten & 1 st grade students rotate between eating lunch in the courtyard and outdoor recess.
12:45 – 2:45	Afternoon activities vary daily and include: clay studio, cooking, construction, crazy science, dramatic play, creative movement, art, yoga/movement, nature exploration, Spanish, music, open studio, outdoor games and library visits.
2:45 - 3:00	Recess – Dismissal from outdoor playground Those staying for After Care are escorted back inside.
<hr/> T, W,TH 8:30 - 11:15	<hr/> Morning community connection – One class/group per day will go out into the community as a part of our place-based education approach.
T,W,TH,F 12:45 – 2:45	Afternoon Focus: specials, classes rotate through special areas of instruction, and project, or investigation time Tuesday - Yoga Wednesday - Violin & Music/Dance Thursday - Spanish Friday - Adventure based Physical Education; open studio, and/or workshops provided by after school enrichment instructors.

Exhibit 6: Fiddlehead Calendar 2013 - 2014

#	Aug/September					#	October					#	November					#	December					#	January				
	M	T	W	T	F		M	T	W	T	F		M	T	W	T	F		M	T	W	T	F		M	T	W	T	
			28	29	30	4		1	2	3	4						1	12	2	3	4	5	6				1	2	
	2	3	4	5	6	5	7	8	9	10	11	9	4	5	6	7	8	13	9	10	11	12	13	15	6	7	8	9	
1	9	10	11	12	13	6	14	15	16	17	18	10	11	12	13	14	15	14	16	17	18	19	20	16	13	14	15	16	
2	16	17	18	19	20	7	21	22	23	24	25	11	18	19	20	21	22		23	24	25	26	27	17	20	21	22	23	
3	23	24	25	26	27	8	28	29	30	31		25	26	27	28	29		30	31				18	27	28	29	30		
	30																												
	Labor Day - Closed 9/2						Columbus Day - Closed 10/14						Veteran's Day - Closed 11/11						Winter Break - 12/23-1/2						New Year's Day - Closed 1/1				
	FSAS Begin 9/4												Thanksgiving Break - 11/27-29												MLK Day - Closed 1/20				
																									School Resumes 1/2				
	February						March						April						May						June				
	M	T	W	T	F		M	T	W	T	F		M	T	W	T	F		M	T	W	T	F		M	T	W	T	
19	3	4	5	6	7	22	3	4	5	6	7	26		1	2	3	4						1	2	34	2	3	4	5
20	10	11	12	13	14	23	10	11	12	13	14	27	7	8	9	10	11	30	5	6	7	8	9	35	9	10	11	12	
	17	18	19	20	21	24	17	18	19	20	21	28	14	15	16	17	18	31	12	13	14	15	16	36	16	17	18	19	
21	24	25	26	27	28	25	24	25	26	27	28		21	22	23	24	25	32	19	20	21	22	23		23	24	25	26	
							31					29	28	29	30		33	26	27	28	29	30		30					
	February Vacation 2/17-21												Spring Break - 4/21 -4/25						Memorial Day - Closed 5/26						School ends 6/10				

SUMMARY:

Total 175 days of Instruction

School Opens: Sept 3

School Closes: June 10

School Closed:

Columbus Day 10/14

Veteran's Day 11/11

Thanksgiving Break: 11/27-11/29

Winter Break 12/23-1/2

New Year's Day 1/1

Martin Luther King Day 1/20

Feb Vacation 2/17-2/21

Spring Break 4/21-4/25

Memorial Day 5/26

Closed on Federal Holidays Closed on Snow Days

F
3
10
17
24
31
F
6
13
20
27

**Exhibit 1B - #7 Projected Enrollment Table
Fiddlehead School of Arts & Sciences**

Five Year Projected Enrollment

Grade	Ages*	2013-2014 Year One	2014-2015 Year Two	2015-2016 Year Three	2016-2017 Year Four	2017-2018 Year Five
Pre-K	4	14	14	14	14	14
K	5	14	14	14	14	14
1	6	14	14	14	14	14
2	7		14	14	14	14
3	8			14	14	14
4	9				14	14
5	10					14
Total		42	56	70	84	98
Est. Daily Avg.		42	56	70	84	98

***Ages are approximate.**

Exhibit 8. First Year Staffing Chart – Fiddlehead School of Arts & Science

Instructional Staff – Year 1	
Pre-K (1 FTE)	Judy Kann (current instructor)
Kindergarten (1 FTE)	Marie Reimensnyder (current instructor)
Grade 1 & 2 (1 FTE)	TBA
Resource Teacher/Ed Tech (.75 FTE)	TBA
Resource Teacher/Ed Tech (.75 FTE)	TBA
Administrative Staff – Year 1	
Principal (.50 FTE)	Jacinda Cotton-Castro
Operations/Development (sub-contractor)	Wendy Betts
Administrative Assistant (.5 FTE)	TBA
Reception/Registrar/Customer Service (.5 FTE)	Julie Bartlett
Accountant (.25 FTE)	Louise Wilkinson
Other Services – Year 1	
Music Instructor (hourly)	TBA
Special Education Services (contracted)	TBA
Spanish Instructor (hourly)	TBA
Guidance (hourly)	TBA
Bus Driver (hourly)	TBA
Custodian (hourly)	TBA
Additional Instructional Staff – Years 2-5	
2014-2015 – Grade 3 Teacher (1 FTE)	TBA
2015-2016 – Grade 4 Teacher (1 FTE)	TBA
2016-2017 – Grade 5 Teacher (1 FTE)	TBA
P/T Resource Teachers (.5 FTE)	As needed, approximately 1 for every 15 students
Administrative Staff – Years 2-5	
Principal (.60 FTE)	Jacinda Cotton-Castro
Operations/Development (sub-contracted)	Wendy Betts
Administrative Assistant (.5-.6 FTE)	TBD
Reception/Registrar/Customer Service (.5-.6 FTE)	Julie Bartlett
Accountant (.25-.30 FTE)	Louise Wilkinson
Other Staff – Years 2-5	
Music Instructor (hourly)	TBA
Special Education Services (hourly)	TBA
Spanish Instructor (hourly)	TBA
Guidance (hourly)	TBA
Bus Driver (hourly)	TBA
Custodian (hourly)	TBA
Food Service (hourly) Years 3-5	TBA

**FIDDLEHEAD SCHOOL
Of Arts & Sciences**

PERSONNEL POLICY MANUAL

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END

EMPLOYEE ACKNOWLEDGEMENT FORM

The Personnel Policy handbook describes important information about Fiddlehead School of Arts & Sciences (FSAS), and I understand that I should consult the Executive Director regarding nay questions not answered in the handbook.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur. All such changes will be communicated through official notices and I understand that revised information may supersede, modify, or eliminate existing policies. Only the Board of Directors of Fiddlehead School of Arts & Sciences has the ability to adopt any revisions to the policies in this handbook.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

EMPLOYEE'S NAME (printed): _____

EMPLOYEE'S SIGNATURE: _____

DATE: _____

Please return signed form to immediate supervisor for placement in personnel file.

FIDDLEHEAD SCHOOL OF ARTS & SCIENCES

Personnel Policy

Effective Date: March 1, 2013

101 Nature of Employment

Employment with Fiddlehead School of Arts & Sciences (FSAS) is voluntarily entered into, and the employee is free to resign at will at any time, with or without cause. Similarly, FSAS may terminate the employment relationship at any time, so long as there is no violation of applicable federal or state law.

Policies set forth in this handbook are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between FSAS and any of its employees. The provisions of the handbook have been developed at the discretion of the Board of Directors and, may be amended or cancelled at any time, at FSAS's sole discretion.

These provisions supersede all existing policies and practices and may not be amended or added to without the express written approval of the Board of Directors of FSAS.

102 Employee Relations

FSAS believes that the work conditions, wages, and benefits it offers to its employees are competitive with those offered by other employers in this area and in this industry. If employees have concerns about work conditions or compensation, they are strongly encouraged to voice these concerns openly and directly to their supervisors.

Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that FSAS amply demonstrates its commitment to employees by responding effectively to employee concerns.

103 Equal Employment Opportunity

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at FSAS will be based on merit, qualifications, and abilities. FSAS does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, sexual orientation, disability, or any other characteristic protected by law.

FSAS will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their immediate supervisor. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

104 Business Ethics and Conduct

The successful business operation and reputation of FSAS is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of FSAS is dependent upon our clients trust and we are dedicated to preserving that trust. Employees owe a duty to FSAS, its customers, and clients to act in a way that will merit the continued trust and confidence of the public.

FSAS will comply will all applicable laws and regulations and expects its Board of Directors, Executive Director, Volunteers, and Employees to conduct business in accordance with the letter, spirit and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate supervisor and, if necessary, with the Executive Director for advice and consultation.

Compliance with this policy of business ethics and conduct is the responsibility of every FSAS employee and volunteer. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

No employee or volunteer of FSAS shall make a public appearance or statements to the media while representing FSAS without prior authorization of the Executive Director or the Board of Directors.

While acting on behalf of FSAS no employee or volunteer of FSAS will criticize other agencies or organizations in any public manner what-so-ever in regard to how they perform their duties or services that those organizations provide.

FSAS is registered as a 501(c)3 corporation. No funds or assets of FSAS may be used to promote a political candidate or party. This includes use of FSAS supplies, materials, stationary, postage, time, telephone, equipment or property.

105 Immigration Law Compliance

Fiddlehead School of Arts & Sciences is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform Act 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. Former employees who are rehired must also complete the form if they have

not completed an I-9 with FSAS within the past three years, or if their previous I-9 is no longer retained or valid.

Employees with questions or seeking more information on immigration law issues are encouraged to contact the Executive Director. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

106 Outside Employment

An employee may hold a job with another organization as long as he or she satisfactorily performs his or her job responsibilities with Fiddlehead School of Arts & Sciences. All employees will be judged by the same performance standards and will be subject to FSAS's scheduling demands, regardless of any existing outside work requirements.

If FSAS determines that an employee's outside work interferes with performance or are in direct competition with FSAS or the ability to meet the requirements of FSAS as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she wishes to remain with FSAS.

Outside employment will present a conflict of interest if it has adverse impact on Fiddlehead School of Arts & Sciences.

107 Disability Accommodation

Fiddlehead School of Arts & Sciences is committed to complying fully with the Americans with Disabilities Act (ADA) and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.

Hiring procedures have been reviewed and provide persons with disabilities meaningful employment opportunities. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position.

Reasonable accommodation is available to all disabled employees, where their disability affects the performance of job functions. All employment decisions are based on the merits of the situation in accordance with defined criteria, not the disability of the individual.

Qualified individuals with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation) as well as in job assignments, classifications, organizational structures, position descriptions, lines of progression, and seniority lists. Leave of all types will be available to all employees on an equal basis.

FSAS is also committed to not discriminating against any qualified employees or applicants because they are related to or associated with a person with a disability. FSAS will follow any state or local law that provides individuals with disabilities greater protection than the ADA.

This policy is neither exhaustive nor exclusive. FSAS is committed to taking all other actions necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state, and local laws.

201 Employment Categories

It is the intent of FSAS to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility.

Each employee is designated as either NONEXEMPT or EXEMPT from federal and state wage and hour laws. NONEXEMPT employees are entitled to overtime pay under the specific provisions of federal and state laws. EXEMPT employees are excluded from specific provisions of federal and state wage and hour laws. An employee's EXEMPT or NONEXEMPT classification may be changed only upon written notification by FSAS Board of Directors.

In addition to the above categories, each employee will belong to one other employment category:

REGULAR FULL-TIME employees are those who are not in temporary or introductory status and who are regularly scheduled to work FSAS's full-time schedule. Generally, they are eligible for FSAS's benefit package, subject to the terms, conditions, and limitations of each benefit program.

REGULAR THREE-QUARTER TIME employees are those who are not in a temporary or introductory status and who are regularly scheduled to work less than the full-time work schedule, but at least 30 hours per week. Regular three-quarter time employees are eligible for some benefits, on a pro-rated basis, sponsored by FSAS subject to the terms, conditions, and limitations of each benefit program.

REGULAR PART-TIME employees are those who are not assigned to a temporary or introductory status and who are regularly scheduled to work less than the full-time work schedule, but at least 20 hours per week. Regular part-time employees are eligible for some benefits, on a pro-rated basis, sponsored by FSAS subject to the terms, conditions, and limitations of each benefit program.

PART-TIME employees are those who are not assigned to a temporary or introductory status and who are regularly scheduled to work less than 20 hours per week. While they do receive all legally mandated benefits (such as Social Security and Workers' Compensation Insurance), they are ineligible for all of FSAS's other benefit programs.

INTRODUCTORY employees are those whose performance is being evaluated to determine whether further employment in a specific position or with FSAS is appropriate. Employees who satisfactorily complete the introductory period will be notified of their new employment classification.

INDEPENDENT CONTRACTOR are considered self-employed persons who provide a professional service within FSAS. They are responsible for making their own tax payments and the employer has no tax withholding or tax payment obligations with respect to compensation paid to an independent contractor.

VOLUNTEER staff are those who are not assigned a scheduled work week and do not receive any of FSAS's benefit programs. Volunteers serve the program performing many tasks with full knowledge that they will receive no pay or benefits.

202 Access to Personnel Files

FSAS maintains a personnel file on each employee. The personnel file includes such information as the employee's job application, resume, records of training, documentation of performance appraisals and salary increases, and other employment records.

Personnel files are the property of FSAS, and access to the information they contain is restricted. The Executive Director and President of the Board of FSAS will be allowed to review information in a file only when there is a legitimate reason to do.

Employees who wish to review their own file should contact the Executive Director. With reasonable advance notice, employees may review their own personnel files in FSAS's offices and in the presence of an individual appointed by FSAS to maintain the files.

203 Employment Reference Check

To ensure that individuals who join FSAS are well qualified and have a strong potential to be productive and successful, it is the policy of FSAS to check the employment references of all applicants.

PROVIDING REFERENCE INFORMATION

The Executive Director will respond in writing only to those reference check inquiries that are submitted in writing. Responses to such inquiries will confirm only dates of employment, wage rates, and position(s) held. Additional employment data will be released with a written authorization and release signed by the individual who is the subject of the inquiry.

204 Orientation Period

The orientation period is intended to give new employees the opportunity to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. FSAS uses this period to evaluate employee capabilities, work habits, and overall performance. Either the employee or FSAS may end the employment relationship at will at any time during the orientation period, with or without cause or advance notice.

All new and rehired employees work on an orientation basis for the first 180 calendar days after their date of hire. Employees who are promoted or transferred within FSAS must complete a secondary orientation period of 90 days with each reassignment to a new position. Any significant absence will automatically extend an orientation period by the length of the absence. If the Executive Director determines that the designated orientation period does not allow sufficient time to thoroughly evaluate the employee's performance, the orientation period may be extended for a specific period. If the position is for Executive Director of FSAS then the President of the Board will perform the evaluation and the same duties as the Executive Director would for all other employees.

In cases of promotions or transfers within FSAS, an employee who, in the sole judgment of management, is not successful in the new position can be removed from that position at any time during the secondary introductory period. If this occurs, the employee may

be allowed to return to his or her former job or to a comparable job for which the employee is qualified, depending on the availability of such positions and FSAS's needs.

205 Employment Applications

Eligible employees at FSAS are provided a wide range of benefits. A number of programs (such as Social Security, Workers' Compensation, State Disability, and Unemployment Insurance) cover all employees in the manner prescribed by law.

Benefits eligibility is dependent upon a variety of factors, including employee classification. Your supervisor can identify the programs for which you are eligible. Details of many of these programs can be found elsewhere in the employee handbook.

The following benefit programs are available to eligible employees:

- Auto Mileage
- Flextime Scheduling
- Holidays
- Jury Duty Leave
- Military Leave
- Sick Leave Benefits
- Vacation Benefits

Some benefit programs require contributions from the employee, but most are fully paid by FSAS.

206 Vacation Benefits

Vacation time off with pay is available to eligible employees to provide opportunities for rest, relaxation, and personal pursuits. Employees in the following employment classification(s) are eligible to earn and use vacation time as described in this policy:

- Regular Full-Time Employees
- Regular Three-Quarter Time Employees

The amount of paid vacation time employees receive each year is five (5) weeks as pre-determined annually according to the academic year calendar. The FSAS annual calendar is released to employees by August 1. Vacation time with pay will be available to eligible employees immediately upon hire.

Vacation time off is paid at the employee's base pay rate at the time of vacation. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.

Upon termination of employment, employees will not be paid for unused vacation time.

207 Holidays

FSAS will grant holiday time off to all eligible employees. FSAS will pay all eligible employees for five (5) holidays throughout the year, as pre-determined on the FSAS annual calendar.

FSAS will grant paid holiday time off to all eligible employees immediately upon assignment to an eligible employment classification. Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day.

Eligible employee classification(s):

- Regular Full-Time Employees
- Regular Three-Quarter Time Employees
- Regular Part-Time Employees

If a recognized holiday falls during an eligible employee's paid absence (such as vacation or sick leave), holiday pay will be provided instead of the paid time off benefit that would otherwise have applied.

If eligible nonexempt employees work on a recognized holiday, they will receive holiday pay plus wages at their straight-time rate for the hours worked on the holiday.

Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.

208 Workers' Compensation Insurance

FSAS provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses should inform their supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible.

Neither FSAS nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by FSAS.

209 Sick Leave Benefits

FSAS provides paid sick leave benefits to all eligible employees for periods of temporary absence due to medical appointments, medical treatments, illnesses or injuries.

Eligible employee classification(s):

- Regular full-time employees
- $\frac{3}{4}$ time employees

Eligible employees will accrue sick leave benefits at the rate of five (5) days per year. Eligible employees can take paid sick leave immediately upon accrual. Unused sick leave can not be transferred to the next calendar year.

Paid sick leave can be used in minimum increments of 1 hour. Eligible employees may use sick leave benefits for an absence due to their own illness or injury or that of an immediate family member.

Employees who are unable to report to work due to illness or injury should notify the Executive Director or immediate supervisor before the scheduled start of their workday if possible. The Executive Director or immediate supervisor must also be contacted on each additional day of absence.

Sick leave benefits will be calculated based on the employee's base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials.

Sick leave benefits are intended solely to provide income protection in the event of illness or injury (scheduled doctors appointments), and may not be used for any other absence. Unused sick leave benefits will not be paid to employees while they are employed or upon termination of employment.

301 Timekeeping

Accurately recording time worked is the responsibility of every nonexempt employee. Federal and state laws require FSAS to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

Nonexempt employees should accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. They should also record the beginning and ending time of any split shift or departure from work for personal reasons. Overtime work must always be approved before it is performed.

Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment. All time records for Exempt and Nonexempt employees will be kept on time record forms provided by FSAS for employees to record their compensatable time. These records will be signed by the employee and the immediate supervisor at the end of each pay period.

302 Paydays

All payroll hours are paid on a bi-weekly basis. Paychecks will be available on the Wednesday immediately following the end of each pay period. Each paycheck will include earnings for all work performed during the pay period. The FSAS annual calendar will note paydays. Contract workers who work at least two (2) hours per week will receive their paycheck every two weeks. Contract workers who work less than two (2) hours per week will receive their paycheck every fourth (4th) week.

In the event that the Wednesday pay date falls during a scheduled break, then employees will receive their check in the mail. Should the employee receive their paycheck prior to the regularly scheduled payday they will agree not to post (cash) their check until said date.

303 Employment Termination

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

- Resignation – voluntary employment termination initiated by an employee
- Discharge – involuntary employment termination initiated by the organization
- Layoff – involuntary employment termination initiated by the organization for non-disciplinary reasons
- Retirement – voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.

401 Work Schedules

Work schedules for employees vary throughout the organization. The Executive Director and / or Supervisors will advise employees of their individual work schedules. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.

Flexible scheduling, or flextime, is available in some cases to allow employees to vary their starting and ending times each day within established limits. Flextime may be possible if a mutually workable schedule can be negotiated with the Executive Director or Supervisor involved. However, such issues as staffing needs, the employee's performance, and the nature of the job will be considered before approval of flextime. Employees should consult the Executive Director to request participation in the flextime program.

402 Overtime

When operating requirements or other needs cannot be met during regular working hours, employees may be scheduled to work overtime hours. When possible, advance notification of these mandatory assignments will be provided. All overtime work must receive the Executive Director's prior authorization. Overtime assignments will be distributed as equitably as practical to all employees qualified to perform the required work.

Overtime compensation is paid to all nonexempt employees in accordance with federal and state wage and hour restrictions. Overtime pay is based on actual hours worked. Time off on sick leave, vacation leave, or any leave of absence will not be considered hours worked for purposes of performing overtime calculations.

501 Safety

To assist in providing a safe and healthful work environment for employees, clients, and visitors, FSAS has established a workplace safety program. This program is a top priority for FSAS. Its success depends on the alertness and personal commitment of all.

FSAS provides information to employees about workplace safety and health issues through regular internal communication channels such as supervisor – employee meetings, bulletin board postings, memos, or other written communications.

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the appropriate supervisor. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including termination of employment.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the appropriate supervisor and fill out an FSAS incident report form. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

No phone number or address of any FSAS employee, independent contractor (unless authorized), or volunteer will be given out to the general public at any time.

502 Use of Telephones

Employees will be required to reimburse FSAS for any charges resulting from their personal use of the telephone.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller, and hang up only after the caller has done so.

503 Smoking

In keeping with FSAS's intent to provide a safe and healthful work environment, smoking is prohibited throughout the workplace.

This policy applies equally to all employees, clients, volunteers, board members, and visitors.

504 Use of Equipment and Vehicles

Equipment and vehicles essential in accomplishing job duties are expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines.

Employees shall notify the supervisor if any equipment, machines, tools, or vehicles appear to be damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. The supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment or vehicles used on the job.

The improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in disciplinary action, up to and including termination of employment. Use of FSAS equipment is allowed. However, prior approval from the Executive Director is required. Any excessive use of equipment may result in employee compensation for usage. Date, time, and usage of equipment must be arranged in advance.

Employees driving personal vehicles on FSAS business must provide Fiddlehead School of Arts & Sciences with proof of vehicle Liability insurance and proof of current valid Driver's license.

505 Emergency Closing

At times, emergencies such as severe weather, fire, power failures, or earthquakes, can disrupt the Center's operations. In extreme cases, these circumstances may require the closing of the work facility. In the event that such an emergency occurs during nonworking hours, local radio and / or television stations will be asked to broadcast notification of the closing.

When operations are officially closed due to emergency conditions, the time off from scheduled work will be paid. Employees in essential operations may be asked to work on a day when operations are officially closed. In these circumstances, employees who work will receive regular pay.

506 Business Travel Expenses

FSAS will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. All business travel must be approved in advance by the Executive Director.

Employees whose travel plans have been approved are responsible for making their own travel arrangements.

When approved, the costs of travel, meals, lodging, and other expenses directly related to accomplishing business travel objectives will be reimbursed by FSAS. Receipts for lodging will be recognized state of Maine rare with receipt for room. If travel is required, then the use of the FSAS vehicle will be the preferred vehicle for transport, unless otherwise unavailable. If the FSAS vehicle is not available, then the mileage rate will be

at the State of Maine rate, not to go below \$.35 (35 cents) per mile. Lodging at the federal rate when traveling out of state, with a receipt. Meals as follows (no receipt necessary): Breakfast - \$10.00; Lunch - \$10.00; Dinner - \$20.00. Employees are expected to limit expenses to reasonable amounts.

Employees who are involved in an accident while traveling on business must promptly report the incident to their immediate supervisor. Vehicles owned, leased, or rented by FSAS may not be used for personal use without prior approval.

When travel is completed, employees should submit completed travel expense reports within 30 days or as soon as possible. Reports should be accompanied by receipts for all individual expenses.

Employees should contact their supervisor for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

507 Computer and E-mail Usage

Computers, computer files, the e-mail system, and software furnished to employees are FSAS property intended for business use. Employees should not use a password, access a file, or retrieve any stored communication without authorization. To ensure compliance with this policy, computer and e-mail usage may be monitored.

FSAS strives to maintain a workplace free of harassment and sensitive to the diversity of employees. Therefore, FSAS prohibits the use of computers and the e-mail system in ways that are disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

E-mail may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other non-business matters.

Employees should notify their immediate supervisor, the Executive Director or any member of management upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

508 Internet Usage

Internet access to global electronic information resources on the World Wide Web is provided by FSAS to assist employees in obtaining work-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage.

All Internet data that is composed, transmitted, or received via our computer communications system is considered to be part of the official records of FSAS and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet e-mail messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology provided to access the Internet remain at all times the property of FSAS. As such, FSAS reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in our computer system.

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. As a general rule, if an employee did not create material, does not own the rights to it, or has not gotten authorization for its use, it should not be put on the Internet. Employees are also responsible for ensuring that the person sending any material over the Internet has the appropriate distribution rights.

Abuse of the Internet access by FSAS in violation of law or FSAS policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing, or threatening messages or images
- Using the organization's time and resources for personal gain
- Stealing, using or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Sending or posting confidential material, trade secrets, or proprietary information outside of the organization
- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services or transmissions
- Sending or posting messages or material that could damage the organization's image or reputation
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals

- Attempting to break into the computer system of another organization or person
- Refusing to cooperate with a security investigation
- Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities
- Using the Internet for political causes or activities, religious activities, or any sort of gambling
- Sending or posting messages that disparage another organization's products or services
- Passing off personal views as representing those of the organization
- Sending anonymous e-mail messages
- Engaging in any other illegal activities

509 Workplace Violence Prevention

FSAS is committed to preventing workplace violence and to maintaining a safe work environment. Given the increasing violence in society in general, FSAS has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees, including supervisors, volunteers, and temporary employees, should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others.

Conduct that threatens, intimidates, or coerces another employee, a client, or a member of the public at any time, including off-duty periods, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual's sex, race, age, or any characteristic protected by federal, state, or local law.

All threats of (or actual) violence, both direct or indirect, should be reported as soon as possible to your immediate supervisor or any other member of management. This includes threats by employees, as well as threats by clients, vendors, solicitors, or other members of the public. When reporting a threat of violence, you should be as specific and detailed as possible.

All suspicious individuals or activities should also be reported as soon as possible to a supervisor. Do not place yourself in peril.

FSAS will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical.

Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to disciplinary action up to and including termination of employment.

FSAS encourages employees to bring their disputes or differences with other employees to the attention of their supervisor or the Executive Director before the situation escalates into potential violence. FSAS is eager to assist in the resolution of employee disputes, and will not discipline employees for raising such concerns.

601 Military Leave

A military leave of absence will be granted to employees who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Advance notice of military service is required, unless military necessity prevents such notice or it is otherwise impossible or unreasonable.

The leave will be unpaid. However, employees may use any available paid time off for the absence.

Benefit accruals, such as vacation, sick leave, or holiday benefits, will be suspended during the leave and will resume upon the employee's return to active employment.

Employees on military leave for up to 30 days are required to return to work for the first regularly scheduled shift after the end of service, allowing reasonable travel time. Employees on longer military leave must apply for reinstatement in accordance with USERRA and all applicable state laws.

Employees returning from military leave will be placed in the position they would have attained had they remained continuously employed or a comparable one depending on the length of military service in accordance with USERRA. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service.

Contact the Executive Director for more information or questions about military leave.

701 Employee Conduct and Work Rules

To ensure orderly operations and provide the best possible work environment, FSAS expects employees to follow rules of conduct that will protect the interests and safety of all employees and the organization.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of employment.

- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale or transfer of illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace
- Negligence or improper conduct leading to damage of employer-owned property
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Excessive absenteeism or any absence without notice

- Unauthorized disclosure of confidential information
- Violation of personal policies
- Unsatisfactory performance or conduct

702 Drug and Alcohol Use

It is FSAS's desire to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner.

While on FSAS premises no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this policy may lead to disciplinary action, up to and including termination of employment, and / or required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

To inform employees about important provisions of this policy, FSAS has established a drug-free awareness program. The program provides information on the dangers and effects of substance abuse in the workplace, resources available to employees, and consequences for violations of this policy.

Under the Drug-Free Workplace Act, an employee who performs work for a government contract or grant must notify FSAS of a criminal conviction for drug-related activity occurring in the workplace. The report must be made within five days of the conviction.

Employees with questions on this policy or issues related to drug or alcohol use in the workplace should raise their concerns with their supervisor or the Executive Director without fear of reprisal.

703 Sexual and Other Unlawful Harassment

FSAS is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances
- Offering employment benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances

- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or poster
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations
- Physical conduct that includes touching, assaulting, or impeding or blocking movements

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to the Executive Director. If the Executive Director is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact the President or the Board of Directors. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation.

Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment must immediately advise the Executive Director or the President of the Board of Directors, so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

704 Attendance and Punctuality

To maintain a safe and productive work environment, FSAS expects employees to be reliable and to be punctual in reporting for scheduled work. Absenteeism and tardiness place a burden on other employees and on FSAS. In the rare instances when employees cannot avoid being late to work or are unable to work as scheduled, they should notify their supervisor as soon as possible in advance of the anticipated tardiness or absence.

When scheduling non-work related appointments, avoid scheduling during established work hours. Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination or employment.

705 Personal Appearance

During business hours or when representing FSAS, you are expected to present a clean, neat, and professional appearance.

706 Return of Property

Employees are responsible for all FSAS property, materials, or written information issued to them or in their possession or control. Employees must return all FSAS property immediately upon request or upon termination of employment.

801 Resignation

Resignation is a voluntary act initiated by the employee to terminate employment with FSAS. Although advance notice is not required, FSAS requests at least two weeks' written resignation notice from all employees.

802 Progressive Discipline

The purpose of this policy is to state FSAS's position on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. The best disciplinary measure is the one that does not have to be enforced and come from good leadership and fair supervision at all employment levels.

FSAS's own best interest lies in ensuring fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory service in the future.

Progressive discipline means that, with respect to most disciplinary problems, these steps will normally be followed: a first offense may call for a verbal warning; a next offense may be followed by a written warning; another offense may lead to a suspension; and, still another offense may then lead to termination of employment.

FSAS recognizes that there are certain types of employee problems that are serious enough to justify either a suspension, or termination of employment, without going through the usual progressive discipline steps.

By using progressive discipline, we hope that most employee problems can be corrected at an early stage benefiting both the employee and FSAS.

803 Problem Resolution

FSAS is committed to providing the best possible working conditions for its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from FSAS supervisors and management.

FSAS strives to ensure fair and honest treatment of all employees. Supervisors, managers, and employees are expected to treat each other with mutual respect. Employees are encouraged to offer positive and constructive criticism.

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with FSAS in a reasonable, business-like manner, or for using the problem resolution procedure.

If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The employee may discontinue the procedure at any step.

Step 1: When an employee cannot resolve the complaint informally, the employee should bring the matter formally, in writing to the Executive Director within five (5) days of the event giving rise to the grievance, or of the time the employee could reasonably expect to have knowledge of the event. The Executive Director will give a written response within five (5) days. Days shall be defined as working days of the employee in all instances of this process.

Step 2: If the employee is not satisfied with the Executive Director's response, or the Executive Director fails to respond within the five (5) days, the employee may appeal in writing to the President of the Board of Directors within five (5) days of the Executive Director's decision or failure to respond. The President of the Board of Directors will review the grievance with the employee and the response of the Executive Director. The President will give a written response within ten (10) days.

Step 3: If the employee is not satisfied with the President of the Board of Directors response, the employee may appeal in writing to the Board of Directors within five (5) days of the President of the Board of Directors decision. The Board of Directors may hold a hearing in the matter if deemed advisable. The decision of the Board of Directors is final and binding, except as provided in Step 4.

Step 4: In cases of alleged discrimination, long term suspension, or termination, the employee may demand to have the grievance arbitrated by an impartial third party upon written request. Within five (5) days after submission of the written request to arbitrate, a request for a list of Arbitrators will be made to the Maine Department of Labor and Industry, Board of Appeals. Within five (5) days of the receipt of the list, each party will alternately strike names from the list and the name remaining shall be the Arbitrator.

END

Exhibit 10: Organizational Chart

Fiddlehead School of Arts & Sciences

Board of Directors

Chairperson, Debra Smith – New Gloucester

Treasurer, Bruce Woodard – Gray

Directors

Theresa Allocca – Poland

Tammy Fisher – Sabattus

Julie Fralich – New Gloucester

Lindsay Hancock – Gray

Julie Ricardi – New Gloucester

Co-Founder & Executive Director, Principal

Jacinda Cotton-Castro, MBA - International Marketing & Management

Standing Committees

Finance

Personnel

Board Development

Administrative Staff

Julie Bartlett, Customer Service

Louise Wilkinson, CPA, Accounting/Book Keeping

TBA, Administrative Assistant

Early Childhood Team

Judy Kann, Master's in Literacy, Teaching Certificate K-8; employed since 2002

Marie Reimensnyder, Master's in Environmental Education; employed since 2003

TBA, 1ST/2ND Grade Instructor

TBA, TA/Ed Tech (2 positions)

**Exhibit 11: Position Description and Resumes for Key Staff
Fiddlehead School for Arts & Sciences**

POSITION DESCRIPTIONS

Key Administrative Positions

Jacinda J. Cotton-Castro, Co-Founder & Executive Director, Fiddlehead Art & Science Center, and Principal, School of the Arts & Sciences

From the early stages of development, to seizing opportunities of expansion and acquisition of its current facility, Jacinda's vision has led the advancement of Fiddlehead during the past ten years. As Executive Director, Jacinda is responsible for the day to day operations. She provides leadership to achieve the vision, implements the strategic plan of the organization and works to ensure organizational sustainability and viability.

Performance Expectations

- Galvanize community awareness and enthusiasm about our vision and opportunities for the arts and sciences to promote “hands on – minds on” learning.
- Develop a collaborative, mutually respectful relationship with the Board of Directors, staff and customers.
- Develop effective collaboration with funders, partners, government and the community.
- Raise sufficient funds to sustain the organization's programs as set by the Board of Directors.

Duties and Responsibilities

Leadership - Vision & Strategy

- Oversee development of the strategic plan in partnership with the Board of Directors, including recommending to the Board written, specific, long- and short range plans for development.
- Lead implementation of the strategic plan to ensure alignment with vision and mission.
- Ensure that the Board of Directors, staff and volunteers are knowledgeable and supportive of Fiddlehead's mission, strategic plan and Fiddlehead's standards and practices.

Programming

- Evaluate all services/programs being offered as they relate to specific goals and standards, and recommend appropriate modifications/additions.
- Work with the Treasurer and Financial Committee to develop and present an annual budget to the Board of Directors.

FiddleStarts

- Interview potential families
- Be available and address parent concerns

Charter School

- Host Open House events & lead personal tours of the facility

- Be available and address parent concerns
- Oversee the Application & Lottery Process
- Ascertain that organization is within compliance and reaching goals

Communication

- Develop proper communication channels for staff, instructors and Board of Directors.
- Support the Board of Directors by preparing information and making recommendations for Board meetings as needed. Maintain appropriate relations with the Board and various Board Committees as specified in the Board Manual. Participate in the recruitment, orientation and training program for the Board.
- Recommend policies to the Board of Directors in the formulation of effective policies.
- Develop, update and share with the Board of Directors the Risk Assessment analysis and plan.
- Develop, update and share any changes to the Operations Manual, annually.

Fundraising

- Under the supervision of the Board of Directors, and with their collaboration, develop long-term and short-term fundraising plans to maximize Fiddlehead's financial stability.
- Oversee the implementation of long-term and short-term fundraising to meet fundraising goals with Financial Committee and Operations Manager to also include and coordinate our annual giving letter writing campaign.

Marketing, Outreach, and Collaboration

Marketing

- Strengthen and review marketing plan to include comprehensive Marketing/Branding strategies through various media formats.
- Interpret the function of the organization to the community through program literature and the media.

Outreach

- Direct strategy and implementation of special events/outreach programs at grass roots events like community festivals and fairs for the general public in our direct market area.
- Meet regularly with groups such as arts and science organizations/associations, civic organization and develop and outreach program for schools that engages the community in our Mission.

Collaboration

- Create, build and manage strong collaborative relationships with key partners and leaders, chambers of commerce and businesses, health and wellness organizations and other constituencies within our community's.
- Serve as a primary point of contact to civic groups and town government.

Administration

- Ensure that all financial management policies & contracts approved by the Board of Directors are followed, and propose revisions to these policies & contracts, as needed, to the Board of Directors.
- Accept chief responsibility for public accountability of the organization and regular reporting to various bodies, including those with contractual relationships with Fiddlehead -Gray Village.
- Ensure that Fiddlehead is in good standing with federal, state and local organizational and incorporation requirements. This includes maintaining tax-exempt status and adhering to the all relevant statutes and ordinances.

- Coordinate with the Treasurer to ensure financial statements are prepared that meet the Board of Director's fiscal oversight requirements.
- Under the direction of the Treasurer and Fiddlehead's CPA, is responsible for the preparation of an annual report at the end of each fiscal year. Report to the Board of Directors on any audit requirements.

Wendy Betts (Independent Contractor), The Shadow Group, Operations Manager, Development & Compliance

Ms. Betts has worked with Fiddlehead during the past 2 years providing operations and fundraising assistance to the organization. Her expertise lies in the areas of program development, design, implementation and evaluation; social science research, including the design and implementation of data collection systems, such as needs assessments, focus groups and survey questionnaires; and has assisted several educational institutions with their operations, program evaluations, program development and fundraising. She has worked as senior management in two Maine non-profits and as an independent consultant for the past 12 years strengthening nonprofit and public agencies, and for-profit businesses, many of which are child and family focused and education-focused organizations. She holds a Masters Degree in Public Policy and Management with a concentration in Financial Management. She will be hired as a contractor to perform 20 hours of work per month (.125 FTE) to complete the following tasks.

Position Duties Include:

Lottery Process Oversight

- Follow procedures as established, oversee process for the Lottery and make recommendations for improvement of Lottery process.

Compliance

- Develop systems and processes to collect and report on required information for State and Federal Agencies.
- Develop methods and track data for reporting data on student and school achievements (outcomes).
- Establish systems and processes to ensure compliance with regulations, laws, and best practices.

Assessment & Evaluation

- Work with the Early Childhood team in portfolio documentation and assessment.
- Measure and monitor program goals and make recommendations for improvement.
- Involve children, parents, staff, board, and community in providing feedback for improvement.

Development

- Cultivate relationships with current and potential funders
- Identify, cultivate, solicit and upgrade individual, governmental and major donors
- Develop a computer-based system to track, acknowledge and communicate with donors and foundations.

Operations

- Make recommendations for any relevant processes.
- Create reporting mechanisms for various constituencies, including the Charter School Committee and Board of Directors. Works with Board to collect information needed to ensure proper oversight of the charter.

Other Key Administrative Positions:

Front Desk Reception/Registrar/Customer Support – Julie Bartlett

This position is a 20 hours per week position, Monday – Friday from 8:00 a.m. – 1:00 p.m. Julie has held this position for the past three years. She is the first face you see when entering Fiddlehead at the front desk. Her strong customer service skills will provide families with the customer service and knowledge that their child is safe. She is available to answer any questions families may have.

Administrative Assistant: (position to be filled)

This position is a 20 hours per week position, Monday – Friday 10:30 – 3:30 p.m. Responsibilities include, but are not limited to: tracking attendance; ensuring immunization records are complete; updating student files; and, and other clerical responsibilities that pertain directly to the Charter School.

Accounting – Louise Wilkinson, CPA

This is a 10-hour per week part-time position and is be responsible for tracking of receivables and payables. Louise has been with the organization for the past year and works closely with the Executive Director in providing timely and accurate financial reports. Louise is also responsible for maintaining information on Quick Books and the customer database Jackrabbit.

Early Childhood Instructors – Curriculum Development - Assessment

Early childhood instructors are and will be qualified artists, scientists, environmentalists and instructors who possess solid knowledge and experience in the area of instruction.

Fiddlehead will actively recruit and maintain staff of diverse backgrounds, encouraging people representing a broad base of ages, gender and cultures to join in the collaboration. Since the relationships between the staff and students are a critical factor in the success of these programs, staff will be well trained in working effectively with students. Allowance will be made for planning time with staff to collaborate on issues such as curriculum connections, continuity with the after school program, and the inclusion of the arts and sciences throughout the program based on the Reggio Emilia Approach.

Teachers will need to have experience within the Reggio Emilia/Montessori/Waldorf philosophy and experience within early childhood.

RESUMES OF KEY STAFF

Jacinda J. Cotton-Castro

372 Intervale Rd., New Gloucester, Maine 04260
(207) 926-5606, jacindajoy@yahoo.com

Highlights

- Over eighteen years of management experience emphasizing a collaborative, yet decisive style.
- Adept at building productive relationships to further the organization's goals.
- Persuasive and effective communication skills, both written and verbal.

Professional Experience

2002–present **Fiddlehead Art & Science Center**
www.fiddleheadcenter.org

Co-Founder & Executive Director – Gray Village

Strategic Planning:

- Developed with Board of Directors, Strategic, Marketing, Risk & Fiscal Plans.
- Responsible for creating the Vision & Mission alongside the Board of Directors for Fiddlehead Art & Science Center.
- Met annual performance goals consistently.

Management/Marketing:

- Achieved a revenue growth from start-up to \$500K/year within my term of management, while keeping overhead low.
- Supervised a staff of 8 involving training, work flow, quality control, conflict resolution, and review process.
- Project managed a 1.5 million purchase/expansion project to include the redesign of an 8000 s.f. building within proposed time frame and within the Board allotment of \$1.5 million.
- Wrote and project managed two Federal 21st Century Learning Center Grants with a total value of 1.1 million dollars.
- Managed very successful & creative event planning.
- Developed, administered and implemented the alternative early education program inspired by the Reggio Emilia program from Italy.
- Created Image Building Campaign building strong logo and branding development.

Development/Motivation:

- Directed planning stages through implementation for first Capital Campaign for building renovation, including developing individual & corporate/business sponsorships.
- Built a large loyal client base through personal attention, quality service, and consistent follow through.
- Wrote persuasive letters and documents for our annual giving campaign.
- Involved personnel in teamwork and communication, resulting in dramatically increased productivity.
- Developed a working organizational Board of Directors of eleven.

Education

1987-88

Glendale, AZ

American Graduate School of International Management

International Management, M.B.A. Emphasis in Latin American Studies
& Spanish, Summa Cum Laude

1982-84 **Quinnipiac University**

Hamden, CT

B.S. International Business. Emphasis in Export Marketing & Spanish,
Magna Cum Laude

Languages

Highly Proficient in Spanish; Proficient in French.

Interests

- American Association of University Women
- Maine Women's Business Development
- Rotary Club
- Foreign Languages in Elementary Schools

WENDY H. BETTS
The Shadow Group

Casco, Maine
207.831.9519
shadow1@maine.rr.com
www.shadowgroupmaine.com

Strengthening Organizations Through
**Funding Research, Grant Proposal Writing, Program Development, Implementation, and
Evaluation**

PROFESSIONAL EXPERIENCE

Lead Consultant

The Shadow Group, Casco, ME

2000–Present

Founder and lead consultant of firm specializing in strengthening nonprofit, public, and private organizations through funding research and grant proposal writing; program design, implementation, and evaluation; applied research; needs assessments; and operational assistance. *Partial client list:*

- Fiddlehead Arts & Science Center, Gray, ME
- Houghton Mifflin Hartcourt, Orlando, FL
- L'Ecole Française du Maine (The French School of Maine), South Freeport, ME
- Adcare Educational Institute, Inc., Augusta, ME
- ME Dept of Health and Human Services
- ME State Housing Authority
- ME Office of Substance Abuse
- Healthy Oxford Hills/Healthy Maine Partnership, Norway, ME
- Notfar.org, Buckfield, ME
- North Shore Jazz Project, Gloucester, MA
- Rufus Porter Museum & Cultural Heritage Center, Bridgton, ME
- TideSmart, Inc., Falmouth, ME
- Casco Recreation Department, Casco, ME
- Kieve - The Leadership School, Nobleboro, ME
- Amrita Foundation, Inc., Dallas, TX
- Passport Health Plan, Inc., Louisville, KY

Executive Director

Camp Ketcha, Scarborough, ME

1998–2000

Managed all administrative and programmatic functions of one of Maine's oldest youth-development organizations with five programs and a \$500,000 budget. Seasonal and year-round programs included a 10-week summer camp serving more than 250 children per day; an adventure-based education program for youth; adventure-based team building for businesses and corporations; school vacation camps; and after-school programming.

**Vice President of Operations
Youth Alternatives, Portland, ME**

1995–1998

Worked with clinical directors, department managers, senior administrative staff, and board of directors to initiate systems change in support of best practices in a nine-program, \$6 million nonprofit human service agency with 150 staff. Oversaw agency compliance, grant and contract development, and management; developed and strengthened programs through quality assurance systems, including needs assessments, data collection, program evaluation, and systems design; managed agency-wide human resources department; and collaborated with other service providers and state government agencies to develop, coordinate, and improve services to clients.

- Directed and prepared agency self-study for successful national accreditation through the Council on Accreditation of Services for Children and Families.
- Coordinated agency strategic planning and implementation.
- Member and Chair of Child Welfare Advisory Committee, advisory group to Maine DHHS.

**Research Assistant
Edmund S. Muskie School of Public Service, Portland, ME**

1987–1995

Conducted research, demonstration, and evaluation projects on child and family policy issues and practices at the local, state, and national levels. Reported to Director of Child and Family Policy Center.

EDUCATION

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

BA, Sociology. University of Maine.

COMMITTEE AND ORGANIZATION MEMBERSHIPS

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

Instructional Staff Resumes

Judy Kann
P.O. Box 1261, Gray, Maine 04039

EXPERIENCE (selected)

- Lead Instructor, FiddlestARTs Preschool** **2002 to Present**
Fiddlehead Art and Science Center, Gray, Maine
Facilitate learning with an emphasis on promoting in-depth knowledge through exploration and discovery in a kind, respectful, friendly environment. Integrate core areas – art, math, science, literacy, health, physical education, and social studies throughout the curriculum. Supervise interns and work to accommodate diverse learning and socializing styles of children, ages 3-6. Collaborate with other educators and communicate with parents to create a cohesive community.
- Literacy Tutor - grades 1-12** **2002 to Present**
Instruct students in reading skills and the writing process with a focus on awareness of effective strategies for word recognition and the joy of reading. Prepare for SAT and ACT with high school students.
- Yoga Instructor - Afterschool Program** **2011 to Present**
Fiddlehead Art and Science Center, Gray, Maine
- Math Tutor -grade 4** **Sept.- June 2011**
ESOL Tutor -Adult Education
MSAD #15, Gray/New Gloucester, Maine
- Art/Literacy Educator** **2002-2003**
Fiddlehead Center for the Arts, Pownal, Maine

Design and teach courses to facilitate creativity and inspiration by leading students through songs, dance, yoga children's literature, drama and art. Created and taught courses and lessons in: Adventures in Art; Movement and Song; and, Storybook Plays.
- Substitute Teacher, Grades K-5** **1998**
MSAD #15, Gray/New Gloucester, Maine
- Tutor, Grades K-5** **2002-2003**
MSAD#15, Gray/New Gloucester, Maine
- Title One Reading Instructor**
MSAD#15, Gray/New Gloucester, Maine

EDUCATION

MS Ed Literacy Education, USM, 2002

BS Elementary Ed (Honors), UMF, 1984

Danish International Studies Program, Copenhagen, Denmark, 1982

Study of culture, and travel to Europe and USSR

Antioch College, Yellow Springs, Ohio, 1997

Workstudy, Boston Children's Museum

Participate in ongoing professional education courses and workshops

CERTIFICATION

Professional Teaching Certificate, Grades K-8, State of Maine (current)

Literacy Education Certificate, University of Southern Maine (current)

Marie Camillo Reimensnyder
281 Durham Road
New Gloucester, Maine 04260
207-926-3557

EDUCATION

- Lesley University - Cambridge, Massachusetts, 2012
M.S. Ecological Teaching and Learning
- Portland School of Art (Maine College of Art) - Portland, ME, 1982
B.F. A. - Major: Ceramics
- Manchester Community College - Manchester, Connecticut, 1977 -1979
General Studies

EXPERIENCE / TEACHING

- 2010–present Kindergarten Teacher
Fiddlehead Art and Science Center
25 Shaker Road, Gray, Maine 04039
- 2005–2010 Assistant Preschool Teacher and
Atelierista (Artist in residence) for Preschool
Fiddlehead Center for the Arts, Gray, Maine 04039
- 2005–2010 After School Art Instructor
Fiddlehead Center for the Arts
25 Shaker Road, Gray, Maine 04039
- 2002-2005 Clay and Printmaking Instructor - ages 7 - 13
Fiddlehead Center for the Arts
Pineland - New Gloucester, Maine 04260
- 1998-1999 Visiting Artist - Printmaking Workshop - Ages 14-18
Erskine Academy - South China, Maine
- 1983-1987 Ceramic Instructor - "Options in Art" - Ages 13 - 18
Elective class - Waynefleet School - Portland, Maine
- 1982-1990 Ceramic Instructor - Saturday Program - Ages 13 - 16
Portland School of Art - Portland, Maine

VOLUNTEER & STIPEND POSITIONS

- 2003–present Chairperson - Fresh Air Fund
Auburn Maine Friendly Town
- 1998–2004 Destination Imagination Coach
Grammar, middle and high school levels
MSAD 15 Gray - New Gloucester

1995–2000 Volunteer - Set Design and Construction
Mrs. Petersen's spring theater productions
Memorial School - New Gloucester

1995–1997 Volunteer - PTA Enrichment Committee
Coordinating visiting artists
Memorial School - New Gloucester

ADDITIONAL WORK

1995–present Self - employed artist, teamed with husband Timothy,
designing, hand printing and hand screening T-shirts
and clothing for retail, wholesale and custom work.

WORK SHOPS/CONFERENCES

- 2012 MEEA Building Partnerships for Sustainable Communities: Gathering the Usual *and* Unusual Suspects
- 2011 NECAP Widening the Circle Conference - Meet me at the River: Teaching Artist and the Natural World
- 2008 NEEEA Conference: A Journey Home: Fostering Ecologically Centered Communities
- MEEA 2008 Annual Conference: "Education and Environment - Building Our Common Future"
- 2007 41st Annual NEEEA Conference :Building Bridges: Creating Change for a Common Good
- 2007 Project Learning Tree Workshop at CREA, Ecology Center, Topsham, Maine
- 2007 Annual Reggio Emilia Inspired Institute - Evolving experiences within the Atelier (Art and materials exploration studio)

PHILOSOPHY

To appreciate the beauty of the natural world and understand the interconnectedness of all things, be mindful of the environment and respect the rights of all living things, and incorporate the arts and creative thinking into everyday life.

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 (9) See Exhibit B.

The minimum number of directors (not less than 3) shall be (3) and the maximum number of directors shall be (12).

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 E attached hereto and made a part hereof.

Incorporators*

Dated September 11, 2012

(signature)

Street 32 Yarmouth Rd
(residence address)

Bruce L Woodard, Jr
(type or print name)

Gray, ME 04039
(city, state and zip code)

(signature)

Street _____
(residence address)

(type or print name)

(city, state and zip code)

(signature)

Street _____
(residence address)

(type or print name)

(city, state and zip code)

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

Filer Contact Cover Letter

To: Department of the Secretary of State
Division of Corporations, UCC and Commissions
101 State House Station
Augusta, ME 04333-0101

Tel. (207) 624-7752

Name of Entity (s):

Fiddlehead School

List type of filing(s) enclosed (i.e. Articles of Incorporation, Articles of Merger, Articles of Amendment, Certificate of Correction, etc.) Attach additional pages as needed.

Articles of Incorporation and exhibits

Special handling request(s): (check all that apply)

- Hold for pick up
 Expedited filing - 24 hour service (\$50 additional filing fee per entity, per service)
 Expedited filing - Immediate service (\$100 additional filing fee per entity, per service)

Total filing fee(s) enclosed: \$ 40.00

Contact Information – questions regarding the above filing(s), please call or email: (failure to provide a contact name and telephone number or email address will result in the return of the erroneous filing (s) by the Secretary of State's office)

Bruce Woodard Jr

(Name of contact person)

207-777-3033

(Daytime telephone number)

bruce@woodardcpa.com

(Email address)

The enclosed filing(s) and fee(s) are submitted for filing. Please return the attested copy to the following address:

Bruce Woodard Jr

(Name of attested recipient)

Fiddlehead School

(Firm or Company)

PO Box 1689

(Mailing Address)

Gray, ME 04039

(City, State & Zip)

STATE OF MAINE
DOMESTIC NONPROFIT CORPORATION
ARTICLES OF INCORPORATION
FIDDLEHEAD SCHOOL

EXHIBIT A – SECTION TWO

The Corporation is organized as a public benefit corporation exclusively for charitable, educational, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the “Code”), or corresponding section of any future federal tax code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code.

As a Maine State charter school, Fiddlehead School will be guided by core values and an Emilia Reggio inspired child-centered approach to learning, the school has a final goal of providing educational opportunities for pre-K through 8th grade. The mission of Fiddlehead School is to facilitate individual educational growth using an interdisciplinary approach in a safe, creative, fun and loving environment,

~~Fiddlehead we will be accessible to all children and offer an opportunity for a unique approach to education; a place where children of diverse backgrounds can explore freely, where their interests and insights will be valued and encouraged. We will continue expanding our partnerships with organizations, individuals, and businesses embracing a community connection in an exchange of knowledge and learning, supporting the development of a sense of place. And in so doing, we will achieve a school without walls.~~

The Corporation shall be organized and empowered to do everything necessary, proper, advisable or convenient for the accomplishment of the foregoing purposes, and to do all other things incidental to them, or connected with them, that are not forbidden by law, the Articles of Incorporation, or these Bylaws; provided, however, that the Corporation shall not have the power to carry on any activity not permitted to be carried on by a corporation exempt from Federal income taxation under section 501(c)(3) of the Code by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

STATE OF MAINE
DOMESTIC NONPROFIT CORPORATION
ARTICLES OF INCORPORATION
FIDDLEHEAD SCHOOL

EXHIBIT B – SECTION FIVE

The names of the individuals who shall serve as the initial directors of the Fiddlehead School until the first Annual Meeting of the Board of Directors of Fiddlehead School pursuant to the Bylaws of the Fiddlehead School are as follows:

Jacinda Cotton-Castro (ex officio non-voting)
Bruce Woodard
Debra Smith
Marie Reim
Julie Ricardi
Julie Fralich
Tammy Fisher
Theresa Allocca
Lindsay Hancock

STATE OF MAINE
DOMESTIC NONPROFIT CORPORATION
ARTICLES OF INCORPORATION
FIDDLEHEAD SCHOOL

EXHIBIT C – SECTION SIX

Identification of Members. There shall be one class of Members of the Corporation. The only member of the Corporation shall be Fiddlehead Center For The Arts, a Maine nonprofit corporation recognized by the IRS as an organization described in Section 501(c)(3) of the Code (hereinafter the "Member"). There shall be no membership fees or dues.

Rights and Powers. The Member shall have all the voting rights set forth in the Articles of Incorporation, these Corporate Bylaws, or pursuant to the Act. Action by the Member shall be taken by unanimous written consent, signed by a duly authorized officer or agent of the Member and delivered to the Secretary of this Corporation for filing in the corporate Minute Book. The voting rights of the Member include:

- (a) The appointment of ~~all~~ ^{the greatest number of Directors} Directors, that constitute a ^{minority of the Board} (the "Appointed Directors")
- (b) The removal of any or all Directors;
- (c) The changing of the number of Directors constituting the Board of Directors within the limitations prescribed in the ^{Articles of Incorporation} ~~Articles of Incorporation~~;
- ~~(d) The amendment or restatement of the Articles of Incorporation of the Corporation or these Bylaws pursuant to Article 12 hereof;~~
- (e) The approval of the sale, lease, or other disposition (but not the mortgage, pledge, or grant of any security interest) of all, or substantially all, of the assets and property of the Corporation, the dissolution of the Corporation, or its merger with or consolidation into another corporation; and
- (f) Any other matter that the Directors may vote to submit for approval by the Member.

The non-exclusive right to nominate individuals to serve as elected directors;

the greatest number of Directors that constitute a minority of the Board (the "Appointed Directors")

approval of a
Appointed

STATE OF MAINE
DOMESTIC NONPROFIT CORPORATION
ARTICLES OF INCORPORATION
FIDDLEHEAD SCHOOL

EXHIBIT D – SECTION SEVEN

No Political Activity; Limited Lobbying. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, except as may be permitted under Section 501(h) of the Code. The Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

STATE OF MAINE
DOMESTIC NONPROFIT CORPORATION
ARTICLES OF INCORPORATION
FIDDLEHEAD SCHOOL

EXHIBIT E -SECTION EIGHT

following a
vote of
two thirds
of the
Directors
Here in
office

Manner of Dissolution. The corporation may be dissolved only with the Member's consent. ~~Upon the Member's adoption of a resolution approving dissolution, the corporation shall proceed to dissolve in accordance with the Maine Nonprofit Corporation Act, the Articles of Incorporation, and these Bylaws.~~

Disposition of Assets. ~~Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, transfer and convey any remaining property and assets of the corporation to the Member if the Member is at such time engaged in activities substantially similar to those of this Corporation (within the meaning of 13-B M.R.S.A. Section 407) and qualified under the provisions of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code. If the Member is not engaged in such substantially similar activities and qualified under the provisions of Section 501(c)(3), all remaining assets shall be distributed exclusively to one or more nonprofit organizations which may be selected by the Directors as an appropriate recipient of such assets, as long as each of such organizations shall be engaged in such substantially similar activities and qualify as an organization described in Section 501(c)(3) of the Code. Notwithstanding the foregoing, remaining funds shall be paid to the State of Maine exclusively for public purposes to the extent required by 20-A M.R.S.A. Section 2411(8) or successor provision thereof.~~

Section
8.2
By-laws

**BYLAWS
OF
FIDDLEHEAD SCHOOL**

ARTICLE 1-ORGANIZATION

Section 1.1 **Name.** The name of the Corporation is Fiddlehead School

Section 1.2 **Purpose.** The Corporation is organized as a public benefit corporation exclusively for charitable, educational, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the “Code”), or corresponding section of any future federal tax code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code.

Fiddlehead School will be guided by core values and an Emilia Reggio inspired child-centered approach to learning, the school has a final goal of providing educational opportunities for pre-K through 8th grade. The mission of Fiddleheads School is to facilitate individual educational growth using an interdisciplinary approach in a safe, creative, fun and loving environment, accessible to all children and offering a place where children of diverse backgrounds can explore freely and where their interests and insights will be valued and encouraged.

The Corporation shall be organized and empowered to do everything necessary, proper, advisable or convenient for the accomplishment of the foregoing purposes, and to do all other things incidental to them, or connected with them, that are not forbidden by law, the Articles of Incorporation, or these Bylaws; provided, however, that the Corporation shall not have the power to carry on any activity not permitted to be carried on by a corporation exempt from Federal income taxation under section 501(c)(3) of the Code by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

Section 1.3 **Fiscal Year.** The fiscal year of the Corporation shall be July 1– June 30.

ARTICLE 2-MEMBERS

Section 2.1 **Identification of Members.** There shall be one class of Members of the Corporation. The only member of the Corporation shall be Fiddlehead Center For The Arts, a Maine nonprofit corporation recognized by the IRS as an organization described in Section 501(c)(3) of the Code (hereinafter the “Member”). There shall be no membership fees or dues.

Section 2.2 **Rights and Powers.** The Member shall have all the voting rights set forth in the Articles of Incorporation, these Corporate Bylaws, or pursuant to the Act. Action by the Member shall be taken by unanimous written consent, signed by a duly authorized officer or agent of the Member and delivered to the Secretary of this

Corporation for filing in the corporate Minute Book. The voting rights of the Member include:

- (a) The appointment of the greatest number of Directors that constitute a minority of the Board (the “Appointed Directors”);
- (b) The non-exclusive right to nominate individuals to serve as Elected Directors (as defined below);
- (c) The removal of any or all Appointed Directors;
- (d) The approval of a change of the number of Directors constituting the Board of Directors within the limitations prescribed in the Articles of Incorporation;
- (e) The approval of the sale, lease, or other disposition (but not the mortgage, pledge, or grant of any security interest) of all, or substantially all, of the assets and property of the Corporation, the dissolution of the Corporation, or its merger with or consolidation into another corporation; and
- (f) Any other matter that the Directors may vote to submit for approval by the Member.

ARTICLE-3-BOARD OF DIRECTORS

Section 3.1 **General Powers.** The business and affairs of the Corporation shall be conducted and managed by its Board of Directors. All the corporate powers except as otherwise provided in these Bylaws and in the laws of the State of Maine, shall be vested in and exercised by the Board of Directors. The Board of Directors may by general resolution delegate to committees and officers of the Corporation such powers as it sees fit.

Section 3.2 **Duties.** Every Director in exercising his or her powers and discharging his or her duties shall: (a) act honestly and in good faith with a view to the best interests of the Corporation; and (b) exercise the care, diligence, and skill that a reasonably prudent person would exercise in comparable circumstances. In discharging their duties, Directors may in all cases rely upon the books and records of account of the Corporation.

Section 3.3 **Qualifications.** At no time after September 31, 2012, shall more than 49% of the Directors be concurrently serving as a director of the Member, except as may result from a temporary vacancy on this Corporation’s Board created by the resignation, death, or incapacity of a Director. . The Executive Director shall serve *ex officio* as a non-voting Director in addition to the Directors elected or appointed hereunder. No regular employees of the Corporation shall be voting Directors.

Section 3.4 Number. The number of Directors constituting the Board of Directors shall be determined by the Directors within the limits set forth in the Articles of Incorporation, provided that any change in the number of Directors shall be subject to the approval of the Member pursuant to Article 2 hereof.

Section 3.5 Appointment. (a) The greatest number of Directors that constitute a minority of the Board (i.e. the appointed Directors) shall be appointed by the Member.

(b) The remaining directors (“Elected Directors”) shall be elected by the Board of Directors from nominations by existing Directors or the Member. Board seats for Elected Directors whose terms have expired shall be filled annually from among such nominees by a majority vote of the Board at the annual meeting.

(c) Each Director shall hold office for a term of three (3) years or until the Director’s successor has been elected or appointed and installed. Each new Director shall assume his or her Board position immediately upon adjournment of the annual meeting during which he or she was elected or appointed. The terms of office of the Appointed Directors shall be established in such a manner that one-third (as nearly as may be) of the Appointed Directors’ terms expire at each annual meeting. Similarly, the terms of office of the Elected Directors shall be established in such a manner that one-third (as nearly as may be) of the Elected Directors’ terms expire at each annual meeting. To accomplish this, the Member may assign one or more Appointed Directors to a term shorter than three (3) years, and the Board may assign one or more Elected Directors to a term shorter than three (3) years. The Executive Director's *ex officio* position will not be subject to this term limit.

(d) No Director shall serve more than two (2) consecutive 3-year terms in addition to any 1-year or 2-year terms that commence upon formation of the Corporation. For any Director who has served two consecutive full terms, he/she shall not be eligible for reappointment or reelection until the second annual meeting held after the annual meeting marking the conclusion of his/her term (i.e., approximately two years). For purposes of this provision, a Director who resigns from the Board during his or her term shall be deemed to have served two (2) full terms.

Section 3.6 Resignation. Any Director may resign at any time by giving written notice to the Chairperson, the Executive Director or to the Board of Directors.

Section 3.7 Removal. Any Director may be removed at any time, with or without cause, by a majority vote of disinterested directors..

Section 3.9 Vacancies. Any vacancy in the Board of Directors occurring during the year may be filled for the unexpired portion of the term by the Member if an Appointed Director and by the Board if an Elected Director, and any Director so appointed shall hold office for the remaining term. If any Director is appointed to fill a vacancy for an unexpired term, the unexpired portion of the term he/she is filling shall

not count toward the term limits imposed by Section 3.6. If a member is not present 2 or more subsequent meetings, without a reasonable excused absence, the Director may be removed by the Board.

Section 3.10 Annual Meeting. An annual meeting of the Corporation shall be held each year for the purpose of electing Officers and Elected Directors to replace those Elected Directors whose terms have expired, and taking such other action as may come before the Board. As soon as practicable after each annual election, the newly elected Directors shall meet for the purpose of organization, and the transaction of other business. Such meetings shall be held at such place within or without the State of Maine as may be designated by the Board of Directors. This Annual meeting shall be announced in accordance with Maine State laws.

Section 3.11 Regular Meetings. Regular meetings of the Board of Directors may be held at such times and at such places, either within or outside the State of Maine, as may from time to time be determined by resolution of the Board. The Board of Directors may authorize the Chairperson to fix the exact date and place of each regular meeting, in which case notice of the time and place of such regular meetings shall be given in the manner provided in Section 3.13 of this Bylaw.

Section 3.12 Special Meetings. Special meetings of the Board of Directors may be called by the Chairperson or by the Secretary and must be called by either of them on the written request of any two (2) members of the Board. Special meetings may be held at such place, either within or outside the State of Maine, and at such time as shall be specified in the notice of meeting.

Section 3.13 Notice of Meetings. Notice of all Directors' meetings, except as herein otherwise provided, shall be given in writing by mailing the same at least three (3) days before the meeting, or by sending notice by email, telephone or facsimile transmission at least one (1) day before the meeting to the usual business or residence address of the Director. Any Director may waive notice of any meeting.

Section 3.14 Quorum; Voting. At all meetings of the Board of Directors a majority of the Directors shall be necessary and sufficient to constitute a quorum for the transaction of business, and the act of a majority of the Directors present at any meeting at which there is a quorum shall be the act of the Board of Directors. If at any meeting there is less than a quorum present, the meeting shall be postponed.

Section 3.15 Other Communication Means. Members of the Board of Directors or a committee of the Board may participate in a meeting by means of a conference telephone or similar communications equipment if all persons participating in the meeting can hear each other and be heard. Participation in a meeting by these means constitutes presence in person at the meeting.

Section 3.16 Unanimous Action of Directors Without a Meeting. Any action which may be taken at a meeting of the Directors or by a committee of the Directors may

be taken without a meeting if all of the Directors or all of the members of the committee, as the case may be, sign written consents setting forth the action taken or to be taken, at any time before or after the intended effective date of such action. Such consents shall be filed with the minutes of Directors' meetings and shall have the same effect as a unanimous vote.

Section 3.17 Attendance at Meetings. Regular attendance at Board meetings in person is expected of all Directors. With prior approval of the Board Chair, or in his/her absence, the Secretary, Directors may participate in Director meetings via conference call or similar mechanism by which each Director can hear and be heard by all those present. To the extent required by law, Director meetings shall be open to attendance by the public.

ARTICLE 4-OFFICERS

Section 4.1 Executive Officers. The Executive Officers of the Corporation shall be a Chair, a Vice-Chair, a Secretary, a Treasurer, and such other officers with such powers and duties not inconsistent with these Bylaws as may be appointed and determined by the Board of Directors. The Chair, Vice-Chair, Secretary, and Treasurer shall be elected from among the Directors. Other officers, if any, need not be Directors.

Section 4.2 Election and Term of Office. The Board of Directors shall elect or appoint the officers. The term of office of all officers shall commence upon their election or appointment and shall continue until the next annual meeting of the Board of Directors of the Corporation and thereafter until their respective successors are chosen or until their earlier resignation or removal. No officer shall remain in that position for more than 3 consecutive years.

Section 4.3 Resignation, Removal; Vacancies. Any officer may resign at any time by giving written notice to the Chairperson or to the Board of Directors, and may be removed from office by the vote of the Directors at any time, in accordance with applicable law. In case any office of the Corporation becomes vacant by death, resignation, retirement, disqualification, or any other cause, the Board of Directors by majority action may select an officer to fill such vacancy.

Section 4.4 Chairperson. The Chairperson shall be the principal executive officer of the Corporation. Subject to the direction and control of the Board of Directors, he or she shall be in charge of the business and affairs of the Corporation and shall see that the resolutions and directives of the Board of Directors are earned into effect except in those instances in which responsibility is assigned to some other person by the Board of Directors. Except in those instances in which the authority to execute is expressly delegated to another officer or agent of the Corporation or a different mode of execution is expressly prescribed by the Board of Directors, he or she may execute for the Corporation any contracts or other instruments which the Board of Directors has authorized to be executed, and he or she may accomplish such execution either under or without the seal of the Corporation and either individually or with the Secretary or any

other officer thereunto authorized by the Board of Directors, according to the requirements of the form of the instrument. He or she may vote all securities which the Corporation is entitled to vote except to the extent such authority shall be vested in a different officer or agent of the Corporation by the Board of Directors.

Section 4.5 Vice-Chairperson. The Vice-Chairperson shall be responsible for Chair responsibilities when the Chairperson can not be available. He or she shall also assist the Chairperson in preparing recommendations for Board consideration, assist the Chairperson with Board development and Officer/Board member transition plans, and represent the Corporation at community meetings and events.

Section 4.6 Secretary. The Secretary shall keep, or shall cause to be kept, the minutes of all meetings of the Board of Directors in books provided for that purpose. The Secretary shall attend to the giving and serving of all notices of the Corporation; the Secretary shall have charge of the minute books and such other books and records as the Board of Directors may direct, may attest to the accuracy of such books and records, and shall perform such other duties as are customary to that office and as may from time to time be directed by the Chairperson or the Board of Directors.

Section 4.7 Treasurer. The Treasurer shall have the custody of all funds, property, and securities of the Corporation, subject to such regulations as may be imposed by the Board of Directors. When necessary or proper, the Treasurer shall endorse on behalf of the Corporation for collection, checks, notes, and other obligations, and shall deposit the same to the credit of the Corporation at such bank or banks or depository as the Board of Directors may designate. The Treasurer shall, in general, perform all duties incident to the office of Treasurer, including a general supervision and control of the accounts of the Corporation, subject to the control of the Board of Directors.

ARTICLE 5-COMMITTEES

Section 5.1 Designation. The Board of Directors also may appoint from their numbers, or from among such other persons as the Board may see fit, such committees as the Board may determine, which shall in each case have such powers and duties as shall from time to time be prescribed by the Board.

Section 5.2 Standing Board. Standing Board Committees include Finance and Personnel. Each Board member is required to serve on and/or Chair a standing committee.

Section 5.3 Rules: Record of Proceedings. Each Committee may prescribe rules and procedures to call and conduct its meetings. Each Committee shall keep regular minutes of its proceedings and shall report the same to the Board of Directors and the Chairperson when required.

ARTICLE 6-CORPORATE ASSETS AND EARNINGS

Section 6.1 Investments. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board of Directors, without being restricted to the class of investments which a director is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the Corporation if such action would result in the denial or loss of the tax exemption under Section 501(c)(3) or any other section of the Internal Revenue Code of 1986 and applicable Regulations relating thereto as they now exist or as they may hereafter be amended (the "Code").

Section 6.2 Exempt Activities. Notwithstanding any other provision of these Bylaws, no member, Director, officer, employee, or representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under Section 501 (c)(3) of the Code.

Section 6.3 Gifts. The Board of Directors may accept, on behalf of the Corporation, any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

Section 6.3 Inurement Prohibition; Interest in Contracts. No Director, officer, committee member or employee of, or any person connected with, the Corporation, or any other private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation, provided that this shall not prevent the payment to any such person of such reasonable compensation and reimbursement of expenses as shall be fixed by the Board of Directors for services rendered to or for the Corporation in effecting any of its purposes; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. Any director, officer, employee, committee member or agent of the Corporation may be interested directly or indirectly in any contract relating to the operation of the Corporation, and may freely make contracts, enter transactions or otherwise act on behalf of the Corporation notwithstanding that such person may also be acting for himself or herself or for a third party in so doing; provided, however, that any such contract or transaction shall be at arm's length and be in compliance with the requirements of this Section 6.3 of this Article and with the Corporation's Conflicts of Interest Policy.

ARTICLE 7-INDEMNIFICATION AND INSURANCE

Section 7.1 General Indemnification. The Corporation shall, to the full extent of its power to do so under law, including without limitation Section 714 of Title 13-B of the Maine Revised Statutes Annotated, as the same may be amended from time to time, indemnify any person who was or is a Director or officer of the Corporation or is or was serving at the request of the Corporation as a Director, officer, manager trustee, partner,

or fiduciary of another corporation, partnership, joint venture, trust, pension or other employee benefit plan or other enterprise, against expenses, including attorneys' fees, judgments, fines and amounts paid and actually and reasonably incurred by such person in the settlement of or in connection with any threatened, pending or completed civil, criminal, investigative or administrative suits, actions or proceedings to which such person is or was a party or is or was threatened to be made a party because of or in connection with such person's service to this Corporation.

Section 7.2 Special Indemnification. The Corporation, by action of its shareholders or by action of disinterested Directors, may indemnify any person, including without limitation an employee or an agent of this Corporation, in any particular case, against reasonable expenses, including attorneys' fees, judgments, fines and amounts paid, if in their judgment such indemnification should be made. The determination that indemnification under this Section is permissible and the evaluation as to the reasonableness of expenses in a specific case shall be made, in the case of a Director, as provided by law, and in the case of an officer or other person, upon action of the Board of Directors; provided however, that if a majority of the Directors has changed after the date of the alleged conduct giving rise to a claim for indemnification, such determination and evaluation shall be made by special legal counsel agreed upon by the new Board of Directors and the person seeking indemnification.

Section 7.3 Exceptions. Notwithstanding anything in this Article to the contrary, (i) the Corporation shall not have the power to indemnify any person with respect to any claim, issue or matter asserted by or in the right of the Corporation as to which that person is finally adjudicated to be liable to the Corporation unless the court in which the action, suit or proceeding was brought shall determine that, in view of all the circumstances of the case, that person is fairly and reasonably entitled to indemnity for such amounts as the court shall deem reasonable, (ii) no indemnification shall be provided to any person with respect to any matter as to which that person shall have been finally adjudicated not to have acted honestly or with reasonable belief that such person's actions were in or not opposed to the best interests of the Corporation or its shareholders, or, with respect to criminal proceedings, that such person is finally adjudicated to have committed a crime, an element of which is the reasonable cause to believe that such person's action was unlawful, and (iii) the Corporation shall not indemnify any person in connection with a proceeding initiated by such person unless the proceeding was authorized by the Board of Directors.

Section 7.4 Expenses Paid in Advance. Any person eligible for indemnification under this Article VIII shall in all cases be entitled to payment in advance for expenses in accordance with the procedure set forth in 13-B M.R.S.A. Section 714 as the same may be amended from time to time, except that the Corporation shall not be required to advance such expenses to a person who is a party to an action, suit or proceeding brought by the Corporation and approved by a majority of the Board of Directors of the Corporation that alleges willful misappropriation of corporate assets by such person, disclosure of confidential information in violation of such person's fiduciary or contractual obligations to the Corporation or any other willful and deliberate breach in bad faith of such person's duty to the Corporation or its stockholders.

Section 7.5 Scope and Application. It is intended that this Article VIII be construed so as to maximize the indemnification of the persons covered hereby and shall inure to the benefit of the heirs and personal representatives of such persons. Indemnification under this Article shall be made in all cases in accordance with the procedures set forth in 13-B M.R.S.A. Section 714, as the same may be amended from time to time and indemnification under this Article shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any other bylaw, agreement or otherwise. The rights of indemnification under this Article are contract rights that may be enforced in any manner desired by such person and that may not be abridged or impaired in any manner.

Section 7.6 Insurance. The Board of Directors may cause the Corporation to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer or manager of another corporation or company or as its representative in a partnership, joint venture, trust, or other enterprise, against a liability asserted against such person and incurred in any such capacity or arising out of such status, whether or not the Corporation would have the power to indemnify such person.

Section 7.7 Vested Rights. Any amendment, modification or repeal of this Article VIII shall not deny, diminish or otherwise limit the rights of any person to indemnification or advance under this Article with respect to any action, suit or proceeding arising out of any conduct, act or omission occurring or allegedly occurring at any time prior to the date of such amendment, modification or repeal.

Section 7.8 Indemnification from Other Sources. The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a trustee, director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, or other enterprise.

ARTICLE 8-DISSOLUTION

Section 8.1 Manner of Dissolution. The Corporation may be dissolved only with the by affirmative vote of not less than two-thirds of the Directors then in office and the Member's consent. Upon the Director's adoption of a resolution approving dissolution and approval of that resolution by the Member, the Corporation shall proceed to dissolve in accordance with the Maine Nonprofit Corporation Act, the Articles of Incorporation, and these Bylaws.

Section 8.2 Disposition of Assets. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, transfer and convey any remaining property and assets of the Corporation to the State of Maine exclusively for public purposes to the extent required by 20-A M.R.S.A. Section 2411(8) or successor provision thereof. If the

Corporation is not required to distribute the assets to the State of Maine under applicable law, it shall distribute them to the Member if the Member is at such time engaged in activities substantially similar to those of this Corporation (within the meaning of 13-B M.R.S.A. Section 407) and qualified under the provisions of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code. If the Member is not engaged in such substantially similar activities and qualified under the provisions of Section 501(c)(3), all remaining assets shall be distributed exclusively to one or more nonprofit organizations which may be selected by the Directors as an appropriate recipient of such assets, as long as each of such organizations shall be engaged in such substantially similar activities and qualify as an organization described in Section 501(c)(3) of the Code.

ARTICLE 9-BOOKS AND RECORDS

Section 9.1 Books and Records. The Corporation shall keep correct and complete books and records of all accounts and shall keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors, which book, records, and minutes shall be kept by the Secretary of the Board of Directors. Such records shall be kept at the registered office of the Corporation, or other place designated by the Board of Directors. All books and records of the Corporation may be inspected by any officer, Director, or their agent or attorney for any proper purpose at any reasonable time.

ARTICLE 10-NONPROFIT STATUS

Section 10.1 Prohibition Against Sharing in Corporate Earnings. No Director, officer, or employee of, or member of a committee of, or person connected with the Corporation, or any other private individual shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation, provided, that this shall not prevent the payment to any such person of such reasonable compensation for services rendered to or for the Corporation in effecting any of its purposes as shall be fixed by the Board of Directors; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation.

ARTICLE 11-MISCELLANEOUS

Section 11.1 Corporate Seal. The Board of Directors may provide a suitable seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

ARTICLE 12-AMENDMENTS; FUNDAMENTAL CHANGE

Section 12.1 Amendment. The Board of Directors shall have power to amend the Articles of Incorporation of the Corporation, and to make, amend, and repeal the

Bylaws of the Corporation, by affirmative vote of not less than two-thirds of the Directors then in office and by final approval by the Member pursuant to Article 2 hereof.

Section 12.2 Fundamental Change. Any sale, lease, or other disposition (but not the mortgage, pledge, or grant of any security interest) of all, or substantially all, of the assets and property of the Corporation, or the Corporation's merger with or consolidation into another corporation shall require affirmative vote of not less than two-thirds of the Directors then in office and the Member's consent pursuant to Article 2.

I certify that the foregoing Bylaws of Fiddlehead School located in Gray, ME were approved and adopted for the organization by its Board of Directors by unanimous consent on _____, 20__, and that they currently are in effect.

Date

Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
FIDDLEHEAD SCHOOL			
3 Mailing address (Number and street) (see instructions)		Room/Suite	4 Employer Identification Number (EIN)
25 SHAKER ROAD, PO BOX 1689			APPLIED FOR
City or town, state or country, and ZIP + 4 GRAY, MAINE 04039			5 Month the annual accounting period ends (01 - 12)
			06
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: (207) 657-2244	
a Name:		c Fax: (optional)	
BRUCE WOODARD JR, TREASURER			
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
9a Organization's website: www.fiddleheadcenter.org			
b Organization's email: (optional) jacinda@fiddleheadcenter.org			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		09/14/2012	
12 Were you formed under the laws of a foreign country ? If "Yes," state the country.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**

- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**

- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**

- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**

- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Exh. A to Articles of Incorporation

- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Exh. E to Articles of Incorporation
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: _____

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached Exhibit		
		
		
		
		

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None		-----	

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached Exhibit		-----	

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
 - a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
 - b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
 - c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

- 5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

- 6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No

- 7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No

- 8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

- 9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**

- mail solicitations
- phone solicitations
- email solicitations
- accept donations on your website
- personal solicitations
- receive donations from another organization's website
- vehicle, boat, plane, or similar donations
- government grant solicitations
- foundation grant solicitations
- Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. **Yes** **No**
-
- 12a** Do you or will you operate in a **foreign country** or **countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. **Yes** **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. **Yes** **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. **Yes** **No**
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. **Yes** **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. **Yes** **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. **Yes** **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. **Yes** **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. **Yes** **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. **Yes** **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. **Yes** **No**

Part VIII Your Specific Activities *(Continued)*

- 15 Do you have a **close connection** with any organizations? If "Yes," explain. **Yes** **No**
- 16 Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain. **Yes** **No**
- 17 Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain. **Yes** **No**
- 18 Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain. **Yes** **No**
- 19 Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. **Yes** **No**
- 20 Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C. **Yes** **No**
- 21 Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F. **Yes** **No**
- 22 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. **Yes** **No**

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	3 prior tax years or 2 succeeding tax years				(e) Provide Total for (a) through (d)
		Current tax year	(a) From 7/1/2012 To 6/30/2013	(b) From 7/1/2013 To 6/30/2014	(c) From 7/1/2014 To 6/30/2015	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)			15,000	15,000	30,000
	2 Membership fees received					0
	3 Gross investment income					0
	4 Net unrelated business income					0
	5 Taxes levied for your benefit					0
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					0
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)					0
	8 Total of lines 1 through 7	0	15,000	15,000	0	30,000
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)		328,112	449,565		777,677
	10 Total of lines 8 and 9	0	343,112	464,565	0	807,677
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					0
	12 Unusual grants					0
	13 Total Revenue Add lines 10 through 12	0	343,112	464,565	0	807,677
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees		40,000	41,000		
	18 Other salaries and wages		153,180	206,435		
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)		12,000	12,000		
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)		135,057	179,224		
	24 Total Expenses Add lines 14 through 23	0	340,237	438,659	0	

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End:

(Whole dollars)

Table with columns for line numbers (1-18) and dollar amounts. Rows include Assets (Cash, Accounts receivable, Inventories, Bonds and notes receivable, Corporate stocks, Loans receivable, Other investments, Depreciable and depletable assets, Land, Other assets) and Liabilities (Accounts payable, Contributions, gifts, grants, etc. payable, Mortgages and notes payable, Other liabilities). Total Assets and Total Liabilities are both 0.

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. [] Yes [X] No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a private foundation or a public charity. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a private operating foundation. (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. [] Yes [X] No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. []

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. [] Yes [] No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. [] Yes [] No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? [] Yes [] No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

- a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. []
b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B. [X]
c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. []
d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. []

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a Request for Advance Ruling: By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

.....
(Signature of Officer, Director, Trustee, or other authorized official)

.....
(Type or print name of signer)

.....
(Date)

.....
(Type or print title or authority of signer)

For IRS Use Only

.....
IRS Director, Exempt Organizations

.....
(Date)

b Request for Definitive Ruling: Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____ 0

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).

- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).

- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

(Signature of Officer, Director, Trustee, or other authorized official)
 (Type or print name of signer)
 (Date)

(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. **Yes** **No**

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. **Yes** **No**

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. **Yes** **No**

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. **Yes** **No**

3 In what public school district, county, and state are you located?

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? **Yes** **No**

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. **Yes** **No**

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. **Yes** **No**

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. **Yes** **No**

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? **Yes** **No**

a If "Yes," attach a representative sample of each document.
b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. **Yes** **No**

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. **Yes** **No**

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total	0	0	0	0	0	0

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total	0	0	0	0	0	0	0	0

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) Yes No

Schedule G. Successors to Other Organizations

1a Are you a successor to a for-profit organization? If "Yes," explain the relationship with the predecessor organization that resulted in your creation and complete line 1b. [] Yes [X] No

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organization that resulted in your creation. [] Yes [] No

b Provide the tax status of the predecessor organization.

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. [] Yes [] No

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. [] Yes [] No

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.

Name: _____ EIN: _____

Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Table with 3 columns: Name, Address, Share/Interest (If a for-profit). Includes horizontal lines and dotted lines for data entry.

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. [] Yes [] No

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. [] Yes [] No

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. [] Yes [] No

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. [] Yes [] No

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. [] Yes [] No

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. [] Yes [] No

Fiddlehead School

IRS Form 1023 Attachment

Part II – Organizational Structure

Line 1: Copy of Articles of Incorporation

See attached

Line 1: Copy of State certification

See attached

Line 5: Copy of Adopted Bylaws

See attached

Fiddlehead School

IRS Form 1023 Attachment

Part IV – Narrative Description of Activity

Description of the Organization: History and Current Operations

Fiddlehead School (the Applicant) was formed by Fiddlehead Center for the Arts (the Parent) to operate a public charter school to be established under the Maine public charter school act.

Fiddlehead's 10 year history of providing quality afterschool, preschool, kindergarten, and summer programming is a demonstration of the organization's child-centered philosophy, its long-standing connection to the surrounding community, and the fulfillment of the needs of its target population. Since opening in 2002, the lives of more than 6,000 young people and adults have been enriched by a broad range of art and science programs. Over 20 staff, both full- and part-time, work in the many programs we offer.

With a strategic move to Gray five years ago, Fiddlehead quickly established itself as a regional center for children's enrichment programs and saw enrollment double within a single year's timeframe. Located at 25 Shaker Road, in Gray, the center is a two-minute drive from the Maine Turnpike and at the crossroads of Routes 26 and 100. During the last year alone, Fiddlehead served over 350 children from more than 22 surrounding towns and cities within Cumberland and Androscoggin Counties.

Fiddlehead's history and background highlight the knowledge, skills, and experience needed to operate a public charter school. It is a natural extension of the programming we already provide and the relationships we cultivate and maintain with the children we serve, their families and members of our surrounding communities.

As a community based organization Fiddlehead provides a welcoming, safe and supportive environment for arts and science educators, students and community members in general through programming for children and adults.

Now the two non-profit organizations will run side by side sharing common space owned by Fiddlehead Center, but partially to the Fiddlehead School.

The Applicant has not begun current operations. Simultaneously with the filing of this application, the Applicant submitted a charter application to the Maine Charter School Commission (the "Commission"), an authorizer of public charter schools under the Maine Public Charter School Law (the "Act"). The Applicant expects to be granted a charter by the Commission in September 2012 for operations to begin for the 2013 school year. The Parent will lease class room space to the Applicant and provide initial

financial and staffing support. Details of the Applicant's expected activities are set forth in the Charter Application. The Applicant does not expect to conduct other activities, except as described therein.

Newsletter and Student Handbook- See Attached

Fiddlehead School

IRS Form 1023 Attachment

Part V – Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees and Independent Contractors

Line 1a:

<u>Name</u>	<u>Title</u>	<u>Mailing Address</u>	<u>Compensation</u>
Theresa Allocca	Director	PO Box 1689 Gray, Me 04039	0
Jacinda Cotton-Castro	Director/ Exec. Dir.	PO Box 1689 Gray, Me 04039	\$40,000
Bruce Woodard	Director/ Treasurer	PO Box 1689 Gray, Me 04039	0
Tammy Fisher	Director	PO Box 1689 Gray, Me 04039	0
Julie Fralich	Director	PO Box 1689 Gray, Me 04039	0
Lindsay Hancock	Director	PO Box 1689 Gray, Me 04039	0
Julie Ricardi	Director	PO Box 1689 Gray, Me 04039	0
Debra Richardson Smith	Director	PO Box 1689 Gray, Me 04039	0

Line 1c. – As described under Part V, Line 9, and set forth in the Charter Application, the Parent will provide certain financial and management services to the Applicant. The Parent’s mailing address is PO Box 1689, Gray, ME 04039. The written agreement under which the Parent will provide these services has not yet been drafted.

Fiddlehead School

IRS Form 1023 Attachment

Part V – Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees and Independent Contractors (continued)

Line 3a:

<u>Name</u>	<u>Qualifications</u>	<u>Hours Worked</u>	<u>Duties</u>
Theresa Allocca	School Counselor	4 hours month	Director
Jacinda Cotton-Castro	Director/ Exec. Dir.	20 hours week	Director / Exec Dir.
Bruce Woodard	CPA	8 hours month	Director/ Treasurer
Tammy Fisher	Behavior Consultant	4 hours month	Director
Julie Fralich	Program Director	4 hours month	Director
Lindsay Hancock	Development Consultant	4 hours month	Director
Julie Ricardi	Environmental Consultant	4 hours month	Director
Debra Richardson Smith	PH.D Director	4 hours month	Director

Line 3b:

Jacinda Cotton-Castro is employed as the Executive Director by both the Parent and Applicant corporations; this relationship is explained in Part IV-Narrative Description of Activity. The Executive Directors salary of \$80,000 is jointly divided to two corporations.

Line 5a:

The Applicant's board adopted the Conflict of Interest Policy by unanimous vote on September 30, 2012. See Attached

Fiddlehead School

IRS Form 1023 Attachment

Part V – Compensation and Other Financial Arrangements (continued)

Line 9:

All of the Applicant's directors will be appointed by the Parent, and a minority of the Applicant's directors may also be directors of the Parent. As detailed in the Charter Application, the Applicant expects to lease class room space from the Parent. The Applicant also expects to enter into a management agreement with the parent under which the Parent, through its administrative and facilities staff, will provide services to the Applicant. Such services will include financial support and facilities services. The Applicant will directly employ its entire educational staff. The details of the lease and services agreement have not yet been determined. In each case, the financial arrangements between the Applicant and the Parent will be consistent with each organization's status as a 501(c)(3) corporation and will be designed to further most efficiently the organizations' joint mission and shared values.

Fiddlehead School

IRS Form 1023 Attachment

Part VI – Your Members & Other Individuals & Organizations That Receive Benefits from You

Line 1a

The Applicant will provide services to students enrolled in its public charter school, the Fiddlehead School, as described under Part IV. Details of the school's expected operations are set forth in the Charter Application.

Fiddlehead School

IRS Form 1023 Attachment

Part VIII – Your Specific Activities

Line 4a – The Applicant may engage in fundraising activities to finance its operations. The specific fundraising activities the Applicant will engage in have not yet been determined.

Line 4d – The Applicant generally expects to conduct its fundraising activities in Maine, with the possible exception of approaches to foundations and federal agencies outside of Maine. All fundraising activities will be undertaken and controlled by the Applicant.

Line 5 – The Applicant expects to enter into a charter agreement with the Maine Charter School Commission, an authorizer of public charter schools under the Maine Public Charter School Law (the “Act”), attached as Exhibit C. The Commission will have high level oversight of the Applicant’s charter school pursuant to the Act, including the right to renew or terminate the Applicant’s charter.

Line 10 – The Applicant may own or receive copy rights and/or intellectual property rights in any materials it creates, commissions, or otherwise acquires in pursuit of its charitable purposes. There are no current plans regarding any such materials.

Line 11 – The Applicant will consider accepting gifts of such property on a case-by-case basis and may accept such gifts as its board of directors deems prudent. At this time, the Applicant does not anticipate any specific in-kind contributions.

Line 15 – As indicated in Part II and Schedule G, the Applicant has a close connection with the Parent, which is the sole member of the Applicant.

Fiddlehead School

IRS Form 1023 Attachment

Part IX A-Financial Data-Statement of Revenue and Expenses

<u>Line 23-Other Expenses:</u>	<u>Year End</u> <u>6/30/2013</u>	<u>Year End</u> <u>6/30/14</u>	<u>Year End</u> <u>6/30/15</u>
Research & Planning	0	1,000	1,050
Employee Benefits	0	49,267	63,111
Contract Labor	0	50,530	63,847
Teaching Supplies	0	8,210	11,955
Training & Dev	0	4,300	5,510
Insurance	0	2,850	2,921
Meal Program	0	18,900	25,830
Maintenance	0	<u>0</u>	<u>5,000</u>
Total Other Expense	0	<u>135,057</u>	<u>179,224</u>

Fiddlehead School

IRS Form 1023 Attachment

Schedule B. Schools, Colleges & Universities

Section 1. Operational Information

Line 1b – The Fiddlehead School will be a elementary public charter school, with the goal of operating classes Pre-K through eighth grade.

Line 2b – As a public charter school under the Maine Public Charter School Law, the Applicant will receive all state and local operating funds for each student from the school administrative unit of the student’s residence. Simultaneously with the filing of this application, the Applicant submitted the enclosed Charter Application to the Commission. At this time, a charter has not been granted and a charter contract between the Applicant and the Commission has not been drafted or executed.

Exhibit 15: Conflict of Interest Policy

It is in the best interest of Fiddlehead to be aware of and properly manage all conflicts of interest and appearances of a conflict of interest. This conflict of interest policy is designed to help directors, officers, employees and volunteers of the Fiddlehead identify situations that present potential conflicts of interest and to provide Fiddlehead with a procedure to appropriately manage conflicts in accordance with legal requirements and the goals of accountability and transparency in Fiddlehead operations.

1. **Conflict of Interest Defined.** In this policy, a person with a conflict of interest is referred to as an “interested person.” For purposes of this policy, the following circumstances shall be deemed to create a Conflict of Interest:
 - a. A director, officer, employee or volunteer, including a board member (or family member of any of the foregoing) is a party to a contract, or involved in a transaction with Fiddlehead for goods or services.
 - b. A director, officer, employee or volunteer, (or a family member of any of the foregoing) has a material financial interest in a transaction between Fiddlehead and an entity in which the director, officer, employee or volunteer, or a family member of the foregoing, is a director, officer, agent, partner, associate, employee, trustee, personal representative, receiver, guardian, custodian, or other legal representative.
 - c. A director, officer, employee or volunteer, (or a family member of the foregoing) is engaged in some capacity or has a material financial interest in a business or enterprise that competes with Fiddlehead.

Other situations may create the *appearance of a conflict*, or present a *duality of interests* in connection with a person who has influence over the activities or finances of the nonprofit. All such circumstances should be disclosed to the board or staff, as appropriate, and a decision made as to what course of action the organization or individuals should take so that the best interests of the nonprofit are not compromised by the personal interests of stakeholders in the nonprofit.

Gifts, Gratuities and Entertainment. Accepting gifts, entertainment or other favors from individuals or entities can also result in a conflict or duality of interest when the party providing the gift/entertainment/favor does so under circumstances where it might be inferred that such action was intended to influence or possibly would influence the interested person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value which are not related to any particular transaction or activity of Fiddlehead.

2. Definitions.

- a. A "Conflict of Interest" is any circumstance described in Part 1 of this Policy.

- b. An "Interested Person" is any person serving as an officer, employee or member of the Board of Directors of Fiddlehead or a major donor to Fiddlehead or anyone else who is in a position of control over Fiddlehead who has a personal interest that is in conflict with the interests of Fiddlehead.
- c. A "Family Member" is a spouse, parent, child or spouse of a child, brother, sister, or spouse of a brother or sister, of an interested person.
- d. A "Material Financial Interest" in an entity is a financial interest of any kind, which, in view of all the circumstances, is substantial enough that it would, or reasonably could, affect an Interested Person's or Family Member's judgment with respect to transactions to which the entity is a party.
- e. A "Contract or Transaction" is any agreement or relationship involving the sale or purchase of goods or services, the providing or receipt of a loan or grant, the establishment of any other type of financial relationship, or the exercise of control over another organization. The making of a gift to Fiddlehead is not a Contract or Transaction.

3. Procedures.

- a. Prior to board or committee action on a Contract or Transaction involving a Conflict of Interest, a director or committee member having a Conflict of Interest and who is in attendance at the meeting shall disclose all facts material to the Conflict of Interest. Such disclosure shall be reflected in the minutes of the meeting. If board members are aware that staff or other volunteers have a conflict of interest, relevant facts should be disclosed by the board member or by the interested person him/herself if invited to the board meeting as a guest for purposes of disclosure.
- b. A director or committee member who plans not to attend a meeting at which he or she has reason to believe that the board or committee will act on a matter in which the person has a Conflict of Interest shall disclose to the chair of the meeting all facts material to the Conflict of Interest. The chair shall report the disclosure at the meeting and the disclosure shall be reflected in the minutes of the meeting.
- c. A person who has a Conflict of Interest shall not participate in or be permitted to hear the board's or committee's discussion of the matter except to disclose material facts and to respond to questions. Such person shall not attempt to exert his or her personal influence with respect to the matter, either at or outside the meeting.
- d. A person who has a Conflict of Interest with respect to a Contract or Transaction that will be voted on at a meeting shall not be counted in determining the presence of a quorum for purposes of the vote.
- e. The person having a conflict of interest may not vote on the Contract or Transaction and shall not be present in the meeting room when the vote is taken, unless the vote is by secret ballot. Such person's ineligibility to vote shall be reflected in the minutes of the meeting. For

purposes of this paragraph, a member of the Board of Directors of Fiddlehead has a Conflict of Interest when he or she stands for election as an officer or for re-election as a member of the Board of Directors.

- f. Interested Persons who are not members of the Board of Directors of Fiddlehead, or who have a Conflict of Interest with respect to a Contract or Transaction that is not the subject of Board or committee action, shall disclose to their supervisor, or the Chair, or the Chair's designee, any Conflict of Interest that such Interested Person has with respect to a Contract or Transaction. Such disclosure shall be made as soon as the Conflict of Interest is known to the Interested Person. The Interested Person shall refrain from any action that may affect Fiddlehead's participation in such Contract or Transaction.

In the event it is not entirely clear that a Conflict of Interest exists, the individual with the potential conflict shall disclose the circumstances to his or her supervisor or the Chair or the Chair's designee, who shall determine whether full board discussion is warranted or whether there exists a Conflict of Interest that is subject to this policy.

4. **Confidentiality.** Each director, officer, employee and volunteer shall exercise care not to disclose confidential information acquired in connection with disclosures of conflicts of interest or potential conflicts, which might be adverse to the interests of Fiddlehead. Furthermore, directors, officers, employees and volunteers shall not disclose or use information relating to the business of Fiddlehead for their personal profit or advantage or the personal profit or advantage of their Family Member(s).
5. **Review of policy.**
 - a. Each director, officer, employee and volunteer shall be provided with and asked to review a copy of this Policy and to acknowledge in writing that he or she has done so.
 - b. Annually each director, officer, employee and volunteer shall complete a disclosure form identifying any relationships, positions or circumstances in which s/he is involved that he or she believes could contribute to a Conflict of Interest. Such relationships, positions or circumstances might include service as a director of or consultant to another nonprofit organization, or ownership of a business that might provide goods or services to [Name of Nonprofit]. Any such information regarding the business interests of a director, officer, employee or volunteer, or a Family Member thereof, shall be treated as confidential and shall generally be made available only to the Chair, the Executive Director, and any committee appointed to address Conflicts of Interest, except to the extent additional disclosure is necessary in connection with the implementation of this Policy.
 - c. This policy shall be reviewed annually by each member of the Board of Directors. Any changes to the policy shall be communicated to all staff and volunteers

Basic Conflict of Interest Disclosure Form [insert date]

Date: _____

Name: _____

Position (employee/volunteer/trustee): _____

Please describe below any relationships, transactions, positions you hold (volunteer or otherwise), or circumstances that you believe could contribute to a conflict of interest between Fiddlehead and your personal interests, financial or otherwise:

_____ I have no conflict of interest to report

_____ I have the following conflict of interest to report (please specify other nonprofit and for-profit boards you (and your spouse) sit on, any for-profit businesses for which you or an immediate family member are an officer or director, or a majority shareholder, and the name of your employer and any businesses you or a family member own):

1. _____

2. _____

3. _____

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Policy of Conflict of Interest of Fiddlehead.

Signature: _____

Date: _____

**Exhibit 16: Governing Board Resumes
Fiddlehead School of Arts & Sciences**

- Developed and implemented a sustainability plan for all programs
- Presented and facilitated at state and national training conferences
- Supervised 21 staff

Coordinator of Programs Center for Real Estate Education, USM, Portland 1/83-1/86

- Assisted in the creation and implementation of continuing education courses
- Responsible for marketing, advertising and registration
- Advised students regarding CEU's needed using state guidelines
- Consulted with Department of Licensing regarding new laws and procedures
- Expanded the real estate salesman preparation course from Southern Maine to other University of Maine campuses: Ft. Kent, Presque Isle, L/A College

Coordinator of Programs The Education Network of Maine, Augusta, Maine 4/94 -5/97
(Now known as UNET:University of Maine System)

- Developed, promoted, produced and coordinated logistics for national tele-conferences, as well as spring and summer institutes
- Developed and managed production and marketing budgets
- Collaborated with the University of Maine System, University of California System and several Vermont school systems on joint projects
- Directly supervised one person
- Compiled, analyzed and summarized data for grant reporting

Diversity & Additional Leadership Experience

Delegation Leader People to People Ambassador Program 1/06-Present

- Co-led a group of 40 students traveling to Ireland, Wales, England, Belgium, Holland, and France the Summer 2006
- Prepared students for foreign travel: travel requirements, travel & personal safety, cultures, foreign etiquette, etc
- Assisted a group of 10 delegates in preparing for a trip to Australia-2007
- Provide assistance to Regional Director when necessary for training and travel preparation for other leaders & delegations

Civil Right Team Leader & Consultant G-NG Middle School 9/00 - present

- Implemented a school-wide education program for students and staff regarding Civil Rights with Maine's Attorney General
- Created a peer-mediation group & provided training
- Implemented a classroom based conflict-resolution model
- Started the Big Brother, Big Sister Mentoring Program

**Exhibit 16: Governing Board Resumes
Fiddlehead School of Arts & Sciences**

Education

MS in Counseling	University of Southern Maine	May 2000
BA in Communication	University of Southern Maine	May 1987
AS in Business Administration	University of Southern Maine	May 1985

**Exhibit 16: Governing Board Resumes
Fiddlehead School of Arts & Sciences**

Jacinda J. Cotton-Castro

372 Intervale Rd., New Gloucester, Maine 04260
(207) 926-5606, jacindajoy@yahoo.com

Highlights

- Over eighteen years of management experience emphasizing a collaborative, yet decisive style.
- Adept at building productive relationships to further the organization's goals.
- Persuasive and effective communication skills, both written and verbal.

Professional Experience

2002–present **Fiddlehead Art & Science Center**
www.fiddleheadcenter.org

Co-Founder & Executive Director – Gray Village

Strategic Planning:

- Developed with Board of Directors, Strategic, Marketing, Risk & Fiscal Plans.
- Responsible for creating the Vision & Mission alongside the Board of Directors for Fiddlehead Art & Science Center.
- Met annual performance goals consistently.

Management/Marketing:

- Achieved a revenue growth from start-up to \$500K/year within my term of management, while keeping overhead low.
- Supervised a staff of 8 involving training, work flow, quality control, conflict resolution, and review process.
- Project managed a 1.5 million purchase/expansion project to include the redesign of an 8000 s.f. building within proposed time frame and within the Board allotment of \$1.5 million.
- Wrote and project managed two Federal 21st Century Learning Center Grants with a total value of 1.1 million dollars.
- Managed very successful & creative event planning.
- Developed, administered and implemented the alternative early education program inspired by the Reggio Emilia program from Italy.
- Created Image Building Campaign building strong logo and branding development.

Development/Motivation:

- Directed planning stages through implementation for first Capital Campaign for building renovation, including developing individual & corporate/business sponsorships.
- Built a large loyal client base through personal attention, quality service, and consistent follow through.
- Wrote persuasive letters and documents for our annual giving campaign.
- Involved personnel in teamwork and communication, resulting in dramatically increased productivity.
- Developed a working organizational Board of Directors of eleven.

**Exhibit 16: Governing Board Resumes
Fiddlehead School of Arts & Sciences**

Education

1987-88

Glendale, AZ

American Graduate School of International Management

International Management, M.B.A. Emphasis in Latin American Studies & Spanish

- Summa Cum Laude

1982-84 **Quinnipiac University**

Hamden, CT

B.S. International Business. Emphasis in Export Marketing & Spanish

- Magna Cum Laude

Languages

Highly Proficient in Spanish; Proficient in French.

Interests

- American Association of University Women
- Maine Women's Business Development
- Rotary Club
- Foreign Languages in Elementary Schools

**Exhibit 16: Governing Board Resumes
Fiddlehead School of Arts & Sciences**

**Tammy Fisher
Sebattus, Maine
mrs.tammy.fisher@gmail.com**

**Behavioral Consultant and Interventionist
School Union #44**

July 2008– Present

- Conduct Functional Behavior Assessments (FBA).
- Write behavior plans derived from FBAs and train staff on the proper implementation procedures.
- Provide or arrange for the periodic training of designated staff in Therapeutic Crisis Intervention (TCI) techniques.
- Provide programmatic oversight, staff training, and program evaluation for designated behavior programs.
- Consult with individual teachers/administrators on individual students who are experiencing behavioral issues that are disruptive to the learning environment.
- Consult with family members to support students and to facilitate home/school collaboration as part of a total behavior intervention strategy.
- Model specific intervention techniques for teachers and education technicians.
- Coordinate the collection of data, analyze data, and adjust intervention techniques to ensure optimum classroom level outcomes.
- Research “state of the art” intervention techniques.

**Special Education Teacher/Behavior Specialist
Sabattus Central School**

Aug. 2004– June 2008

- Created and implemented a self-contained day treatment program for students with emotional/behavioral issues and mental illness based on the Boys Town Model and TCI (Therapeutic Crisis Intervention).
- Supervised and evaluated day treatment education technicians.
- Taught math, language arts, social studies, geography, science, and health.
- Managed student behavior directly or by supervising staff, especially when student’s behavior is escalating, intense, or potentially dangerous.
- Provided ongoing training to staff on behavior techniques and interventions.
- Case managed students in the day treatment program.
- Initiated and conducted bi-weekly parent meetings and training opportunities to help families learn new ways of communicating.
- Trained bus drivers monthly to discuss recent incidents and practice how to prevent and respond to student behaviors.
- Initiated and taught at-risk students in grades 3-8 in new after-school program.

Education

Master's, Leadership in Educational Administration, Capella University
Bachelor's, Secondary Education, English, University of Maine

**Exhibit 16: Governing Board Resumes
Fiddlehead School of Arts & Sciences**

JULIE THOMPSON FRALICH

Edmund S. Muskie School of Public Service
University of Southern Maine
P O Box 9300, 34 Bedford St.
Portland, ME 04104-9300
207-780-4848; julief@usm.maine.edu

EDUCATION

Master of Business Administration

Boston University. Concentration in Health Care Management. Graduated with honors. 1978

B.A., Political Science and Medical Sociology, Hampshire College, Amherst, Massachusetts,
1974

PROFESSIONAL EXPERIENCE

**Edmund S. Muskie School of Public Service, University of Southern Maine,
Portland, Maine**

2009-
Present

**Director, Program on Disability and Aging
Senior Research Associate**

2001-2008

**Associate Director, Institute for Health Policy
Senior Research Associate**

2004

Project Director – Improving Quality For People with Disabilities in the Community - a project of the federal systems change Grant, funded by the Centers for Medicare and Medicaid through the Maine Department of Human Services (2003-2006). The purpose of the project is to design a cohesive and coordinated quality management system for home and community based services for adult with disabilities in the community. The project includes conducting an inventory of quality management activities across HCBS programs and agencies, developing an inter-departmental roadmap for HCBS Quality Improvement and Quality Management.

2003-2004

Senior Policy Analyst – National Quality Subcontract – Under subcontract with the MEDSTAT group, the National Quality Contactor for the federal Centers for Medicare and Medicaid Services (CMS), project staff provide technical assistance to states to improve the quality of state home and community based waivers. Staff work directly with CMS in the development of guidelines and other tools as well as with individual states in the design of quality management systems and processes for quality oversight of federally approved waiver programs.

2003-2004

Senior Project Analyst – National Technical Assistance Collaborative for Community Living – Ms. Fralich co-directs the activities of the Muskie School to

**Exhibit 16: Governing Board Resumes
Fiddlehead School of Arts & Sciences**

provide technical assistance to states who have been awarded the federal grants to improve the quality of home and community based services. Working with the National Technical Assistance Collaborative for Community Living, project staff promote shared learning within and across states, develop issue papers on issues of common concern, maintain a website for posting documents and facilitating state communications, and respond to individual state requests for assistance.

- 2001-2004 **Project Director** - Quality Indicators for Community Living – a project of the federal systems change grant, Maine Quality Choices, funded by the Centers for Medicare and Medicaid through the Maine Department of Human Services. (2001- 2004) The purpose of this project is to develop a core set of quality measures for home and community-based service in Maine, to develop operational definitions of those measures and to design and implement a data collection and reporting strategy.
- 2001-2002 **Project Director** – Development of Quality Indicators across Long Term Care Settings, a project to examine the barriers and opportunities for developing quality measures across institutional and home and community based care settings. Funded by the Maine Department of Human Services.
- 2001-2003 **Research Associate** – Development of a Guide for Home and Community Based Services, a project to develop a technical assistance guide for use by states and CMS regional offices to monitor and improve the quality of care and outcomes to Medicaid beneficiaries served under home and community based services waiver programs. Funded by Centers for Medicare and Medicaid.
- 2000-2003 **Research Associate** *Developing Quality Measures in Residential Care*, a 3year project conducted in collaboration and under subcontract with Catherine Hawes and Charles Phillips at Texas A & M University, funded by the Agency for Healthcare Research and Quality. (1999-2002)
- 1999–2000 **Director of Long Term Care Initiatives, Institute for Health Policy**, Responsible for supervising and managing long term care policy and demonstration projects conducted within the Institute for Health Policy.
- 1998-1999 **Educational Leave – Starnburg, Germany (Study of German Long Term Care System)**
- 1994-1998 **Director of Long Term Care Initiatives**
- Project Manager**, Maine-Net demonstration project, a three year project funded by the Health Care Financing Administration to develop integrated Medicaid and Medicare financing and delivery systems for elderly people and/or adults with physical disabilities in Maine.

**Exhibit 16: Governing Board Resumes
Fiddlehead School of Arts & Sciences**

- 1996 **Research Associate**, Integrated Long Term Care Networks in rural areas. Conducted field visits and case studies of model long term care networks serving rural areas.
- 1995-1996 **Project Director**, Design of Case Mix Classification and Quality Assurance Program for Maine Residential Care Facilities. Responsible for developing and testing the reliability of a modified version of the MDS+ for use in residential care facilities in Maine. Conducted time study of residential care facilities; prepared analysis and options for design a case mix classification system for residential care facilities.
- 1993 -1995 **Research Associate**, Study of Variations in Outcomes of Care in Urban and Rural Nursing Facilities in Maine.
- 1994 -1995 **Project Director**, Evaluation of Maine's Private Pay Pre-admission Screening Demonstration.
- 1994-1995 **Project Director**, Provided technical assistance with the development of a Community Assessment Instrument for Home and Community Based Services in Maine.
- 1989-1993 **Project Director**, Analysis and Design of Maine Medicaid Case Mix Payment System for nursing facilities. Responsible for analyzing and developing options for the design of Maine's Medicaid case mix payment system including discussion of goals, pricing versus cost-based models and phase-in and hold harmless options.
- 1989 **Maine Health Care Finance Commission, Augusta, Maine
Deputy Director**
- 1984 -1989 **Director of Policy Development**, Responsible for developing and recommending policies regarding the administration and implementation of Maine's hospital rate setting agency.
- University of Southern Maine, Portland, Maine**
- 1981-1984 **Research Associate, Health Policy Unit, Human Services Development Institute**, Portland, Maine
Project Director: Design of Medicaid prospective payment system for nursing homes.
- 1980-1981 **Senior Cost Containment Analyst, Cost Containment Unit, Blue Cross and Blue Shield of Michigan**, Detroit, Michigan
- 1978-1980 **Hospital Reimbursement Policy Analyst, Reimbursement Policy Division, Blue Cross and Blue Shield of Michigan**, Detroit, Michigan
- 1975-1976 **Special Assistant to the Commissioner of Public Health, Massachusetts Department of Public Health**, Boston, MA
- 1974 -1975 **Management Intern, Legal Office, Massachusetts Department of Public**

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Health, Boston, MA

SELECTED REPORTS AND PUBLICATIONS

Fralich, J.T. (2011). Medicaid Managed Care: Background, Issues, and Options. (Research & Policy Brief). Portland, ME: University of Southern Maine, Muskie School of Public Service.

Fralich, J. Bratesman S., McGuire, C., Olsen L., Ziller, M., Sullivan, K., Gressani, T., Gunn, C. Chartbook: Older Adults and Adults with Disabilities: Population and Service Use Trends in Maine 2010

Griffin, E., **Fralich, J.**, McGuire, C., Olsen, L., Bratesman, S., Bubar, K., Ring, C., Yoe, J., & Turyn, R. (March 2009). A cross-system profile of Maine's long term support system: A new view of Maine's long term services and supports and the people served. Portland, ME: University of Southern Maine, Muskie School of Public Service and the Maine Department of Health and Human Services.

Fralich J., Bratesman S., Richards M., Payne S. (September 2008) *Evaluation Report: Healthy IDEAS for Caregivers of People with Dementia in Maine*. Institute for Health Policy, Edmund S. Muskie School of Public Service: Portland. ME.

Fralich J., Bratesman S., McGuire C., Olsen L., Ziller J., Mauney K., (December 2007) *Assessment of Maine's Long Term Care Needs --- Baseline Report: Demographics and Use of Long Term Care Services in Maine*. Institute for Health Policy, Edmund S. Muskie School of Public Service: Portland, ME.

Booth M., **Fralich J.**, Skillings H., (October 2007) *Use of the §1915(c) Federal Waiver Application: The Experience of Eight States*. Institute for Health Policy, Edmund S. Muskie School of Public Service: Portland, ME.

Fralich, J., Olsen L., Booth, M., (May 2007) *Assessment and Recommendations for Michigan: MI Choice Quality Assurance Review Tool and Process*. Institute for Health Policy, Edmund S. Muskie School of Public Service: Portland, ME.

Booth, M. Fralich, J., Skillings, H., (February 2007) *Preliminary Quality Indicators, Measures and Data Sources for West Virginia HCBS AD and MR/DD Waiver Programs*, Institute for Health Policy, Edmund S. Muskie School of Public Service: Portland, ME.

Fralich, J., McGuire, C., Olsen, L., Bratesman, S., Turyn, R., (March 2007) *Caring for People with Alzheimer's disease or Dementia in Maine*. Institute for Health Policy, Edmund S. Muskie School of Public Service: Portland, ME.

Fralich, J., Maggioncalda, K., (September 2006) *Housing and Service Options for Older Adults in Maine*. Institute for Health Policy, Edmund S. Muskie School of Public Service: Portland, ME.

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Booth, M., **Fralich**, J., (April 2006) *Performance Measurement: Managing and Using Home and Community-Based Services Data for Quality Improvement*. New Brunswick, NJ: The Community Living Exchange Collaborative at Rutgers Center for State Health Policy and the National Academy for State Health Policy.

Fralich, J., Booth, M., Keith, R., (April 2006) *Data Quality and Analysis: Managing and Using Home and Community-Based Services Data for Quality Improvement*. New Brunswick, NJ: The Community Living Exchange Collaborative at Rutgers Center for State Health Policy and the National Academy for State Health Policy.

Gray, C., Olsen, L., and **Fralich**, J., (March 2006) *Results of the Maine Experience Survey: Older Adults and Adults with Disabilities Waiver 2005*. Institute for Health Policy, Edmund S. Muskie School of Public Service: Portland, ME.

Gray, C., Olsen, L., and **Fralich**, J., (March 2006) *Results of the Maine Experience Survey: Adults with Physical Disabilities Consumer Directed Waiver 2005*. Institute for Health Policy, Edmund S. Muskie School of Public Service: Portland, ME

Gray, C., Olsen, L., and **Fralich**, J., (September 2005) *Results of the Maine Experience Survey: Adults with Physical Disabilities Consumer Directed Waiver 2004*. Institute for Health Policy, Edmund S. Muskie School of Public Service: Portland, ME

Fralich, J., Booth, M., Gray, C., et al. (2005) *Discovery Methods for Remediation and Quality Improvement in Home and Community Based Services*. New Brunswick, NJ: The Community Living Exchange Collaborative at Rutgers Center for State Health Policy and the National Academy for State Health Policy.

Booth, M., **Fralich** J, and Bowe,T. (2005) *Home and Community-based services: Quality Management Roles and Responsibilities*. New Brunswick, NJ: The Community Living Exchange Collaborative at Rutgers Center for State Health Policy and the National Academy for State Health Policy.

Fralich, J., Gray, C., Olsen, L., Ziller, J., (2005) *Quality Indicators for Home and Community Based Services in Maine: Older Adults; Adults with Disabilities who self-direct; Adults with Mental Retardation/Autism*. Institute for Health Policy, Edmund S. Muskie School of Public Service: Portland, ME.

Fralich, J., and Bratesman, S. (November 2004) *Quality Indicators for Home and Community-Based Services in Maine*. Institute for Health Policy, Edmund S. Muskie School of Public Service: Portland, ME.

Fralich, J., and Hawes, C., (May 2004) *Choosing an Assisted Living Facility, What Consumers and Family Members Want to Know*, Muskie School of Public Service, University of Southern Maine, Portland, Maine.

Booth, Maureen, and **Fralich**, Julie, (April 2003) *Work Book, Improving the Quality of Home and Community Based Services and Supports*, Centers for Medicare and Medicaid Services.

Saucier, Paul and J. **Fralich**. *The Changing Nature of Long-term Care in Maine*. Maine Policy Review (12)2: 24-35, Fall 2003.

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Booth, M., **Fralich**, J., and Nonemaker, S. (2002) Literature review: *Quality Management and Improvement Practices for Home and Community-Based Care*. Institute for Health Policy, Edmund S. Muskie School of Public Service: Portland, ME.

Booth, M. **Fralich**, J.T. and Saucier, P. *The Balanced Budget Act of 1997: Implications for Dually Eligible Beneficiaries in Managed Care* (1997). The New England States Consortium, University of Southern Maine, Portland, Maine.

Booth, M., **Fralich**, J.T. and Saucier, P. *Integration of Acute and Long-Term Care for Dually Eligible Beneficiaries in Managed Care*. (1997). University of Maryland Center on Aging, College Park, Maryland.

Coburn, A., **Fralich**, J., Mcguire, C., and Fortinsky, R., *Variations in Outcomes of Care in Urban and Rural Nursing Facilities in Maine*, Journal of Applied Gerontology, 15:2.

Fralich, J., Nonemaker, S., Gianopolous, C., *Using System Level Quality Measures to Improve Home and Community Based Services* (2001), Edmund S. Muskie School of Public Policy, University of Southern Maine, Portland, Maine.

Fralich, J., Dushuttle, P., Turyn, R., Keith, R., *A Study of Alzheimer's Special Care Units in Maine Nursing Facilities and Residential Care Facilities*. (1998). Edmund S. Muskie School of Public Service, University of Southern Maine, Portland, Maine.

Fralich, J., Riley, T., Mollica, R., Snowe, K., Curr, D., McDonough, S., *Reducing the Cost of Institutional Care: Downsizing, Diversion, Closing and Conversion of Nursing Homes*. (1995). National Academy for State Health Policy, Portland, Maine.

Fralich, J., and Jakubiak, C., *Preadmission Screening and Assessment in State Long Term Care Systems: Results of a Five State Survey*. (1994). Center for Health Policy, Edmund S. Muskie Institute of Public Affairs, Portland, Maine.

Fralich, J., *Policy Indicators for Long Term Care Services in Maine*. (1994). Portland, Maine: Center for Health Policy, Edmund S. Muskie Institute of Public Affairs, Portland, Maine.

Fralich, Julie T., McGuire, C., and DiMillo, J., *Results of the Reliability Tests, Resident Assessment Instrument for Residential Care Facilities in Maine*. (1996). Institute for Health Policy, Edmund S. Muskie School of Public Service, Portland, Maine.

Fralich, Julie T., McGuire, C., DiMillo, J., *Developing a Case Mix System for Residential Care Facilities in Maine: Options and Issues*. (1997) Institute for Health Policy, Edmund S. Muskie School of Public Service, Portland, Maine.

Kaye, Neva, and **Fralich**, J., *Collection and Use of Data: State Operated Managed Care Programs for Dual Eligibles*. (1998) University of Maryland Center on Aging, College Park, Maryland.

Saucier, Paul, L. and **Fralich**, Julie, *Financing and Payment Issues in Rural Long Term Care Integration*. Journal of Applied Gerontology,20(4), 409-425.

Saucier, Paul, L. Bezanson, M. Booth, S. Bratesman, J. **Fralich**, D. Gilden, E. Goldstein, D.

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O'Connor, C. Perrone and K. Willrich. *Linked Data Analysis of Dually Eligible Beneficiaries in New England*. Health Care Financing Review (20)2: 91-108, Winter 1998.

Bolda, E.J., Keith, R. G., Richards, M., **Fralich**, J.T., Leighton, A. & Bridges, K., *Evaluation of Consumer Resident Transfers: A Study of Discharges and Transfers Between Various Long Term Care Settings*. (1998). University of Southern Maine, Edmund S. Muskie School of Public Service, Portland, Maine.

Wihry, David F., **Fralich**, Julie, and Schneiter, E., *The Political Economy of Hospital Rate Regulation in Maine*, Maine Policy Review, Vol. 2/No 2., September 1993.

PRESENTATIONS

Fralich, Julie *Discovery Methods for Remediation and Quality Improvement for Home and Community Based Services*, HCBS Waiver Conference, Orlando Florida, May 2005.

Fralich, Julie *Use of Data for Quality Improvement in Home and Community Based Services*, NASDDS Annual Meeting, August 2004.

Fralich, Julie *Rebalancing a Long Term Care System: the Maine Experience*, New Hampshire Real Choice Systems Change Conference, October 2003.

Fralich, Julie *Designing Quality Indicators and other Measures for Assisted Living*, Presented at the conference, Improving Quality in Community Based Care, sponsored by the Centers for Medicare and Medicaid, May (2002).

Fralich, Julie *Development of Quality Indicators for Assisted Living and Residential Care*, Gerontological Society of America Meeting, November, 2001.

Fralich, Julie *Using System Level Quality Measures to Improve Home and Community Based Services*, Gerontological Society of America Annual Meeting, November, 2001.

Fralich, Julie *Development of Quality Indicators for Assisted Living and Residential Care*, Case Mix Conference, Niagara Falls, Ontario, Oct. 2001.

Fralich, Julie *Using System Level Quality Measures to Improve Home and Community Based Services*, Case Mix Conference, Niagara Falls, Ontario, Oct. 2001.

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OTHER

- 2011 Member, Technical Expert Panel
National Balancing Indicator Project
State Profile Tool Grant
Centers for Medicare & Medicaid
- 2009-2010 Member, Technical Expert Panel
National Balancing Indicator Contract (NBIC)
State Profile Tool Grant
Centers for Medicare & Medicaid
- 2008 Member
Maine's Blue Ribbon Commission on Home and Community Based Care
- 2007 Member, Technical Expert Panel
HCBS Measure Scan
Agency for Healthcare Research and Quality
- 2002 Participant, Technical Panel on Measurement Issues surrounding consumer
responsiveness, indicator reliability, and measure appropriateness, sponsored by
the Oregon Health Policy Institute, under a contract with the Centers for
Medicare and Medicaid, Madison, Wisconsin
- 2002 Member, APHSA Chronic Care Quality Indicator Workgroup
- 1984-1989 *Director of Policy and Deputy Director*
Maine Health Care Finance Commission, Augusta, ME

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LINDSAY H. HANCOCK
328 Center Road
Gray, Maine 04039
207-657-3485
207-671-0071
lh@maine.rr.com

Profile and Objective

Experienced fundraising and arts management professional seeking additional opportunities to apply organizational skills and capabilities, including: grant and prospect research and proposal writing; special events and project management; donor cultivation and solicitation for annual and capital campaigns; and database maintenance. I am interested in work that enhances community engagement and education while advancing an appreciation for and the preservation of cultural and natural resources.

Relevant Experience Summary

Grant Research and Proposal Writing and Donor Cultivation:

Grant research and writing services for foundation funding and individual and corporate giving campaigns at Bates College Museum of Art and the Bates Dance Festival in Lewiston, and Terra Moto, Inc. in Portland, ME. (ongoing)

Grant and major donor research and proposal writing for a discrete fundraising campaign to support a symposia series and cross-cultural exchange for the Spannocchia Foundation in partnership with farm-based education properties in New England. (Oct. 2007 – Jan. 2010)

Grant research, proposal writing and reporting for foundation, corporate and government proposals submitted on behalf of Maine College of Art (MECA), a professional college of art and design in Portland, ME. (Feb. 2005 – July 2005)

Special Events and Project Management

Management of MECA's two annual fundraising events: the Annual Art Auction and Art Honors. The events attracted more than 400 people and combined, raised revenues in excess of \$170,000 to support MECA's mission and educational opportunities for young artists. (July 2002 – Nov. 2009)

Coordination of a cross-cultural exchange, *Spannocchia Symposium: Food, Landscape, and Community in Tuscany and New England*, in Tuscany in 2009 and New England in 2010. Provided planning and oversight for the four-day agendas and logistics engaging 40+ Tuscan and New England participants in discussions, site tours and presentations that comprised the symposia series. (Oct. 2007 – Nov. 2010)

Co-management of an eleven-member staff, \$900,000 operating budget, and community cultural, educational, and performance-based programming during a co-director's ninemonth sabbatical at the former Center for Cultural Exchange (CCE). Responsibilities as development director overlapped with the co-director's supervision of strategic planning, marketing, and implementation of 200+ public activities. (June 2001 – Aug. 2002)

Exhibit 16: Governing Board Resumes Fiddlehead School of Arts & Sciences

Capital Campaign Experience

Responsible for the strategic planning and management of a two-year, \$2M capital campaign for *ArtsPlace*, a building and two urban parks designed to expand L/A Arts' position as the local arts agency in central Maine from an important cultural resource to one that would be integral to the region's quality of life. (Nov. 2001 – April 2002)

Responsible for organizing and overseeing the board of directors and grassroots committees jointly raising \$800,000 to renovate a community cultural center in Portland. Tasks included prospect research, campaign strategy, co-writing and production of the prospectus and all campaign materials, supervision of gift recording and reporting (including the development of a customized database, grant writing, public relations, and special fundraising and cultivation events.

Employment History

Feb. 2010 – Present: Independent Fundraising Contractor, the Bates College Museum of Art, Lewiston, ME, a laboratory for the visual arts that provides opportunities to explore and discover synergies created by visual art across academic disciplines.

Nov. 2009 – Present: Independent Fundraising Contractor, Bates Dance Festival, Lewiston, ME. Grant research for corporate, major donor, and foundation funding and writing services for the leading contemporary dance presenting, training, and outreach program in northern New England.

Dec. 2011 – Present: Grant Writer, Bicycle Coalition of Maine, Augusta, ME. Responsible for research, writing and submission of grants to foundation and government funders to support *BikeMaine*, an annual multi-day bicycle ride to boost experiential tourism and economic development in host communities and support BCM's mission and programming beginning in September 2013.

Dec. 2009 – February 2012: Independent Fundraising Contractor, Terra Moto, Inc. in partnership with the City of Portland, Portland, ME. Grant and donor research and writing services in addition to major donor cultivation for the *Art At Work* initiative. *Art At Work* was founded in 2007 to advance municipal/community interactions through strategic arts projects that improve the relationships between city employees, elected officials, local artists and a diverse public.

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Fiddlehead School of Arts & Sciences**

**JULIE A. RICARDI
107 Black Point Road
New Gloucester, ME 04260
(207) 926-3721**

EDUCATION:

B.S. Chemical Engineering, 1983, Louisiana State University, Baton Rouge, LA

PROFESSIONAL EXPERIENCE:

**10/99 – Present Environmental Scientist
AMEC, Portland, ME**

On a part-time variable basis, responsible for analytical chemistry support for hazardous waste site assessment, remediation, and monitoring programs. Primary tasks include validation of analytical laboratory data, evaluation of project data quality objectives, follow-up with analytical laboratories as needed, and providing written reports summarizing chemistry data quality and usability relative to risk assessment and site remediation. Additional responsibilities include providing peer and senior review of data validation and reports. Data validation experience includes routine use of U.S. Environmental Protection Agency (USEPA) National Functional Guidelines for Organic and Inorganic Data Review and standard operating procedures from USEPA Regions I, II, and IV, and as well as data review in accordance with various state programs including New York State Department of Environmental Conservation (NYSDEC), Massachusetts Contingency Plan (MCP), and Connecticut Reasonable Confidence Protocols (CT RCP).

**10/97 – Present Environmental Scientist
Woodard and Curran, Inc., Portland, ME**

On a part-time variable basis, responsible for analytical chemistry support for hazardous waste site assessment, remediation, and monitoring programs. Primary tasks include validation of analytical laboratory data, evaluation of project data quality objectives, follow-up with analytical laboratories as needed, and providing written reports summarizing chemistry data quality and usability relative to risk assessment and site remediation. Data validation experience includes routine use of USEPA National Functional Guidelines for Organic and Inorganic Data Review and standard operating procedures from USEPA Regions I and II.

**2/89 – 3/97 Quality Assurance Officer
Katahdin Analytical Services, Inc., Westbrook, ME**

Responsible for overall organization, direction, and assessment of the laboratory Quality Assurance Program. Primary tasks included development and ongoing assessment of the laboratory quality assurance procedures; review and implementation of statistically derived quality control limits; trouble shooting laboratory process problems; performing internal audits of laboratory procedures; overseeing quality assurance audits by clients and external agencies;

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and implementation and monitoring of corrective actions resulting from internal/external audits and performance evaluations. Additional responsibilities included regular review and revision of the laboratory Quality Assurance Manual; developing, reviewing, and implementing laboratory standard operating procedures; overseeing federal, state, and client performance evaluation programs; and assisting with development of analytical methods. The position required regular interaction with clients, state agencies, and federal regulatory agencies, including written correspondence such as technical reports and correspondence letters, as well as review of project-specific quality assurance documents and participation in project planning meetings.

Routine analytical services offered by the laboratory included USEPA methods for analyzing samples collected under the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA - Superfund), the Resource Conservation and Recovery Act (RCRA), the National Pollutant Discharge Elimination System (NPDES), and state hazardous waste remediation programs. Clients included the USEPA as well as private industry, and contractors for the U.S. Navy, Air Force, and Army. A major task included maintenance of laboratory certification and accreditation for federal and state laboratory approval programs. Responsible for maintaining federal approval for laboratory services in support of government installation site assessment and remediation activities for the U.S. Army Corps of Engineers, U.S. Air Force (AFCEE), U.S. Department of Energy Hazardous Waste Remedial Actions Program, and Naval Facilities Engineering Service Center.

**8/88 – 11/88 Training Consultant
Enseco, Inc., Arvada, CO**

Contracted to develop a training manual for gas chromatography/mass spectrometry (GC/MS) analysts and to write standard operating procedures for the GC/MS analyses of volatile and semivolatile organic compounds. A hands-on training program was developed that utilized computer integration to simulate actual sample analysis, data reduction, interpretation, and quality control evaluations for a variety of GC/MS instruments and analytical procedures.

**2/85 – 8/88 Environmental Chemist
Enseco, Inc., Arvada, CO**

Responsible for preparation and analysis of environmental samples using a variety of USEPA methods to recover and report hazardous chemicals. Tasks included daily operation and maintenance of Finnigan GC/MS instrumentation and data management systems to perform chemical analyses for volatile and semivolatile organic compounds. As a lead chemist, responsibilities included providing training support for less experienced analysts, senior review of analytical chemistry data, and scheduling of analytical work for the GC/MS department.

**9/83 – 11/84 Technical Representative
E.I. DuPont de Nemours, Inc., Denver, CO**

**Exhibit 16: Governing Board Resumes
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Responsible for technical support, client relations, and sales and marketing of medical x-ray film, chemicals, and equipment. Routine tasks included process and equipment trouble shooting, demonstrating and implementing new products, and improving the client base in the Denver area.

OTHER RELEVANT EXPERIENCE:

**6/02 – 6/05 Member, Board of Directors
 Maine School Administrative District 15 (MSAD 15)**

Also served on Personnel Committee and Policy Committee

**6/05 – Present Member, Academic Advisory Committee (formerly District
 Improvement Committee), MSAD 15**

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**Curriculum vitae
DEBRA RICHARDSON SMITH**

Program Evaluation & Research Group
Lesley University
29 Everett St.
Cambridge, MA 02138-2790
(617) 349-8230
Email: dsmith22@lesley.edu

9 Cobb's Bridge Road
New Gloucester, ME 04260
(207) 926-4151 (home)
(207) 841-1795 (cell)

EDUCATION

Doctor of Philosophy, 2000. Educational Studies: Assessment, Metacognition and Teacher Development. Lesley College Graduate School of Education, Cambridge, MA. Dissertation: *Teacher Reflection in a School Committed to Student Reflection*.

Master of Education, 1978. Independent Studies Program, Learning Environments, Lesley College Graduate School of Education, Cambridge, MA.

Bachelor of Arts, 1976. Art. University of Massachusetts, Boston, MA.

PROFESSIONAL EXPERIENCE

Director, Program Evaluation and Research Group, Lesley University, Cambridge, MA. 2008-present. Lead a university-based research group carrying out over 30 current educational evaluation and research studies funded by federal agencies such as the National Science Foundation (NSF), and the Institute for Museum and Library Services (IMLS), and private foundations. PERG has conducted over 600 studies since its inception in 1976 and is recognized for its ability to evaluate complex programs in diverse settings. Leadership responsibilities include cultivating a shared vision within PERG and for its role within the School of Education and University, collaborating with faculty and advising doctoral students, hiring and supervising staff and consultants, and guiding professional development. As a faculty member, serve on the Advanced Graduate Council that advises the Ph.D. Programs and Creativity Commons Advisory Board. Work with colleagues on research, writing and presentations. Management responsibilities include developing budgets, proposal writing/fundraising, staff and project oversight, and coordination with funders.

Founding Director, Collaborative Inquiry and Development Group, College of Education and Human Development, University of Southern Maine, Gorham, ME. 2003- 2008. Established and directed research and development center that designed and managed several collaborative projects supported by federal and foundation grants. Worked closely with funders and stakeholders in developing and carrying out projects. Projects included evaluation of visual arts curriculum projects in Maine and New York City, developmental evaluation of a professional collaboration initiative in New Jersey, and consultation to a school district developing an internal program evaluation process. Projects have also included the design, development and testing of a web-based environment to support educators' collaboration and professional learning; two

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studies of teacher collaboration initiatives in six school districts in three states; and a retrospective study of an intensive project to engage educators in addressing issues of diversity in an urban California school district. Responsibilities included hiring and supervision of staff and consultants, budgets, proposal writing/fundraising, project oversight, coordination with funders, research, writing and presentations. Appointed member of the University's Research, Creative and Scholarly Activity Council and co-chair of the annual USM Faculty Research Conference.

Director of Curriculum, Assessment and Technology, Southern Maine Partnership, College of Education and Human Development, University of Southern Maine, Gorham, ME. 1993-2003. (Coordinator of Assessment and Evaluation Projects, 1993-97.) Co-directed dynamic school - university collaborative including 35 member school districts, two independent schools and the University focused on teacher development and school reform. Responsibilities including organizational oversight and planning; project development and fundraising; managing budgets and staff; design and facilitation of various events from small seminars to large conferences; networking with state, regional and national organizations; and dissemination activities. Directed a \$4 million federal research and development project (Electronic Learning Marketplace) that involved multiple organizations in development of a web site to support teachers' development and publication of assessments aligned with the Maine Learning Results; and design and testing of a web-based environment for virtual professional learning communities. Designed and directed the SMP Educators' Retreat at Haystack Mountain School of Crafts in Deer Isle, Maine to engage educators in experiences and dialogues about teaching, learning and assessment through the arts. Have also directed and co-directed several initiatives in the area of assessment and accountability including an ongoing educators group on assessment; Assessment Mini-grant program, workshops, annual Conversations about Assessment conference and publications, and the SMP School Quality Review Initiative. Edited *in Partnership* journal for several years. Provided assistance and technical support in assessment of student learning to Southern Maine Partnership schools. Also taught graduate courses in assessment, collaborative inquiry and diversity, and served on College of Education and Human Development committees.

Assessment Fellow, Center for Applied Research and Evaluation, University of Southern Maine, Gorham, ME., 1991-93. Coordinated assessment development projects with the Southern Maine Partnership and conducted research and program evaluation projects. Wrote/edited publications on assessment development, coordinated professional development groups, workshops and conferences, and managed mini-grant program.

Teacher, Portland High School, Portland, ME, 1986-91. Developed and taught visual arts and humanities programs and coordinated Fine Arts Group. Elected faculty representative to PHS Forum (faculty-administration leadership group), school improvement team, and district staff development committee (1988-89); co-chair Coalition of Essential Schools Steering Committee (1986-88). Other activities included: peer coaching; curriculum development; design and implementation of faculty needs assessment; grant writing and liaison with other schools and community organizations.

Communications/ Design Consultant, Wordsmith, Inc., New Gloucester, ME, 1982-86. Co-founded and managed communications firm. Designed management systems and had joint responsibility for planning, finances and marketing. Worked with creative team; designed corporate identity programs and print materials; and coordinated work of subcontractors.

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Consultant, BLF, Inc., Freeport, ME, 1981-84. Member of team that evaluated and redesigned individual client planning processes for state departments of mental retardation in Maine and Rhode Island. Developed training curricula and materials for management and staff working with people with developmental disabilities.

Assistant Dean, University College of Education, University of Maine System, Gorham, ME, 1981-82. (A system-level unit of the university responsible for coordinating research, planning and program development in teacher education.) Responsibilities included: planning; research and evaluation; writing papers and reports; coordinating projects and publications; reviewing proposals; working with committees and liaison to organizations statewide.

Research Associate, Lesley Program Evaluation and Research Group, Lesley College, Cambridge, MA, 1977-81. (Senior associate 1980-81, associate 1978-80, graduate assistant 1977-78). Designed and conducted formative and summative evaluations of educational programs in schools, colleges, museums and arts organizations. Analyzed data and prepared reports of findings and recommendations for programs and funding agencies. As assistant, carried out site observations and interviews. Client organizations included: Wheelock College, Cambridge Public Schools, Cultural Education Collaborative, Boston Children's Museum, Mid-Coast (ME) Teachers' Center.

Consultant/ Instructor, Boston area, 1978-81. Provided consultation, training and assistance to educational and human services organizations in design of environments for young children, and children and adults with special needs. Taught courses and workshops for graduate students (Lesley) and undergraduates (Mass. College of Art) and others on environmental design and integrating the arts in the classroom. Client organizations included: Cambridge Day Care Consortium, Harvard University, Massachusetts Department of Mental Health, Head Start and public school systems.

Teacher, Fisher School, Walpole, MA, 1977-78. Taught elementary art and acted as consultant to classroom teachers on integrating arts in the classroom. Co-developed and taught interdisciplinary units. Member of K-12 art curriculum committee.

Program Coordinator/ Instructor, Charlestown YWCA, Charlestown, MA, 1974-76. Developed and directed arts program for children and adolescents. Supervised staff, taught courses and workshops.

Teaching Assistant, University of Massachusetts, Boston, MA, 1975-76. Co-taught Freshman seminar, "Law and Justice," with professor of political science. Co-led discussions and tutored students in writing.

PROFESSIONAL AFFILIATIONS

American Educational Research Association, 1994- present.

American Evaluation Association, 2007-present.

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Maine Integral Leadership Study Group, 2005-present.

Graduate Program in Education Advisory Board, Savannah College of Art & Design, 2005-2007.

Looking at Student Work Collaborative, a national consortium of educators and researchers.
1998-2004.

Maine Learning Results Task Force Technology Group, 1998-99. Responsible for research and development of recommendations on the role of technology in implementing the Maine Learning Results.

Board of Directors, Maine Alliance for Arts Education. 1992-1995.
Conference co-chair, 1993. Professional Development Committee, 1994.

Maine Association for Supervision and Curriculum Development.
Working Group on Assessment, 1993-94.

REPORTS, PAPERS AND PUBLICATIONS

Smith, D.R. (2012) Evaluation Report on Lesley University's Noyce Planning Grant. Program Evaluation & Research Group, Lesley University, Cambridge, MA.

Smith, D.R., Porter, G. (2012). Summative Evaluation of the Peabody Essex Museum's Multiple Visits Partnership Program. Program Evaluation & Research Group, Lesley University, Cambridge, MA.

Smith, D.R.,(2011). Evaluation of the Peabody Essex Museum's Multiple Visits Partnership Program, Year 3. Program Evaluation & Research Group, Lesley University. Cambridge, MA.

Smith, D.R., Hoyer-Winfield. (2010). Evaluation of the Peabody Essex Museum's Multiple Visits Partnership Program, Year 2. Program Evaluation & Research Group, Lesley University, Cambridge, MA.

Smith, D.R., Hoyer-Winfield, S. (2009). Evaluation of the Peabody Essex Museum's Multiple Visits Partnership Program, Year 1. Program Evaluation & Research Group, Lesley University, Cambridge, MA.

Smith, D.R., Corbett, H.D., & Wilson, B. (2009). Context and collaboration: Growing the work in New Jersey. In Whitford, B. L., & Wood, D. R. (Eds.). *Teachers learning in community: Realities and possibilities*. Albany, NY: State University of New York Press.

Smith, D.R., Wilson, B., & Corbett, H.D. (2009). Moving beyond talk. *Educational Leadership*, 66(5), 20-27.

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Wilson, B., Corbett, H.D. & Smith, D.R. (January, 2009). *The evolution of and lessons learned from collaborative learning communities in three New Jersey districts*. Collaborative Inquiry & Development Group, University of Southern Maine.

<http://www.teachercollaboration.net/documents/NJCLCdocs/NJCLC%20Evolution&Lessons%2003-2-09.pdf>

Corbett, H.D., Smith, D.R. & Wilson, B. (August, 2008). *Promise, progress and prospects: The third year of implementing collaborative learning communities in three New Jersey districts, 2007-08*. Collaborative Inquiry & Development Group, University of Southern Maine.

<http://www.teachercollaboration.net/documents/NJCLCdocs/NJCLCReport06-07.pdf>

Hicks, M., Smith, D.R., Winton, S., & Wood, D.R. (2008). SEEDs of promise: Transformative learning communities for diverse schools. *Multicultural Perspectives*. 10 (1), 30-34.

Smith, D. R. and Tamez, H. *Developing, embedding and sustaining professional learning communities: Investing in invention*. Paper presented at American Educational Research Association Annual Meeting, March 2008.

Smith, D.R. (June, 2008). *Third year report to the Robertson Foundation on the New York City Arts Blueprint Collaborative Community Sites*. Gorham, ME: Collaborative Inquiry & Development Group, University of Southern Maine.

Smith, D. R., & Tamez, H. (2008, September). An exercise in collaboration. Invited article for *American School Board Journal*, <http://www.asbj.com/HomePageCategory/OnlineFeatures/ReadingsReports/BonusArticles/AnExerciseinCollaboration.aspx>

Smith, D.R. (June, 2007). *Second year report to the Robertson Foundation on the New York City Arts Blueprint Collaborative Community Sites*. Gorham, ME: Collaborative Inquiry & Development Group, University of Southern Maine.

Smith, D.R. & Tamez, H. *Developing, embedding and sustaining professional learning communities: What have we learned?* Paper presented at the National School Reform Faculty Research Forum, January 12, 2006, Denver, CO.

Smith, D.R., Corbett, H.D. & Wilson, B. (August, 2006). *The Work of the New Jersey Collaborative Learning Communities, 2005-06*. Collaborative Inquiry & Development Group, University of Southern Maine,

<http://www.teachercollaboration.net/documents/NJCLCdocs/NJCLCReport05-06.pdf>

Smith, D.R. (June, 2006). *First year report to the Robertson Foundation on the New York City Arts Blueprint Collaborative Community Sites*. Gorham, ME: Collaborative Inquiry & Development Group, University of Southern Maine.

Smith, D.R., Corbett, H.D. & Wilson, B. (May, 2005). *Report on the New Jersey Collaborative learning Communities Planning Year, 2004-05*. Collaborative Inquiry & Development Group, University of Southern Maine

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<http://www.teachercollaboration.net/documents/NJCLCdocs/NJCLCReport04-05.pdf> Wood, D.R., Smith, D.R. & Hicks, M. (December, 2005). *Seeking educational equity and diversity in Elk Grove schools: A retrospective look at the impact of S.E.E.D.* Monograph. Collaborative Inquiry and Development and Development Group, University of Southern Maine.
<http://www.teachercollaboration.net/documents/SEEDdocs/SEEDinElkGrove.pdf>

Smith, D.R. (November 2005). *Look at ME: Evaluation report on a curriculum project at the Portland Museum of Art.* Collaborative Inquiry and Development and Development Group, University of Southern Maine.

Smith, D.R. *Shared inquiry in Lucent Learning Communities: A report on a pilot project in Broward County.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA., April 14, 2004

Smith, D.R. [with Miller, L.]. (2002). *The CLASs Primer: A guide to comprehensive local assessment system design and use.* Gorham, ME: Southern Maine Partnership, University of Southern Maine. Available at www.elm.maine.edu/classprimer

Smith, D.R. (2000). *Teacher reflection in a school committed to student reflection.* Doctoral dissertation, Lesley College, Cambridge, MA.

Smith, D.R., Ruff, D. and Miller, L. (1999). Creating accountability within schools: The view from Maine. In Whitford, B.L. & Jones, K. (Ed.) *Accountability and Reform in Kentucky.* NY: SUNY Press.

Smith, D.R. & Ruff, D. (1998). Building a culture of inquiry. In Allen, D. (Ed.). *Assessing student learning: From grading to understanding.* New York: Teachers College Press.

Smith, D.R. (1997). *How do we know what kids know? A teachers' guide to technical aspects of assessment.* Available at www.elm.maine.edu/assessments/how.stm

Smith, D.R., McGarvey, B., et al. (1995). *Planning backwards from outcomes: A collection of learnings.* Bowdoinham, ME: Maine Association for Supervision and Curriculum Development.

Smith, D.R. *Planning backwards from outcomes to assessment: A look at the impact on teaching and learning in two settings.* Paper presented at the annual meeting of the New England Educational Research Organization, April 1994, Rockport, Maine.

Smith, D.R. (June, 1994). *University of Southern Maine 1993-94 Science and Mathematics Academy final evaluation report.* Gorham, ME: University of Southern Maine College of Education.

Smith, D.R. [with Austin, N.J., List, H. & Rawson, P. (Fall, 1993). *Interim evaluation report; Southern Maine Science and Mathematics Academy.* Gorham, ME: University of Southern Maine College of Education.

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Fiddlehead School of Arts & Sciences

Smith, D.R. (July, 1993). *Reflections of a child: Evaluation of a pilot portfolio project: Jameson School, Old Orchard Beach, Maine/ U.S. Department of Education FIRST program.* Gorham, ME: University of Southern Maine Center for Applied Research and Evaluation.

Smith, D.R. (Summer, 1993). *Evaluation report: School Administrative District #75 elementary technology project, year one.* Gorham, ME. University of Southern Maine Center for Applied Research and Evaluation.

Smith, D.R. (Fall, 1993). *Evaluation report: Foundation for Blood Research immunology institute for high school biology teachers, year three.* National Science Foundation. Gorham, ME. University of Southern Maine Center for Applied Research and Evaluation.

Smith, D.R. (Summer, 1992). *Evaluation report: Foundation for Blood Research immunology institute for high school teachers, year two.* National Science Foundation. Gorham, ME: University of Southern Maine Center for Applied Research and Evaluation.

Smith, D.R. [with Silvernail, D.] *A preliminary analysis of students' attitudes toward standardized tests.* Paper presented at the Annual Meeting of the New England Educational Research organization, April 1992, Portsmouth, N.H.

Smith, D.R. From extra to essential: Arts at the center of restructuring schools. *Arts Every Day Journal* of the Maine Alliance for Arts Education. January 1992.

Smith, D.R. (January, 1992). *About alternative assessment: abstracts of the network of renewing schools mini-grant projects.* Gorham, ME: University of Southern Maine Center for Applied Research and Evaluation.

Smith, D.R. (Managing Ed.) J. Potter. (Sept. 1991). *Conversations about assessment: Proceedings of an assessment exchange conference, April 10, 1991.* Gorham, ME: University of Southern Maine Center for Applied Research and Evaluation.

Smith, D.R., Randazzo, R. & St. Pierre, R. (March, 1989). *Plan for a senior humanities program at Portland High School.* Prepared for Portland Public Schools Department of Curriculum.

Smith, D.R. & Schen, M. (April, 1988). *Directions for change: Report on a faculty needs assessment.* Presented to Portland (ME) high School faculty and administration,

Andreasen, L., Cook, F., Farrell, M.E., Smith, D.R., & Thurrell, L. (Spring, 1984). *Fred's plan.* Videotape and accompanying materials written and produced for Rhode Island Department of Mental Retardation. Freeport, ME: BLF, Inc.

Andreasen, L., Cook, F., Farrell, M.E. & Smith, D.R. (Fall, 1983). *Curriculum design for staff and management training in general service planning.* Rhode Island Department of Mental Retardation. Freeport, ME: BLF, Inc.

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Andreasen, L., Cook, F., Farrell, M.E. & Smith, D.R. (Spring, 1982). *Curriculum design for staff and management team training in individual client planning*. Maine Department of Mental Retardation, Freeport, ME.: BLF, Inc.

Smith, D.R. (Spring, 1982). *Quality control mechanisms in teacher preparation: A review*. Paper prepared for Maine State Board of Education. Gorham, ME: University College of Education.

Smith, D.R. (Ed.) *Maine staff development calendar*. Fall, Winter, Spring 1981-82. Gorham, ME: University College of Education.

Smith, D.R. (January, 1981). *Maine Principals' Academy evaluation report*. Gorham, ME: University College of Education.

Smith, D.R. (Ed.) *A roadmap to in-service education in Maine*. Fall 1981. Gorham, ME: University College of Education.

Smith, D.R. (Spring, 1981). *Evaluation report: Just Around the Corner*. Cambridge Public Schools. Cambridge, MA.: Lesley Program Evaluation and Research Group.

Smith, D.R. (January, 1981). *Evaluation report: the Children's Museum accessibility and public awareness project*. Massachusetts Developmental Disabilities Council Cambridge, MA.: Lesley Program Evaluation and Research Group.

Smith, D.R. (Spring, 1980). *Wheelock College/ Title XX day care training evaluation report*. Cambridge, MA.: Lesley Program Evaluation and Research Group.

Smith, D.R. & Engel, B.S. (Spring, 1979). *Wheelock College/ Title XX day care training evaluation report*. Cambridge, MA.: Lesley Program Evaluation and Research Group.

SELECTED WORKSHOPS, COURSES AND PRESENTATIONS

Program Evaluation. Course in the Ph.D. in Educational Studies Interdisciplinary Studies Specialization.

Building Capacity for Evaluation in Educational and Non-profit Organizations. Workshop series, Lesley University, 2011-12.

Research and Evaluation Seminars, series co-sponsored by PERG and the Ph.D. in Educational Studies Program, Lesley University.

How's it going? Evaluating your program. Workshop at Massachusetts Association of 766 Approved Private Schools Annual Conference Westford, MA. May, 2009.

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A partnership for success: Evaluator, project director and funder. Presentation at the Annual Meeting of the American Evaluation Association, November, 2008. Denver, CO.

Keeping track, taking stock and telling the story: A series of workshops for Studio in a School artists and arts educators on documentation and assessment of student learning. New York City, winter-spring, 2008.

Connecting Adult Talk to Student Learning. Presentation with H. Tamez at the No Teacher Left Behind conference, Brown University, Providence, RI. March 24, 2007.

Assessing our capacity as a Blueprint School: A conversation with school teams. Visual Arts Blueprint Collaborative Communities meeting, Studio in a School and New York City Department of Education. New York, NY. February, 2007.

Developing collaborative learning communities in three districts. Presentation with H. Tamez and district teams from Edison, Plainfield and Trenton, NJ at Closing the Achievement Gap Centennial Conference, University of Florida's College of Education, St. Petersburg, FL., November, 2006.

The New Jersey Collaborative Learning Communities Initiative. Presentation with H. Tamez and school district teams at the New Jersey Principals and Supervisors Conference, Atlantic City, NJ. November, 2006.

Learning from student work. Workshops with program directors and artists, Studio in a School, New York, NY. March, 2006.

Developing professional learning communities: What have we learned? Presentation with H. Tamez, National School Reform Faculty Research Forum., Denver, CO. January, 2006.

Teachers in democratic dialogue. Workshop at the International Civic Education Conference, Altamonte Springs, FL. January, 2006.

Looking below the surface: Shared inquiry in schools and classrooms. Invited lecture, Lesley University, First George Hein Lecture, April, 2004.

The CLASs Primer: A guide to assessment system design and use. Presentations and workshops for various audiences, from high school leadership teams to school boards. Fall, 2002.

Brains at work: Learning in the gallery. Northeast Museum Docents' Symposium, Portland Museum of Art, Portland, ME., 3 November 2000.

A school of our own: The planning and first year of Poland Regional High School with PRHS faculty, students and administrators. Coalition of Essential Schools Fall Forum, Providence, RI., 6 November 2000.

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Using technology to support professional learning communities throughout Maine. Maine Comprehensive Assessment System Policy Advisory Committee, December 2000; Maine Department of Education Staff, November, 2000; Maine Commissioner of Education, October, 2000.

The Electronic Learning Marketplace: A web-based resource supporting standards-based assessment and learning in Maine schools. With K. Lee. Assessment: Promoting the Learning of All Students conference, Augusta Civic Center, Augusta, ME., 1 November 2000.

Connecting head, heart and hands: The arts and learning. Southern Maine Partnership Retreat for Educational Leaders at Haystack Mountain School of Crafts, Deer Isle, ME., October, 2000.

The Electronic Learning Marketplace: Lessons learned. With J. Bartner, K. Lee and B. Marshall. Presentation to US Department of Education Review Panel, Washington, DC., 15 September 2000.

The Electronic Learning Marketplace: A resource for Maine educators. Capital Area Educational Consortium Assessment Conference, Colby College, Waterville, ME. , August, 1999.

Rubrics: The good, the bad and the ugly. With D. Stearns. Southern Maine Partnership Dine and Discuss Workshop, February and April 2000.

Other presentations include:

- Coalition of Essential Schools Fall Forum, several years
- Annenberg Institute for School Reform Invitational Conference on Accountability, June, 1998
- Northeast State Legislators' Association conference, Wilmington, DE., August, 1997.
- ASCD Northeast Assessment Conference, Boston, MA. 3 years.
- Harvard Summer Institute on Assessment, 1997
- Delaware Principals' Academy, 1996.
- Association of Computer Technology Educators of Maine (ACTEM) annual conference, 3 years.
- Maine School Management Association, 1999.

SELECTED TEACHING (GRADUATE COURSES)

Dialogues w/in Diversity, Lewiston- Auburn College, June 2003. Co-taught graduate course on diversity through the arts, text and dialogue for experienced educators.

Looking at Student Work Collaboratively, Harvard Project Zero, April 2003. Co-designed and facilitated intensive institute for educators from school districts in the US and Canada.

Curriculum and Assessment, Fall-winter 2002/03, University of Maine at Presque Isle. Co-taught two integrated three-credit courses in Educational Leadership masters program for 30 Aroostook County teachers.

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Supporting Teachers in Professional Learning Communities, University of Southern Maine, summer-fall 2002. Co-designed and taught a three-credit course for educators facilitating collaborative inquiry groups and processes in schools and districts.

Dialogues w/in Diversity. Fall 2001. Developed and piloted an arts-based course on diversity with University of Southern Maine faculty and staff.

Looking at Student Work Collaboratively, Project Zero, Harvard Graduate School of Education. Winter-spring 2002. Member of faculty teaching an on-line course on processes for studying student work.

Developing standards-standards-based assessment and curriculum. University of Southern Maine, 1998-2000. Designed and taught graduate course on assessment and curriculum design for K-12 teachers. This course was taught by several instructors, in both face-to-face and web-enhanced formats.

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Bruce L Woodard, Jr., CPA

32 Yarmouth Rd, Gray, ME

EXPERIENCE

Woodard & Associates CPAs, P.A.

2001-present

Founder and Principal of the Certified Public Accounting firm of Woodard & Associates CPAs, P.A., which provides solutions to business and individual needs through customized accounting systems and financial reporting, management consulting and tax services.

Partner in large Maine accounting firm

1976-2001

EDUCATION

University of Maine, BS degree.

Certified Public Accountant.

Certified Financial Planner.

Completed education requirement from the College of Financial Planning.

AFFILIATIONS

American Institute Certified Public Accountants

Maine Society of Certified Public Accountants

Institute of Certified Financial Planners

Maine Restaurant Association - current Treasurer/Board of Directors

Maine Innkeepers Association

Volunteers of America, Maine chapter – past Treasurer/past Board of Directors

Maine Music Society - past Treasurer/past Board of Directors

Tranquil Masonic Lodge - past treasurer

Kora Shine Temple - past treasurer

Royal Order of Jesters

Androscoggin Chapter of BNI - Business Network International - past president

Investment Club of America, local chapter - past chairman

Campaigns of the United Way

Junior Achievement Group Leader

Liberty Festival Committee

Gray Town Recreation - Youth Softball Coach

Fiddlehead Arts and Science Center- current Treasurer / current Board of Director

Gray/New Gloucester Development Corporation - foundering member / current
Treasurer / current Board of Directors

Listed member in the National Who's Who in Finance

Awarded the Maine Restaurant Association's 1996 Allied Member of the Year

Awarded the Maine Innkeepers Association's 1997 Allied Member of the Year

PERSONAL

Lives in Gray with his wife of 33 years, Linda. Two adult daughters Brianne and Brooke, a Son-in-Law Sean and grandson and twin granddaughters.

**Exhibit 17: Fiddlehead School of Arts and Sciences
Board Profile**

Fiddlehead Board - Experience and Expertise



Fundraising experience
Financial skills
Leadership skill
Passion for mission
Education Expertise
Business
Civic leadership
Artistic involvement
Scientific involvement
Nonprofit Expertise
Family Member of Student
Other desired attributes

Charter School Board Members													
Theresa Allocca	x	x	x	x	x								
Jacinda Cotton-Castro, Executive Director	x		x	x	x	x	x	x		x	x		
Tammy Fisher			x	x	x			x			x	x	
Julie Fralich		x	x	x	x		x			x	x		
Lindsay Hancock	x	x		x		x				x			
Julie Ricardi		x	x	x		x	x		x		x		
Deb Smith	x	x	x	x	x	x	x	x	x	x			
Bruce Woodard		x	x	x		x	x			x			

**Exhibit 18: List of Officers and Committee Chairs
Fiddlehead School of Arts & Sciences**

Board of Directors

Chairperson, Debra Smith – New Gloucester

Treasurer, Bruce Woodard – Gray

Directors

Theresa Allocca – Poland

Tammy Fisher – Sabattus

Julie Fralich – New Gloucester

Lindsay Hancock – Gray

Julie Ricardi – New Gloucester

Jacinda Cotton-Castro, Co-Founder & Executive Director, Principal FSAS

Standing Committees

Finance - Chair TBD

Personnel - Chair TBD

Board Development - Chair TBD

Fiddlehead School
Charter School Application
Budget Table of Contents to Exhibit C
July 2013 through June 2018

Budget Summation

Budget Assumptions

Budget Five year annual income and cost

Budget First year monthly

Projected Enrollment Table used in budget

Summary Analysis of Five Year Annual Income

Detail Analysis of Income Per Town enrollment pupil characteristics

 EPS determination worksheets per Grade Level

 Base Year Pupil Income Base Year 2013-2014 Dollar

Staff placement and budgeted cost

Fiddlehead School
Charter School Application
Budget Key Summation
July 2013 through June 2018

Enrollment and grade level expansion have been forecasted to increase an additional grade level in each subsequent year after 2013-14 through to 2017-2018 school year grade five . The budget in its first year, forecast a minimum breakeven pupil count but very reasonable and supportive by the catchment area pupil population. This level of pupil enrollment strives for a teacher /student ratio of 1:10, which will enable us to increase enrollment figures without any additional cost of staffing.

Our income is reflective of our catchment area town's populations and their current enrollment in existing Fiddlehead Center programs. Our enrollment matrix is a factor of the percent of each town's population to our total catchment population and the current enrollment of those towns in existing Fiddlehead programs as we believe these family groups will be our initial and primary enrollment group.

Enrollment data for each town and administrative district for the year 2011-2012 was used to determine the anticipated servicing needs, the related income and budgeted cost. The enclosed support worksheets "Detail Analysis of Charter School Income Support Worksheet" shows our matrix as to the determination of our budgeted income per grade level per year. Fiddlehead Center's existing programs support the cost of administration and support staff as well as our facility cost.

The budget for the Charter School reflects direct cost associated with the operations of the Charter School, our administrative and support staff cost that are supporting current programs have not been allocated to the Charter School. The budget in future years uses year 2012-2013 cost as its base year and an inflation rate of 2.5% per year is used to reflect cost in those future years.

We have reflected in the annual budget a Rent expense for the Charter School of \$36,000 in year 2013-2014 increasing each subsequent year by 2.5% as well as \$1,000 per month for each year of additional increased classroom space

Our facility debt cash flow requirement is funded by an existing tenant and our current programs offered by Fiddlehead Center which will continue to provide that cash flow and no debt repayment demands is budgeted for the Charter School Application Budget.

One of our strengths is our financial management and reporting team. Our Treasurer is a CPA with experience servicing Non-Profit Organizations. We have a part-time CPA who provides financial oversight to our billing process. We outsource to a CPA firm our accounting preparation and posting work. We use QuickBooks for our accounting systems and generate monthly financial reports that our Treasurer reports to our monthly Board meeting.

Fiddlehead School
Charter School Application
Budget Key Assumptions
July 2013 through June 2018

Factors

Pupil Income: Forecasted Income in subsequent years is based on enrollment current data and our 2013-2014 enrollment schedule with per pupil income increased 2.5% each year. Detail Income worksheet carry 2013-14 dollar value but are carried to budget worksheet reflective of annual inflation

102.50%

Special Needs Pupil: We have forecasted the serving of pupils with special needs at a ratio of 1 in 10 enrollment.

We have budgeted our meals program in be a cost breakeven program, either by governmental reimbursements or pupil sales, we have budgeted both income and expense of our meal program of equal amounts based on cost and income below:

	<u>Days</u>	<u>Serving %</u>	<u>Income/</u>
	<u>Providing</u>	<u>of Pupils</u>	<u>Cost</u>
	<u>meals</u>	<u></u>	<u></u>
Breakfast meal program	175	100.0%	1.00
Lunch meal program	175	100.0%	2.00

Payroll and Contractors: Forecasted cost in subsequent years is based on current staffing data and our 2013-2014 staffing schedule with cost increases of 2.5% each year. Detail Payroll cost worksheet carry 2013-14 dollar value but are carried to budget worksheet at inflation increase rate.

102.50%

Expenses in subsequent years use 2013-2014 cost as base year and are increased each year due to annual inflation at the rate stated here of, unless otherwise stated:

102.50%

Payroll Taxes: Forecasted payroll tax reflects following rates:

Social Security expense	7.65%
ME Unemployment	2.00%
Federal Unemployment (same as Maine)	1.00%
	10.65%

Workers comp rate

Teacher payroll rate	0.54%
Non-Teacher Admin payroll rate	4.67%
Driver payroll rate	6.97%

Health Ins is budgeted at \$5,000 for 13-14 for each eligible EE

\$5,000

Instructional Services:

Classroom supplies: are budgeted at a per pupil cost of:	\$55
Professional Development: is forecasted at a cost per teacher	\$1,000

Supplemental Programs & Services:

Art & Enrichment Programs: our existing art program will provide availability of to our existing art and enrichment supplies, our curriculum and programs and will be replenished as used. We budget supplies at a per pupil cost of: \$80

Student Support Program:

Guidance Counselor staff coverage follows the recommended 300 pupils to 1 qualified counselor by providing contracted services in support of our current staffing.

Administration and Support:

Insurance - Liability:

Per Quote from our current insurance carried, the following Charter School additional cost is budgeted:

General Liability	\$1,000
Personal Property	\$500
D & O and employment practices	\$1,500
Educators legal liability	\$1,500
Employee dishonesty and crime	\$250
Surety bond	\$300
Umbrella	\$1,000
	<u>\$3,050</u>

Facility:

Rent: In determining the allocation of facility cost we based our budget on \$1,000 per month per classroom space including common area and utilities and inflation increases. Per classroom per yr \$12,000

Pre-Opening and Capital cost:

	<u>Units</u>	<u>Unit Cost</u>	<u>Factors</u>
The forecasted purchases of various equipment and other capital cost:			
2013-2014 Year			
Special Ed-Wiggle Chairs	4	\$250	\$1,000
Special Ed-Misc Special Needs devises			\$500
Classroom lock cabinets	3	\$300	\$900
Classroom Tables	8	\$50	\$400
Classroom Chairs	20	\$25	\$500
Total Pre-Opening and 2013-2014 Year			<u>\$3,300</u>

2014-2015 Year			
Special Ed-Wiggle Chairs	1	\$260	\$260
Special Ed-Misc Special Needs devises			\$500
Facility-Classroom Expansion Cost			\$5,000
Classroom lock cabinets	1	\$315	\$315
Classroom Tables	7	\$52	\$364
Classroom Chairs	14	\$26	\$364
Total 2014-2015 Year			<u><u>\$6,803</u></u>
2015-2016 Year			
Special Ed-Wiggle Chairs	1	\$275	\$275
Special Ed-Misc Special Needs devises			\$550
Facility-Classroom Expansion Cost			\$5,250
Classroom lock cabinets	1	\$330	\$330
Classroom Tables	7	\$55	\$385
Classroom Chairs	14	\$28	\$392
Total 2015-2016 Year			<u><u>\$7,182</u></u>
2016-2017 Year			
Special Ed-Wiggle Chairs	1	\$288	\$288
Special Ed-Misc Special Needs devises			\$580
Facility-Classroom Expansion Cost			\$5,513
Classroom lock cabinets	1	\$350	\$350
Classroom Tables	7	\$58	\$406
Classroom Chairs	14	\$29	\$406
Total 2016-2017 Year			<u><u>\$7,543</u></u>
2017-2018 Year			
Special Ed-Wiggle Chairs	1	\$305	\$305
Special Ed-Misc Special Needs devises			\$608
Facility-Classroom Expansion Cost			\$5,788
Classroom lock cabinets	1	\$368	\$368
Classroom Tables	7	\$61	\$427
Classroom Chairs	14	\$31	\$434
Total 2017-2018 Year			<u><u>\$7,930</u></u>

Fiddlehead School
Charter School
Annual Budgeted of Income and Expenses
For The Five Year Period July 1, 2013 through June 30, 2018

	Pre-Opening	Annual 2013-14	Annual 2014-15	Annual 2015-16	Annual 2016-17	Annual 2017-18
Income						
Grade Pre-K		109,870	112,617	115,432	118,318	121,276
Grade K		127,925	131,123	134,402	137,762	141,206
Grade 1st / 2nd		127,545	130,733	134,002	137,352	140,786
Grade 1st / 2nd			123,130	126,208	129,363	132,597
Grade 3rd				124,523	127,636	130,827
Grade 4th					119,647	122,639
Grade 5th						130,827
Grade 6th						
Total · Pupil Income	0	365,340	497,603	634,566	770,078	920,156
Meals reimbursement and sales		22,050	30,135	38,610	47,491	56,791
Donations		0	0	0	0	0
Fund Raisers		15,000	15,000	15,000	15,000	15,000
Grants		0	0	0	0	0
Total Income	0	402,390	542,738	688,177	832,569	991,948
Expense						
Research & Planning						
Market Research						
Curriculum Development						
Application Cost						
Consultants						
Staff Recruitment						
Board Recruitment						
Website Development	1,000	1,000	1,050	1,100	1,150	1,200
Marketing Materials	1,000					
Nonprofit Incorporation						
Admissions Lottery						
Other:						
Total · Research & Planning	2,000	1,000	1,050	1,100	1,150	1,200
Instructional Services						
Salaries - Teachers		97,500	133,250	170,727	209,994	251,117
Salaries - Subs & TAs		34,560	37,146	47,593	49,235	60,467
Instructors-Outside Contractor		0	0	0	0	0
Benefit - Payroll Tax Expense		14,064	18,147	23,251	27,608	33,184
Benefit- Insurance Workers Comp		713	920	1,179	1,400	1,683
Benefit - Health Care Stipend		15,000	20,500	26,266	37,691	49,672
Textbooks		1,000	2,600	3,400	4,500	5,500
Classroom Supplies		2,310	3,157	4,146	4,975	5,663
Classroom Furniture	1,800		1,043	1,107	1,162	1,229
Classroom Equipment						
Technology-Academic use						
Repairs & Maint.-Classroom Prop						
Staff Dev & Training		3,000	4,100	5,000	6,461	7,727
Staff Travel						
Meals, Gifts & Entertainment						
Other						
Total · Instructional Services	1,800	168,148	220,863	282,669	343,027	416,241
Special Education Services						
Salaries - Teachers						

	Pre-Opening	Annual 2013-14	Annual 2014-15	Annual 2015-16	Annual 2016-17	Annual 2017-18
Salaries - Substitutes						
Salaries - Aides						
Instructors-Outside Contractor		35,280	45,203	64,866	75,985	97,356
Benefit - Payroll Tax Expense						
Benefit -Insurance-Workers Comp						
Benefit - Health Care Stipend						
Special Teaching Materials						
Special Classroom Supplies						
Special Classroom Equipment		1,500	760	825	868	913
Special Ed Curriculum						
Special Facilities Cost						
Staff Special Ed Dev & Training						
Other						
Total - Special Education Services	0	36,780	45,963	65,691	76,853	98,269
Supplemental Programs & Services						
Athletic Programs						
Art & Enrichment Programs		3,360	4,592	5,884	7,237	8,654
Summer/Bridge School/Program						
After-School Programs						
Community Service Programs		500	500	500	500	500
English Language Learner Program						
Music Programs-Contractor		2,160	3,321	4,539	5,815	7,153
Tutoring Programs						
Uniforms						
Other-Spanish		1,800	1,845	1,891	1,938	1,987
Total - Supplemental Programs	0	7,820	10,258	12,813	15,490	18,293
Library						
Instructors-Outside Contractor						
Books & Other Reading Materials		250	300	400	450	500
Library Furniture						
Library Audiovisual Equipment						
Library Technology						
Other						
Total - Library	0	250	300	400	450	500
Student Support Program & Services						
Nurse - Outside Contractor		3,840	5,904	8,069	10,338	12,716
Guidance Counselor - Contractor		3,840	5,904	8,069	10,338	12,716
School Psychologist -Contractor						
Health Supplies		100	110	120	130	140
Health Care Equipment						
Volunteer Expense		100	110	120	130	140
Other						
Total -Student Support Program	0	7,880	12,028	16,378	20,936	25,712
Transportation						
Salaries - Driver		8,640	8,856	9,077	9,304	9,537
Benefit - Payroll Taxes		920	943	967	991	1,016
Benefit-Insurance Workers Comp		602	617	633	649	665
Benefit - Health Insurance						
Vehicle Operating Expense		6,000	6,150	6,304	6,461	6,623
Insurance - Auto						
Field Trip Expense		1,200	1,300	1,400	1,500	1,600
Other						
Total - Transportation	0	17,362	17,866	18,381	18,905	19,440
FOOD SERVICE						

	Pre-Opening	Annual 2013-14	Annual 2014-15	Annual 2015-16	Annual 2016-17	Annual 2017-18
Salaries - Food Service						
Benefit - Payroll Taxes - Food						
Benefit-Insurance Workers Comp						
Benefit - Health Insurance						
Supplies - Food Service						
Equipment - Food Service						
Breakfast Program		7,350	10,045	12,870	15,830	18,930
Lunch Program		14,700	20,090	25,740	31,661	37,861
Snacks Expense						
Other						
Total FOOD SERVICE	0	22,050	30,135	38,610	47,491	56,791
ADMINISTRATION & SUPPORT						
Salary - Administrator						
Salary - School Director		40,000	41,000	42,025	43,076	44,153
Salaries - Admin Staff		12,480	12,792	16,390	16,799	20,663
Contract-Compliance Director		10,400	10,660	13,112	13,440	13,776
Benefit - Payroll Tax Expense		5,589	5,729	6,221	6,377	6,903
Benefit-Insurance Workers Comp		2,451	2,512	2,728	2,796	3,027
Benefit - Health Insurance		5,000	5,125	5,253	5,384	5,519
Office Supplies		600	600	600	600	600
Office Equipment						
Technology Non-Academic						
Accounting/Bookkeeping Expenses		8,320	8,736	9,152	9,568	9,984
Audit Fees		6,000	6,250	6,500	6,750	7,000
Bad Debt Expense						
Bank Fees						
Credit Card Merchant Fees						
Fees & Dues						
Insurance		3,050	3,126	3,204	3,285	3,367
Income Tax						
Interest Expense-Non-Mortgage						
Legal Expenses		1,000	1,000	1,000	1,000	1,000
Meetings - Food & Supplies						
Miscellaneous Expense						
Payroll Processing Charge		3,000	3,000	3,000	3,000	3,000
Penalties & Late Charges						
Other						
Total - ADMINISTRATION & SUP	0	97,890	100,530	109,185	112,075	118,991
MARKETING & ADVERTISING						
Advertising						
Marketing						
Mailing Cost						
Printing						
Other						
Total - MARKETING & ADVERTI	0	0	0	0	0	0
FACILITIES						
Salaries - Maintenance		3,600	5,535	5,673	5,815	7,947
Benefit - Payroll Tax Expense		383	589	604	619	846
Benefit-Insurance Workers Comp		168	258	265	272	371
Benefit - Health Insurance						
Amortization Expenses						
Building Repair & Maintenance						
Building Projects			5,000	5,250	5,513	5,788
Depreciation Expense						

	Pre-Opening	Annual 2013-14	Annual 2014-15	Annual 2015-16	Annual 2016-17	Annual 2017-18
Internet Service						
Insurance - Bldg						
Janitorial/Cleaning Supplies						
Janitorial Service						
Mortgage/Interest Expense						
Rent expense		36,000	49,200	63,038	77,536	92,720
Rubbish Removal						
Security Expense						
Snow Plowing/Removal						
Telephone						
Tax - Property						
Utilities						
Electric						
Gas						
Water						
Utilities - Other						
Utilities						
Total - FACILITIES	0	40,152	60,583	74,830	89,755	107,673
FUND RAISING EXPENSES						
Fund Raising General Expenses						
Theater Materials						
Theater Contractor Labor						
Auction Purchases						
Other						
Total - FUND RAISING EXPENSES	0	0	0	0	0	0
Total Expense	3,800	399,331	499,576	620,056	726,132	863,111
Net Income (Loss)	(3,800)	3,059	43,162	68,120	106,437	128,836

Fiddlehead School
Charter School
Monthly Budgeted of Income and Expenses
For The Period July 1, 2013 through June 30, 2014

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Total
# of School wks	0	0	4	5	4	4	4	3	4	4	4	1	37
Income													
Grade Pre-K			27,467			27,467			27,467			27,467	109,870
Grade K			31,981			31,981			31,981			31,981	127,925
Grade 1st / 2nd			31,886			31,886			31,886			31,886	127,545
Grade 1st / 2nd													0
Grade 3rd													0
Grade 4th													0
Grade 5th													0
Grade 6th													0
Total - Pupil Income	0	0	91,335	0	0	91,335	0	0	91,335	0	0	91,335	365,340
Meals reimbursement and sales			2,384	2,980	2,384	2,384	2,384	1,788	2,384	2,384	2,384	596	22,050
Donations													0
Fund Raisers			3,750	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406	0	15,000
Grants													0
Total Income	0	0	97,469	4,386	3,790	95,125	3,790	3,194	95,125	3,790	3,790	91,931	402,390
Expense													
Research & Planning													
Market Research													0
Curriculum Development													0
Application Cost													0
Consultants													0
Staff Recruitment													0
Board Recruitment													0
Website Development			250			250			250			250	1,000
Marketing Materials													0
Nonprofit Incorporation													0
Admissions Lottery													0
Other:													0
Total Research & Planning	0	0	250	0	0	250	0	0	250	0	0	250	1,000
Instructional Services													
Salaries - Teachers	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	97,500
Salaries - Subs & TAs	0	0	3,736	4,670	3,736	3,736	3,736	2,802	3,736	3,736	3,736	934	34,560
Instructors-Outside Contractor													0
Benefit - Payroll Tax Expense	865	865	1,263	1,363	1,263	1,263	1,263	1,164	1,263	1,263	1,263	965	14,064

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Total
Benefit- Insurance Workers C	44	44	64	69	64	64	64	59	64	64	64	49	713
Benefit - Health Care Stipend	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Textbooks	0	0	1,000	0	0	0	0	0	0	0	0	0	1,000
Classroom Supplies	0	0	250	312	250	250	250	187	250	250	250	62	2,310
Classroom Furniture													0
Classroom Equipment													0
Technology-Academic use													0
Repairs & Maint.-Classroom Prop													0
Staff Dev & Training		3,000											3,000
Staff Travel													0
Meals, Gifts & Entertainment													0
Other													0
Total Instructional Services	10,284	13,284	15,688	15,789	14,688	14,688	14,688	13,587	14,688	14,688	14,688	11,385	168,148
Special Education Services													
Salaries - Teachers													0
Salaries - Substitutes													0
Salaries - Aides													0
Instructors-Outside Contract	0	0	3,814	4,768	3,814	3,814	3,814	2,861	3,814	3,814	3,814	954	35,280
Benefit - Payroll Tax Expense													0
Benefit -Insurance-Workers Comp													0
Benefit - Health Care Stipend													0
Special Teaching Materials													0
Special Classroom Supplies													0
Special Classroom Equipment			1,500										1,500
Special Ed Curriculum													0
Special Facilities Cost													0
Staff Special Ed Dev & Training													0
Other													0
Total Special Ed Services	0	0	5,314	4,768	3,814	3,814	3,814	2,861	3,814	3,814	3,814	954	36,780
Supplemental Programs & Serv													
Athletic Programs													0
Art & Enrichment Programs	0	0	363	454	363	363	363	272	363	363	363	91	3,360
Summer/Bridge School/Program													0
After-School Programs													0
Community Service Programs			63	63	63		63	63	63	63	63		500
English Language Learner Progra													0
Music Programs-Contractor			234	292	234	234	234	175	234	234	234	58	2,160
Tutoring Programs													0
Uniforms													0
Other-Spanish			195	243	195	195	195	146	195	195	195	49	1,800

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Total
Total · Supplemental Progra	0	0	854	1,052	854	791	854	656	854	854	854	198	7,820
Library													
Instructors-Outside Contractor													0
Books & Other Reading Materials			250										250
Library Furniture													0
Library Audiovisual Equipment													0
Library Technology													0
Other													0
Total · Library	0	0	250	0	0	0	0	0	0	0	0	0	250
Student Support Program & Serv													
Nurse - Outside Contractor	0	0	415	519	415	415	415	311	415	415	415	104	3,840
Guidance Counselor - Contra	0	0	415	519	415	415	415	311	415	415	415	104	3,840
School Psychologist -Contractor													0
Health Supplies			100										100
Health Care Equipment													0
Voluneer Expense											100		100
Other													0
Total · Student Support Prog	0	0	930	1,038	830	830	830	623	830	830	930	208	7,880
Transportation													
Salaries - Driver	0	0	934	1,168	934	934	934	701	934	934	934	234	8,640
Benefit - Payroll Taxes	0	0	99	124	99	99	99	75	99	99	99	25	920
Benefit-Insurance Workers C	0	0	65	81	65	65	65	49	65	65	65	16	602
Benefit - Health Insurance													0
Vehicle Operating Expense	0	0	600	600	600	600	600	600	600	600	600	600	6,000
Insurance - Auto													0
Field Trip Expense	0	0	120	120	120	120	120	120	120	120	120	120	1,200
Other													0
Total · Transportation	0	0	1,819	2,093	1,819	1,819	1,819	1,544	1,819	1,819	1,819	995	17,362
Food Service													
Salaries - Food Service													0
Benefit - Payroll Taxes - Food													0
Benefit-Insurance Workers Comp													0
Benefit - Health Insurance													0
Supplies - Food Service													0
Equipment - Food Service													0
Breakfast Program	0	0	795	993	795	795	795	596	795	795	795	199	7,350
Lunch Program	0	0	1,589	1,986	1,589	1,589	1,589	1,192	1,589	1,589	1,589	397	14,700
Snacks Expense													0
Other													0
Total Food Service	0	0	2,384	2,980	2,384	2,384	2,384	1,788	2,384	2,384	2,384	596	22,050

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Total
Administration & Support													
Salary - Administrator													0
Salary - School Director	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Salaries - Admin Staff	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	12,480
Contract-Compliance Director	867	867	867	867	867	867	867	867	867	867	867	867	10,400
Benefit - Payroll Tax Expense	466	466	466	466	466	466	466	466	466	466	466	466	5,589
Benefit-Insurance Workers C	204	204	204	204	204	204	204	204	204	204	204	204	2,451
Benefit - Health Insurance	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Office Supplies	50	50	50	50	50	50	50	50	50	50	50	50	600
Office Equipment													0
Technology Non-Academic													0
Accounting/Bookkeeping Exp	693	693	693	693	693	693	693	693	693	693	693	693	8,320
Audit Fees	0	0	0	0	0	0	0	0	0	0	0	6,000	6,000
Bad Debt Expense													0
Bank Fees													0
Credit Card Merchant Fees													0
Fees & Dues													0
Insurance - Liability			763			763			763			763	3,050
Income Tax													0
Interest Expense-Non-Mortgage													0
Legal Expenses	1,000												1,000
Meetings - Food & Supplies													0
Miscellaneous Expense													0
Payroll Processing Charge	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Penalties & Late Charges													0
Other													0
Total Administration & Support	8,320	7,320	8,082	7,320	7,320	8,082	7,320	7,320	8,082	7,320	7,320	14,082	97,890
Marketing & Advertising													
Advertising													0
Marketing													0
Mailing Cost													0
Printing													0
Other													0
Total Marketing & Advertising	0	0											
Facilities													
Salaries - Maintenance	0	0	389	486	389	389	389	292	389	389	389	97	3,600
Benefit - Payroll Tax Expense	0	0	41	52	41	41	41	31	41	41	41	10	383
Benefit-Insurance Workers C	0	0	18	23	18	18	18	14	18	18	18	5	168
Benefit - Health Insurance													0
Amortization Expenses													0

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Total
Building Repair & Maintenance													0
Building Projects													0
Depreciation Expense													0
Internet Service													0
Insurance - Bldg													0
Janitorial/Cleaning Supplies													0
Janitorial Service													0
Mortgage/Interest Expense													0
Rent expense	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000
Rubbish Removal													0
Security Expense													0
Snow Plowing/Removal													0
Telephone													0
Tax - Property													0
Utilities													0
Electric													0
Gas													0
Water													0
Utilities - Other													0
Utilities													0
Total Facilities	3,000	3,000	3,449	3,561	3,449	3,449	3,449	3,337	3,449	3,449	3,449	3,112	40,152
Fund Raisng Expenses													
Fund Raising General Expenses													0
Theater Materials													0
Theater Contractor Labor													0
Auction Purchases													0
Other													0
Total Fund Raising Expense	0	0	0	0									
Total Expense	21,604	23,604	39,020	38,600	35,158	36,108	35,158	31,715	36,170	35,158	35,258	31,779	399,331
Net Income (Loss)	(21,604)	(23,604)	58,449	(34,214)	(31,368)	59,017	(31,368)	(28,521)	58,955	(31,368)	(31,468)	60,152	3,059

Fiddlehead School
Projected Enrollment Table
July 2013 through June 2018

Grade	Ages	2013-2014 Year One	2014-2015 Year Two	2015-2016 Year Three	2016-2017 Year Four	2017-2018 Year Five
Per-K	4	14	14	14	14	14
K	5	14	14	14	14	14
1 / 2	6 & 7	14	14	14	14	14
1 / 2	6 & 7		14	14	14	14
3	8			14	14	14
4	9				14	14
5	10					14
6						
7						
8						
9						
10						
11						
12						
Total		42	56	70	84	98
Est. Daily Avg.		42	56	70	84	98
Student Characteristics, Totals by Characteristic						
Students residing outside the catchment area?		0	0	0	0	0
Students with low income status?		13	17	20	24	27
Students with special needs?		4	5	7	8	10

Fiddlehead School**Summary Analysis of Charter School Income Support Worksheet****Establish Pupil Income Base Year 2013-2014 Dollar****Income From Pupils forecasted out (5) Five Year in Present Dollars:****2013-2014**

	Grade Pre-K	Grade K	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Total
# of Pupils No Addl Services	8	8	9					25
# of Pupils Disadvantaged Students	6	4	3					13
# of Pupils Limited Eng Students	0	0	0					0
# of Pupils Pre-K to Grade 2	14	14	14					42
# of Pupils Gifted & Talented	0	0	0					0
# of Pupils Special Ed	0	2	2					4
# of Pupils Total	14	14	14	0	0	0	0	42
Total Income Pupil Funding Sources:	\$109,870	\$127,925	\$127,545					\$365,340

2014-2015

	Grade Pre-K	Grade K	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Total
# of Pupils No Addl Services	8	8	9	9				34
# of Pupils Disadvantaged Students	6	4	3	4				17
# of Pupils Limited Eng Students	0	0	0	0				0
# of Pupils Pre-K to Grade 2	14	14	14	14				56
# of Pupils Gifted & Talented	0	0	0	0				0
# of Pupils Special Ed	0	2	2	1				5
# of Pupils Total	14	14	14	14	0	0	0	56
Total Income Pupil Funding Sources:	\$112,617	\$131,123	\$130,733	\$123,130				\$497,603

2015-2016

	Grade Pre-K	Grade K	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Total
# of Pupils No Addl Services	8	8	9	9	9			43
# of Pupils Disadvantaged Students	6	4	3	4	3			20
# of Pupils Limited Eng Students	0	0	0	0	0			0
# of Pupils Pre-K to Grade 2	14	14	14	14	0			56
# of Pupils Gifted & Talented	0	0	0	0	0			0
# of Pupils Special Ed	0	2	2	1	2			7
# of Pupils Total	14	14	14	14	14	0	0	70
Total Income Pupil Funding Sources:	\$115,432	\$134,402	\$134,002	\$126,208	\$124,523			\$634,566

2016-2017

	Grade Pre-K	Grade K	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Total
# of Pupils No Addl Services	8	8	9	9	9	9		52
# of Pupils Disadvantaged Students	6	4	3	4	3	4		24
# of Pupils Limited Eng Students	0	0	0	0	0	0		0
# of Pupils Pre-K to Grade 2	14	14	14	14	0	0		56
# of Pupils Gifted & Talented	0	0	0	0	0	0		0
# of Pupils Special Ed	0	2	2	1	2	1		8
# of Pupils Total	14	14	14	14	14	14	0	84
Total Income Pupil Funding Sources:	\$118,318	\$137,762	\$137,352	\$129,363	\$127,636	\$119,647		\$770,078

2017-2018

	Grade Pre-K	Grade K	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Total
# of Pupils No Addl Services	8	8	9	9	9	9	9	61
# of Pupils Disadvantaged Students	6	4	3	4	3	4	3	27
# of Pupils Limited Eng Students	0	0	0	0	0	0	0	0
# of Pupils Pre-K to Grade 2	14	14	14	14	0	0	0	56
# of Pupils Gifted & Talented	0	0	0	0	0	0	0	0
# of Pupils Special Ed	0	2	2	1	2	1	2	10
# of Pupils Total	14	14	14	14	14	14	14	98
Total Income Pupil Funding Sources:	\$121,276	\$141,206	\$140,786	\$132,597	\$130,827	\$122,639	\$130,827	\$920,156

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade Pre-K Base Year Pupil EPS
July 2013 through June 2018

Catchment Area	Auburn	N/S RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	N/A RSU 51 C/NY	RSU 05 Pownal	N/A RSU 61 Casco	Total / Ave	
Number of Pupils No Addl Services	1	0	3	2	0	2	0	8	
Number of Pupils Disadvantaged Students	2		2	1		1		6	
Number of Pupils Limited Eng Students	0		0	0				0	
Number of Pupils Pre-K to Grade 2	3		5	3	0	3	0	14	
Number of Pupils Gifted & Talented								0	
Number of Pupils Special Ed	0		0	0				0	
Number of Pupils Total	3	0	5	3	0	3	0	14	
Income Pupil Funding Sources:									
	Funding Factors								
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	1,813	0	1,976	929	0	1,032	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	129	0	215	129	0	129	0	
Technology cost	\$97	291	0	485	291	0	291	0	
Pre-K - to - Grade 2 cost	10%	1,813	0	3,294	1,857	0	2,063	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	0	0	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		23,014	0	42,005	23,585	0	25,844	0	
SAU Administrative Withholding	-1%	-230	0	-420	-236	0	-258	0	
Authorizers Withholding	-3%	-690	0	-1,260	-708	0	-775	0	
Total Income Pupil Funding Sources:		\$22,094	\$0	\$40,324	\$22,642	\$0	\$24,810	\$0	\$109,870

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade K Base Year Pupil EPS
July 2013 through June 2018

Catchment Area		Auburn	RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	RSU 51 C/NY	RSU 05 Pownal	RSU 61 Casco	Total / Ave
Number of Pupils No Addl Services		0	1	6	0	1	0	0	8
Number of Pupils Disadvantaged Students		0	1	3	0	0	0	0	4
Number of Pupils Limited Eng Students		0	0	0	0	0	0	0	0
Number of Pupils Pre-K to Grade 2		0	3	10	0	1	0	0	14
Number of Pupils Gifted & Talented									0
Number of Pupils Special Ed		0	1	1	0	0	0	0	2
Number of Pupils Total		0	3	10	0	1	0	0	14
Income Pupil Funding Sources:		Funding Factors							
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	0	1,006	2,964	0	0	0	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	0	129	430	0	43	0	0	
Technology cost	\$97	0	291	970	0	97	0	0	
Pre-K - to - Grade 2 cost	10%	0	2,011	6,587	0	729	0	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	8,715	8,563	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		0	33,074	91,584	0	8,597	0	0	
SAU Administrative Withholding	-1%	0	-331	-916	0	-86	0	0	
Authorizers Withholding	-3%	0	-992	-2,748	0	-258	0	0	
Total Income Pupil Funding Sources:		\$0	\$31,751	\$87,921	\$0	\$8,253	\$0	\$0	\$127,925

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade 1st / 2nd Base Year Pupil EPS
July 2013 through June 2018

Catchment Area		Auburn	RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	RSU 51 C/NY	RSU 05 Pownal	RSU 61 Casco	Total / Ave
Number of Pupils No Addl Services		0	1	6	0	2	0	0	9
Number of Pupils Disadvantaged Students		0	1	2	0	0	0	0	3
Number of Pupils Limited Eng Students		0	0	0	0	0	0	0	0
Number of Pupils Pre-K to Grade 2		0	3	9	0	2	0	0	14
Number of Pupils Gifted & Talented									0
Number of Pupils Special Ed		0	1	1	0	0	0	0	2
Number of Pupils Total		0	3	9	0	2	0	0	14
Income Pupil Funding Sources:		Funding Factors							
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	0	1,006	1,976	0	0	0	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	0	129	387	0	86	0	0	
Technology cost	\$97	0	291	873	0	194	0	0	
Pre-K - to - Grade 2 cost	10%	0	2,011	5,928	0	1,459	0	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	8,715	8,563	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		0	33,074	82,591	0	17,195	0	0	
SAU Administrative Withholding	-1%	0	-331	-826	0	-172	0	0	
Authorizers Withholding	-3%	0	-992	-2,478	0	-516	0	0	
Total Income Pupil Funding Sources:		\$0	\$31,751	\$79,287	\$0	\$16,507	\$0	\$0	\$127,545

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade 1st / 2nd Base Year Pupil EPS
July 2014 through June 2018

Catchment Area		Auburn	RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	RSU 51 C/NY	RSU 05 Pownal	RSU 61 Casco	Total / Ave
Number of Pupils No Addl Services		0	2	5	0	2	0	0	9
Number of Pupils Disadvantaged Students		0	1	3	0	0	0	0	4
Number of Pupils Limited Eng Students		0	0	0	0	0	0	0	0
Number of Pupils Pre-K to Grade 2		0	3	9	0	2	0	0	14
Number of Pupils Gifted & Talented									0
Number of Pupils Special Ed		0	0	1	0	0	0	0	1
Number of Pupils Total		0	3	9	0	2	0	0	14
Income Pupil Funding Sources:		Funding Factors							
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	0	1,006	2,964	0	0	0	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	0	129	387	0	86	0	0	
Technology cost	\$97	0	291	873	0	194	0	0	
Pre-K - to - Grade 2 cost	10%	0	2,011	5,928	0	1,459	0	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	0	8,563	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		0	24,359	83,579	0	17,195	0	0	
SAU Administrative Withholding	-1%	0	-244	-836	0	-172	0	0	
Authorizers Withholding	-3%	0	-731	-2,507	0	-516	0	0	
Total Income Pupil Funding Sources:		\$0	\$23,384	\$80,235	\$0	\$16,507	\$0	\$0	\$120,127

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade 3rd Base Year Pupil EPS
July 2015 through June 2018

Catchment Area		Auburn	RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	RSU 51 C/NY	RSU 05 Pownal	RSU 61 Casco	Total / Ave
Number of Pupils No Addl Services		0	1	6	0	2	0	0	9
Number of Pupils Disadvantaged Students		0	1	2	0	0	0	0	3
Number of Pupils Limited Eng Students		0	0	0	0	0	0	0	0
Number of Pupils Pre-K to Grade 2		0	0	0	0	0	0	0	0
Number of Pupils Gifted & Talented									0
Number of Pupils Special Ed		0	1	1	0	0	0	0	2
Number of Pupils Total		0	3	9	0	2	0	0	14
Income Pupil Funding Sources:		Funding Factors							
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	0	1,006	1,976	0	0	0	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	0	129	387	0	86	0	0	
Technology cost	\$97	0	291	873	0	194	0	0	
Pre-K - to - Grade 2 cost	10%	0	0	0	0	0	0	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	8,715	8,563	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		0	31,063	76,662	0	15,736	0	0	
SAU Administrative Withholding	-1%	0	-311	-767	0	-157	0	0	
Authorizers Withholding	-3%	0	-932	-2,300	0	-472	0	0	
Total Income Pupil Funding Sources:		\$0	\$29,820	\$73,596	\$0	\$15,107	\$0	\$0	\$118,523

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade 4th Base Year Pupil EPS
July 2016 through June 2018

Catchment Area		Auburn	RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	RSU 51 C/NY	RSU 05 Pownal	RSU 61 Casco	Total / Ave
Number of Pupils No Addl Services		0	2	5	0	2	0	0	9
Number of Pupils Disadvantaged Students		0	1	3	0	0	0	0	4
Number of Pupils Limited Eng Students		0	0	0	0	0	0	0	0
Number of Pupils Pre-K to Grade 2		0	0	0	0	0	0	0	0
Number of Pupils Gifted & Talented									0
Number of Pupils Special Ed		0	0	1	0	0	0	0	1
Number of Pupils Total		0	3	9	0	2	0	0	14
Income Pupil Funding Sources:		Funding Factors							
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	0	1,006	2,964	0	0	0	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	0	129	387	0	86	0	0	
Technology cost	\$97	0	291	873	0	194	0	0	
Pre-K - to - Grade 2 cost	10%	0	0	0	0	0	0	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	0	8,563	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		0	22,348	77,650	0	15,736	0	0	
SAU Administrative Withholding	-1%	0	-223	-777	0	-157	0	0	
Authorizers Withholding	-3%	0	-670	-2,330	0	-472	0	0	
Total Income Pupil Funding Sources:		\$0	\$21,454	\$74,544	\$0	\$15,107	\$0	\$0	\$111,104

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade 5th Base Year Pupil EPS
July 2017 through June 2018

Catchment Area		Auburn	RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	RSU 51 C/NY	RSU 05 Pownal	RSU 61 Casco	Total / Ave
Number of Pupils No Addl Services		0	1	6	0	2	0	0	9
Number of Pupils Disadvantaged Students		0	1	2	0	0	0	0	3
Number of Pupils Limited Eng Students		0	0	0	0	0	0	0	0
Number of Pupils Pre-K to Grade 2		0	0	0	0	0	0	0	0
Number of Pupils Gifted & Talented									0
Number of Pupils Special Ed		0	1	1	0	0	0	0	2
Number of Pupils Total		0	3	9	0	2	0	0	14
Income Pupil Funding Sources:									
	Funding Factors								
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	0	1,006	1,976	0	0	0	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	0	129	387	0	86	0	0	
Technology cost	\$97	0	291	873	0	194	0	0	
Pre-K - to - Grade 2 cost	10%	0	0	0	0	0	0	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	8,715	8,563	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		0	31,063	76,662	0	15,736	0	0	
SAU Administrative Withholding	-1%	0	-311	-767	0	-157	0	0	
Authorizers Withholding	-3%	0	-932	-2,300	0	-472	0	0	
Total Income Pupil Funding Sources:		\$0	\$29,820	\$73,596	\$0	\$15,107	\$0	\$0	\$118,523

	A	B	C	D	E	F	G	H	J
1	Fiddlehead School								
2	Detail Analysis of Charter School Staffing Budget								
3	July 2013 though June 2014								
4									
5	STAFF PLACEMENT:	Pay Wks	Wage /Hour	Contract Rate	Hours/P er	Description of Payment	Annual Wages	Annual Salary	Annual Contract
6	Instructional Serve:								
7	Grade Pre-K (yr 1)	26						32,500	
8	Grade K (yr 1)	26						32,500	
9	Grade 1st (yr 1)	26						32,500	
10	Grade 2nd (yr 2)	26							
11	Grade 3rd (yr 3)	26							
12	Grade 4th (yr 4)	26							
13	Grade 5th (yr 5)	26							
14	TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
15	TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
16							0		
17	Substitute		\$12.00		105.0	5 days of sick/Teacher	1,260		
18	Sub-Total:Instructional Serve						34,560	97,500	0
19	Special Education:								
20	Special Ed Evaluation Specialist			\$60.00	8.0	2 hr per SE Pupil			480
21	Special Ed Service Care			\$60.00	580	1 hr per SE Pupil / day			34,800
22									
23	Sub-Total: Special Education						0	0	35,280
24	Supplemental Programs:								
25	Coach / PE								
26	Art Instructor								
27	Music Instructor	18		\$30.00	2.0	2 hrs per wk for 37 wks			2,160
28	English language Learner								
29	Tutor								
30	Spanish Instructor	18		\$25.00	2.0	2 hrs per wk for 37 wks			1,800
31	Total: Supplemental Prog						0	0	3,960
32	Librarian						0	0	0
33	Student Support								
34	Nurse	16		\$60.00	4.0				3,840
35	Guidance Counselor	16		\$60.00	4.0				3,840
36	Total: Student Support						0	0	7,680
37	Facilities:								
38	Custodian	18	\$10.00		10.0	2 hr per school day	3,600		
39	Maintenance								
40	Total: Facilities						3,600	0	0
41	Transport / Food Serv:								
42	Bus Driver	18	\$12.00		20.0	4 hrs per day	8,640		
43	Food Service								
44	Total:Transport/Food Serv						8,640	0	0
45	Admin & Support:								
46	Director of School	26						40,000	
47	Curriculum Director								
48	Finance Director								
49	Receptionist								
50	Admin. Assistant	26	\$12.00		20.0	20 Hours per week	12,480		
51	Compliance Director	26		\$40.00	5.0	5 Hours per week			10,400
52	Total: Admin & Support						12,480	40,000	10,400
53									
54	Total Wages & Contract Serv						\$59,280	\$137,500	\$57,320
55									

Fiddlehead School
Detail Analysis of Charter School Staffing Budget
July 2014 though June 2015

STAFF PLACEMENT:	<u>Pay</u> <u>Wks</u>	<u>Wage</u> <u>/Hour</u>	<u>Contract</u> <u>Rate</u>	<u>Hours/P</u> <u>er</u>	<u>Description of Payment</u>	<u>Annual</u> <u>Wages</u>	<u>Annual</u> <u>Salary</u>	<u>Annual</u> <u>Contract</u>
Instructional Serve:								
Grade Pre-K (yr 1)	26						32,500	
Grade K (yr 1)	26						32,500	
Grade 1st (yr 1)	26						32,500	
Grade 2nd (yr 2)	26						32,500	
Grade 3rd (yr 3)	26							
Grade 4th (yr 4)	26							
Grade 5th (yr 5)	26							
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
Substitute		\$12.00		140.0	5 days of sick/Teacher	1,680		
Sub-Total: Instructional Serve						36,240	130,000	0
Special Education:								
Special Ed Evaluation Specialist			\$60.00	10.0	2 hr per SE Pupil			600
Special Ed Service Care			\$60.00	725	1 hr per SE Pupil / day			43,500
Sub-Total: Special Education						0	0	44,100
Supplemental Programs:								
Coach / PE								
Art Teacher								
Music Teacher	18		\$30.00	3.0	3 hrs per wk for 36 wks			3,240
English language Learner Tutor								
Sub-Total: Supplemental Prog						0	0	3,240
Total: Supplemental Prog								
Librarian						0	0	0
Student Support								
Nurse	16		\$60.00	6.0				5,760
Guidance Counselor	16		\$60.00	6.0				5,760
Total: Student Support						0	0	11,520
Facilities:								
Custodian	18	\$10.00		15.0	3 hr per school day	5,400		
Maintenance								
Sub-Total: Facilities						5,400	0	0
Transport / Food Serv:								
Bus Driver	18	\$12.00		20.0	4 hrs per day	8,640		
Food Service								
Sub-Total: Transport / Food Serv						8,640	0	0
Admin & Support:								
Director of School							40,000	
Curriculum Director								
Finance Director								
Receptionist								
Admin. Assistant	26	\$12.00		20.0	20 Hours per week	12,480		
Compliance Director	26		\$40.00	5.0	5 Hours per week			10,400
Sub-Total: Admin & Support						12,480	40,000	10,400
Total Wages and Contract Serv						\$62,760	\$170,000	\$69,260

Fiddlehead School
Detail Analysis of Charter School Staffing Budget
July 2015 though June 2016

STAFF PLACEMENT:	<u>Pay</u> <u>Wks</u>	<u>Wage</u> <u>/Hour</u>	<u>Contract</u> <u>Rate</u>	<u>Hours/P</u> <u>er</u>	<u>Description of Payment</u>	<u>Annual</u> <u>Wages</u>	<u>Annual</u> <u>Salary</u>	<u>Annual</u> <u>Contract</u>
Instructional Serve:								
Grade Pre-K (yr 1)	26						32,500	
Grade K (yr 1)	26						32,500	
Grade 1st (yr 1)	26						32,500	
Grade 2nd (yr 2)	26						32,500	
Grade 3rd (yr 3)	26						32,500	
Grade 4th (yr 4)	26							
Grade 5th (yr 5)	26							
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		16.0	Hours per week	8,640		
Substitute		\$12.00		175.0	5 days of sick/Teacher	2,100		
Sub-Total: Instructional Serve						45,300	162,500	0
Special Education:								
Special Ed Evaluation Specialist			\$60.00	14.0	2 hr per SE Pupil			840
Special Ed Service Care			\$60.00	1,015	1 hr per SE Pupil / day			60,900
Sub-Total: Special Education						0	0	61,740
Supplemental Programs:								
Coach / PE								
Art Teacher								
Music Teacher	18		\$30.00	4.0	4 hrs per wk for 36 wks			4,320
English language Learner								
Tutor								
Sub-Total: Supplemental Prog						0	0	4,320
Total: Supplemental Prog						0	0	0
Student Support								
Nurse	16		\$60.00	8.0				7,680
Guidance Counselor	16		\$60.00	8.0				7,680
Sub-Total: Student Support						0	0	15,360
Facilities:								
Custodian	18	\$10.00		15.0	3 hr per school day	5,400		
Maintenance								
Sub-Total: Facilities						5,400	0	0
Transport / Food Serv:								
Bus Driver	18	\$12.00		20.0	4 hrs per day	8,640		
Food Service								
Sub-Total: Transport / Food Serv						8,640	0	0
Admin & Support:								
Director of School							40,000	
Curriculum Director								
Finance Director								
Receptionist								
Admin. Assistant	26	\$12.00		25.0	25 Hours per week	15,600		
Compliance Director	26		\$40.00	6.0	6 Hours per week			12,480
Sub-Total: Admin & Support						15,600	40,000	12,480
Total Wages and Contract Serv						\$74,940	\$202,500	\$93,900

Fiddlehead School
Detail Analysis of Charter School Staffing Budget
July 2016 though June 2017

STAFF PLACEMENT:	<u>Pay</u> <u>Wks</u>	<u>Wage</u> <u>/Hour</u>	<u>Contract</u> <u>Rate</u>	<u>Hours/P</u> <u>er</u>	<u>Description of Payment</u>	<u>Annual</u> <u>Wages</u>	<u>Annual</u> <u>Salary</u>	<u>Annual</u> <u>Contract</u>
Instructional Serve:								
Grade Pre-K (yr 1)	26						32,500	
Grade K (yr 1)	26						32,500	
Grade 1st (yr 1)	26						32,500	
Grade 2nd (yr 2)	26						32,500	
Grade 3rd (yr 3)	26						32,500	
Grade 4th (yr 4)	26						32,500	
Grade 5th (yr 5)	26							
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		16.0	Hours per week	8,640		
Substitute		\$12.00		210.0	5 days of sick/Teacher	2,520		
Sub-Total: Instructional Serve						45,720	195,000	0
Special Education:								
Special Ed Evaluation Specialist			\$60.00	16.0	2 hr per SE Pupil			960
Special Ed Service Care			\$60.00	1,160	1 hr per SE Pupil / day			69,600
Sub-Total: Special Education						0	0	70,560
Supplemental Programs:								
Coach / PE								
Art Teacher								
Music Teacher	18		\$30.00	5.0	5 hrs per wk for 36 wks			5,400
English language Learner								
Tutor								
Sub-Total: Supplemental Prog						0	0	5,400
Total: Supplemental Prog						0	0	0
Librarian								
Student Support								
Nurse	16		\$60.00	10.0				9,600
Guidance Counselor	16		\$60.00	10.0				9,600
Total: Student Support						0	0	19,200
Facilities:								
Custodian	18	\$10.00		15.0	3 hr per school day	5,400		
Maintenance								
Sub-Total: Facilities						5,400	0	0
Transport / Food Serv:								
Bus Driver	18	\$12.00		20.0	4 hrs per day	8,640		
Food Service								
Sub-Total: Transport / Food Serv						8,640	0	0
Admin & Support:								
Director of School							40,000	
Curriculum Director								
Finance Director								
Receptionist								
Admin. Assistant	26	\$12.00		25.0	25 Hours per week	15,600		
Compliance Director	26		\$40.00	6.0	6 Hours per week			12,480
Sub-Total: Admin & Support						15,600	40,000	12,480
Total Wages and Contract Serv						\$75,360	\$235,000	\$107,640

Fiddlehead School
Detail Analysis of Charter School Staffing Budget
July 2017 though June 2018

STAFF PLACEMENT:	<u>Pay</u> <u>Wks</u>	<u>Wage</u> <u>/Hour</u>	<u>Contract</u> <u>Rate</u>	<u>Hours/P</u> <u>er</u>	<u>Description of Payment</u>	<u>Annual</u> <u>Wages</u>	<u>Annual</u> <u>Salary</u>	<u>Annual</u> <u>Contract</u>
Instructional Serve:								
Grade Pre-K (yr 1)	26						32,500	
Grade K (yr 1)	26						32,500	
Grade 1st (yr 1)	26						32,500	
Grade 2nd (yr 2)	26						32,500	
Grade 3rd (yr 3)	26						32,500	
Grade 4th (yr 4)	26						32,500	
Grade 5th (yr 5)	26						32,500	
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
Substitute		\$12.00		245.0	5 days of sick/Teacher	2,940		
Sub-Total: Instructional Serve						54,780	227,500	0
Special Education:								
Special Ed Eval Specialist			\$60.00	20.0	2 hr per SE Pupil			1,200
Special Ed Service Care			\$60.00	1,450	1 hr per SE Pupil / day			87,000
Sub-Total: Special Education						0	0	88,200
Supplemental Programs:								
Coach / PE								
Art Teacher								
Music Teacher	18		\$30.00	6.0	6 hrs per wk for 36 wks			6,480
English language Learner Tutor								
Total: Supplemental Prog						0	0	6,480
Total: Supplemental Prog								
Librarian						0	0	0
Student Support								
Nurse	16		\$60.00	12.0				11,520
Guidance Counselor	16		\$60.00	12.0				11,520
Total: Student Support						0	0	23,040
Facilities:								
Custodian	18	\$10.00		20.0	4 hr per school day	7,200		
Maintenance								
Total: Facilities						7,200	0	0
Transport / Food Serv:								
Bus Driver	18	\$12.00		20.0	4 hrs per day	8,640		
Food Service								
Total: Transport / Food Serv						8,640	0	0
Admin & Support:								
Director of School							40,000	
Curriculum Director								
Finance Director								
Receptionist								
Admin. Assistant	26	\$12.00		30.0	30 Hours per wk	18,720		
Compliance Director	26		\$40.00	6.0	6 Hours per week			12,480
Total: Admin & Support						18,720	40,000	12,480
Total Wages & Contract Serv						\$89,340	\$267,500	\$130,200

Fiddlehead Center For The Arts
Detail Analysis of Enrollment Forecast Support Worksheet
Grade (All)
September 2013 through August 2014

Grade Level	Pre-K				K				1st				2nd				
	2011 FC % Enrollmt	FC % by Pupils	Mod % Weight	% of Catchmt Total	FC % by Pupils	Mod % Weight	% of by 2011 Total	FC % by Pupils	Mod % Weight	% of by 2011 Total	FC % by Pupils	Mod % Weight	% of by 2011 Total	FC % by Pupils	Mod % Weight	% of by 2011 Total	
2011 Enrollment Figures																	
Auburn	1.0%	182	4.7%	0.5%	55.0%	257	1.5%	0.3%	25.8%	277	1.8%	0.3%	27.5%	268	1.6%	0.3%	26.6%
Windham/Raymond RSU 14	15.1%	0	0.0%	0.0%	0.0%	242	21.0%	3.7%	24.3%	244	23.7%	3.7%	24.2%	243	22.0%	3.6%	24.2%
Gray/NG RSU 15	64.0%	52	86.5%	10.1%	15.7%	181	66.7%	11.6%	18.2%	149	61.3%	9.5%	14.8%	165	63.4%	10.5%	16.4%
Poland/Minot/Mech RSU 16	3.4%	83	7.3%	0.9%	25.1%	138	2.7%	0.5%	13.8%	138	3.0%	0.5%	13.7%	117	2.4%	0.4%	11.6%
No Yar/Cumberland RSU 51	10.3%	0	0.0%	0.0%	0.0%	122	7.2%	1.3%	12.2%	141	9.3%	1.4%	14.0%	157	9.7%	1.6%	15.6%
Pownal RSU 5	4.1%	14	1.5%	0.2%	4.2%	17	0.4%	0.1%	1.7%	14	0.4%	0.1%	1.4%	12	0.3%	0.0%	1.2%
Casco RSU 61	2.1%	0	0.0%	0.0%	0.0%	40	0.5%	0.1%	4.0%	44	0.6%	0.1%	4.4%	44	0.6%	0.1%	4.4%
TOTAL	100.0%	331	100.0%	11.6%	100.0%	997	100.0%	17.4%	100.0%	1007	100.0%	15.5%	100.0%	1006	100.0%	16.6%	100.0%

Grade Level	Pre-K		# Pupils
	Pupils	by %	
2012-2013 Forecasted Enrollment			
Auburn	3.0	0.7	
Windham/Raymond	0.0	0.0	
Gray/NG (Pre-K enrollment limited)	5.0	12.1	
Poland/Minot/Mechanic	3.0	1.0	
No Yarmouth/Cumberland	0.0	0.0	
Pownal	3.0	0.2	
Casco	0.0	0.0	
TOTAL ENROLLMENT PER GRADE	14.0	14.0	
	14.0		

Grade Level	K		# Pupils
	Pupils	by %	
Auburn	0.0	0.2	
Windham/Raymond	3.0	2.9	
Gray/NG	10.0	9.3	
Poland/Minot/Mechanic	0.0	0.4	
No Yarmouth/Cumberland	1.0	1.0	
Pownal	0.0	0.1	
Casco	0.0	0.1	
TOTAL ENROLLMENT PER GRADE	14.0	14.0	
	14.0		

Grade Level	1st		# Pupils
	Pupils	by %	
Auburn	0.0	0.2	
Windham/Raymond	3.0	3.3	
Gray/NG	9.0	8.6	
Poland/Minot/Mechanic	0.0	0.4	
No Yarmouth/Cumberland	2.0	1.3	
Pownal	0.0	0.1	
Casco	0.0	0.1	
TOTAL ENROLLMENT PER GRADE	14.0	14.0	
	14.0		

Grade Level	2nd		# Pupils
	Pupils	by %	
Auburn	0.0	0.2	
Windham/Raymond	3.0	3.1	
Gray/NG	9.0	8.9	
Poland/Minot/Mechanic	0.0	0.3	
No Yarmouth/Cumberland	2.0	1.4	
Pownal	0.0	0.0	
Casco	0.0	0.1	
TOTAL ENROLLMENT PER GRADE	14.0	14.0	
	14.0		

Fiddlehead Center Fo
Detail Analysis of Enr
Grade (All)
September 2013 throu

Grade Level	3rd				4th				5th			
	Pupils	FC % by Weight	Mod % by 2011	% of Total	Pupils	FC % by Weight	Mod % by 2011	% of Total	Pupils	FC % by Weight	Mod % by 2011	% of Total
2011 Enrollment Figures												
Auburn	310	1.8%	0.3%	28.8%	266	1.6%	0.3%	27.0%	275	1.6%	0.3%	26.0%
Windham/Raymond RSU 14	264	23.3%	3.7%	24.5%	235	21.7%	3.6%	23.8%	250	21.9%	3.6%	23.6%
Gray/NG RSU 15	167	62.4%	9.9%	15.5%	164	64.1%	10.6%	16.6%	166	61.6%	10.0%	15.7%
Poland/Minot/Mech RSU 16	126	2.5%	0.4%	11.7%	128	2.7%	0.4%	13.0%	117	2.3%	0.4%	11.0%
No Yar/Cumberland RSU 51	153	9.2%	1.5%	14.2%	144	9.1%	1.5%	14.6%	197	11.8%	1.9%	18.6%
Pownal RSU 5	16	0.4%	0.1%	1.5%	14	0.4%	0.1%	1.4%	18	0.4%	0.1%	1.7%
Casco RSU 61	41	0.5%	0.1%	3.8%	36	0.5%	0.1%	3.6%	36	0.4%	0.1%	3.4%
TOTAL	1077	100.0%	15.9%	100.0%	987	100.0%	16.6%	100.0%	1059	100.0%	16.3%	100.0%

Grade Level	3rd	# Pupils
	Pupils	by %
2012-2013 Forecasted Enrollm		
Auburn	0.0	0.3
Windham/Raymond	3.0	3.3
Gray/NG (Pre-K enrollment lim	9.0	8.7
Poland/Minot/Mechanic	0.0	0.3
No Yarmouth/Cumberland	2.0	1.3
Pownal	0.0	0.1
Casco	0.0	0.1
TOTAL ENROLLMENT PER GRA	14.0	14.0
	14.0	

Grade Level	4th	# Pupils
	Pupils	by %
2012-2013 Forecasted Enrollm		
Auburn	0.0	0.2
Windham/Raymond	3.0	3.0
Gray/NG (Pre-K enrollment lim	9.0	9.0
Poland/Minot/Mechanic	0.0	0.4
No Yarmouth/Cumberland	2.0	1.3
Pownal	0.0	0.0
Casco	0.0	0.1
TOTAL ENROLLMENT PER GRA	14.0	14.0
	14.0	

Grade Level	5th	# Pupils
	Pupils	by %
2012-2013 Forecasted Enrollm		
Auburn	0.0	0.2
Windham/Raymond	3.0	3.1
Gray/NG (Pre-K enrollment lim	9.0	8.6
Poland/Minot/Mechanic	0.0	0.3
No Yarmouth/Cumberland	2.0	1.6
Pownal	0.0	0.1
Casco	0.0	0.1
TOTAL ENROLLMENT PER GRA	14.0	14.0
	14.0	

2011-2012 Fiddlehead Students - where are they from?

Town	Summer	Fall/	Theater	Total	Percent	Catchmt	At 100%
	'12	Spring					
Auburn	1	0	2	3	0.90%	0.90%	1.0%
Casco	1	3	2	6	1.80%	1.80%	2.1%
Cumberland	6	7	1	14	4.19%	4.19%	4.8%
Falmouth	0	2	0	2	0.60%		0.0%
Gorham	1	1	0	2	0.60%		0.0%
Gray	24	72	13	109	32.63%	32.63%	37.3%
New Gloucester	20	47	11	78	23.35%	23.35%	26.7%
Lewiston	3	0	1	4	1.20%		0.0%
Mechanic Falls	1	1	0	2	0.60%	0.60%	0.7%
Minot	0	1	0	1	0.30%	0.30%	0.3%
Naples	2	2	3	7	2.10%		0.0%
North Yarmouth	4	5	7	16	4.79%	4.79%	5.5%
Poland	1	5	1	7	2.10%	2.10%	2.4%
Portland	0	1	3	4	1.20%		0.0%
Pownal	5	6	1	12	3.59%	3.59%	4.1%
Raymond	6	11	0	17	5.09%	5.09%	5.8%
Scarborough	2	2	0	4	1.20%		0.0%
Sebatus	0	0	3	3	0.90%		0.0%
Westbrook	1	1	0	2	0.60%		0.0%
Windham	15	10	2	27	8.08%	8.08%	9.2%
Yarmouth	8	0	0	8	2.40%		
Out-of-State	6	0	0	6	1.80%		
TOTAL	107	177	50	334	100.00%	87.43%	100.0%

**TAB: Data Used for Charter School
School Enrollment Data**

SAU ID	SAU Name	School ID	School Name	4YO	EK	K	1	2	3	4	5	6	7	8	Attending Count
Auburn															
1007	Auburn School Department	1144	Auburn Middle School										279	282	561
1007	Auburn School Department	1134	East Auburn Community Schoc	28	4	20	17	17	20	24	21	21			172
1007	Auburn School Department	1135	Fairview School	25	8	68	84	64	97	75	75	81			577
1007	Auburn School Department	1908	Park Avenue Elementary Schoc	26	3	50	49	51	49	40	55	44			367
1007	Auburn School Department	1143	Sherwood Heights Elementary	28	5	51	53	56	65	52	54	42			406
1007	Auburn School Department	1140	Walton School	30	25	17	36	42	44	40	36	33			303
1007	Auburn School Department	1138	Washburn School			51	38	38	35	35	34	32			263
Totals				137	45	257	277	268	310	266	275	253	279	282	2,649

Population Totals 23055
 0-4 years 1417
 5-9 years 1428
 10-14 years 1376

Enrollment Data
 k-8 disadvantaged 1392
 % disadvantaged k-8 52.55%
 % Eligible F/R Lunch 52.6
 k-8 Limited English 142
 % Limited English 5.4%
 Ave Attending Pupils 3595.5

EPS Information
 EPS Rates (base) (elem) \$6,042
 EPS Special Ed 6050352.53 1682.75693 Per pupil Spec Ed EPS rate
 EPS Transportation \$280.58 1008809.77
Total EPS \$6,322.58

TAB: Data Used for Charter School

School Enrollment Data

SAU ID	SAU Name	School ID	School Name	4YO	EK	K	1	2	3	4	5	6	7	8	Attending Count
Windham/Raymond				pre-K	EK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
3162	RSU 14	1365	Jordan-Small Middle School								57	44	53	54	208
3162	RSU 14	1436	Manchester School							187	193				380
3162	RSU 14	1366	Raymond Elementary School			36	44	45	52	48					225
3162	RSU 14	1437	Windham Middle School									222	189	242	653
3162	RSU 14	1438	Windham Primary School			206	200	198	212						816
Totals				0	0	242	244	243	264	235	250	266	242	296	2,282
Pop Total Windham		17001													
0-4 years		958													
5-9 years		1057													
10-14 years		1116													
Pop Total Raymond		4436													
0-4 years		196													
5-9 years		257													
10-14 years		327													
Enrollment Data															
k-8 disadvantaged		733													
% disadvantaged		32.1%													
% Eligible F/R Lunch		32.69													
k-8 Limited English		38													
% Limited English		4.7%													
Ave Attending Pupils		3315													
EPS Information															
EPS Rates (base/elem)		\$6,704													
EPS Special Ed			\$5,053,882.59	\$753.86											
EPS Transportation		269.53	\$1,806,942.41												
		<u>6,973.53</u>													

**TAB: Data Used for Charter School
School Enrollment Data**

SAU ID	SAU Name	School ID	School Name	4YO	EK	K	1	2	3	4	5	6	7	8	Attending Count
Gray/New Gloucester				pre-K	E-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
1209	RSU 15/MSAD 15	1532	Burchard A Dunn School						167	164					331
1209	RSU 15/MSAD 15	1530	Gray-New Gloucester Middle School								166	167	143	158	634
1209	RSU 15/MSAD 15	1531	Memorial School	25		78	75	69							247
1209	RSU 15/MSAD 15	1528	Russell School	26	1	103	74	96							300
Totals				51	1	181	149	165	167	164	166	167	143	158	1,512
Pop Total Gray		7761													
0-4 years		481													
5-9 years		476													
10-14 years		444													
Pop Total NG		5542													
0-4 years		358													
5-9 years		402													
10-14 years		379													
Enrollment Data															
k-8 disadvantaged		511													
% disadvantaged		33.8%													
% Eligible F/R Lunch		34.79													
k-8 Limited English		19													
% Limited English		1.3%													
Ave Attending Pupils		2000.5													
EPS Information															
EPS Rates (base/elem)		\$6,587													
EPS Special Ed			2,323,835.28	1,161.63											
EPS Transportation		619.81	1,239,931.70												
		7,206.81													

TAB: Data Used for Charter School

School Enrollment Data

SAU ID	SAU Name	School ID	School Name	4YO	EK	K	1	2	3	4	5	6	7	8	Attending Count
Poland/Minot/Mechanic Falls				pre-K	E-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
3163	RSU 16	1342	Bruce M Whittier Middle School										126	127	253
3163	RSU 16	1303	Elm Street School-Mechanic Falls	27		41	37	37	42	37	29	38			288
3163	RSU 16	1309	Minot Consolidated School	23	2	36	36	26	26	28	22	19			218
3163	RSU 16	1340	Poland Community School	31		61	65	54	58	63	66	71			469
Totals				81	2	138	138	117	126	128	117	128	126	127	1,228
Pop Total Poland		5376													
0-4 years		79													
5-9 years		306													
10-14 years		376													
Pop Total Minot		2607													
0-4 years		148													
5-9 years		167													
10-14 years		189													
Enrollment Data															
k-8 disadvantaged		501													
% disadvantaged		40.8%													
% Eligible F/R Lunch		39.8%													
k-8 Limited English		3													
% Limited English		0.2%													
Ave Attending Pupils		1720													
EPS Information															
EPS Rates (base/elem)		\$6,191													
EPS Special Ed			2,520,125.40	1,465.19 Per pupil Spec Ed											
EPS Transportation		601.92	1,035,303.40												
		6,792.92													

Data Sources:

Enrollment, Disadvantaged, Limited English Proficiency, Total Pupil Counts from Maine DOE Computation of Unit Allocation to Fund Public Schools 2012-2013

Data was run on 4/26/2012

General Purpose Aid to Local Schools

<http://www.maine.gov/education/data/subsidy/FY13PreliminarySubsidy.htm>

This data represents preliminary subsidy amounts.

Population counts: Maine Census, 2010

2010 Demographic Profile for Maine Towns, Cities, Counties and the State

<http://www.state.me.us/spo/economics/census/>

School specific enrollment data by Grade was obtained from:

<http://www.maine.gov/education/enroll/attending/statefallpub.htm>

Public School October 2011 Attending Counts, by SAU, spreadsheet

Free and Reduced Price Lunch

From online report As of October 31, 2011

https://portal.maine.gov/sfsr/sfsrdev.ed534.ed534_parameters

This spreadsheet was created in May 2012 to support Fiddlehead's application to operate a Charter School in Maine.

Fiddlehead Arts and Science Center, 25 Shaker Rd, Gray, ME

Executive Director, Jacinda Cotton-Castro

Data Prepared by: Wendy Betts

Exhibit 22: Certificates of Insurance

Fiddlehead School of Arts & Sciences will obtain all required insurances needed to operate the charter school. We have obtained quotes for this insurance from Kyes Insurance, Farmington, Maine and will purchase this coverage upon approval of the charter school. Please see letter from Kyes Insurance attached here.

KYES

INSURANCE

Farmington : Skowhegan : Rumford : Livermore Falls

Fiddlehead Art and Science Center
25 Shaker Rd
Gray, Me. 04039

5/22/2012

RE: Public School Insurance

Dear Jacinda,

I am excited to hear the news that you are applying to become a public charter school. We are proud to be your insurance agent and to have watched you grow over the past ten years. Kyes writes more public school insurance than any independent agent in the State of Maine. We have access to two markets that write public schools. They are both A rated and provide all the coverages you are looking for.

Your current policies provide Directors and Officers Coverage along with Employment Related Practices, Business Auto, General Liability, Sexual Abuse and Molestation, Workers Compensation and Crime coverage. We have excellent bonding companies that would provide a surety bond for the school's chief financial officer.

There are three coverages that you currently do not carry. Educators Legal Liability is rated per faculty member. I believe \$1500.00 annual premium would be an appropriate budgeted amount. The surety bond with a limit of \$100,000 will cost approximately \$350.00 annually. An Umbrella with a \$1,000,000 limit will be approximately \$1000.00 on an annual basis.

Please let me know if you require any further information or estimates for budgeting purposes.

Thank You,

Very Truly Yours,

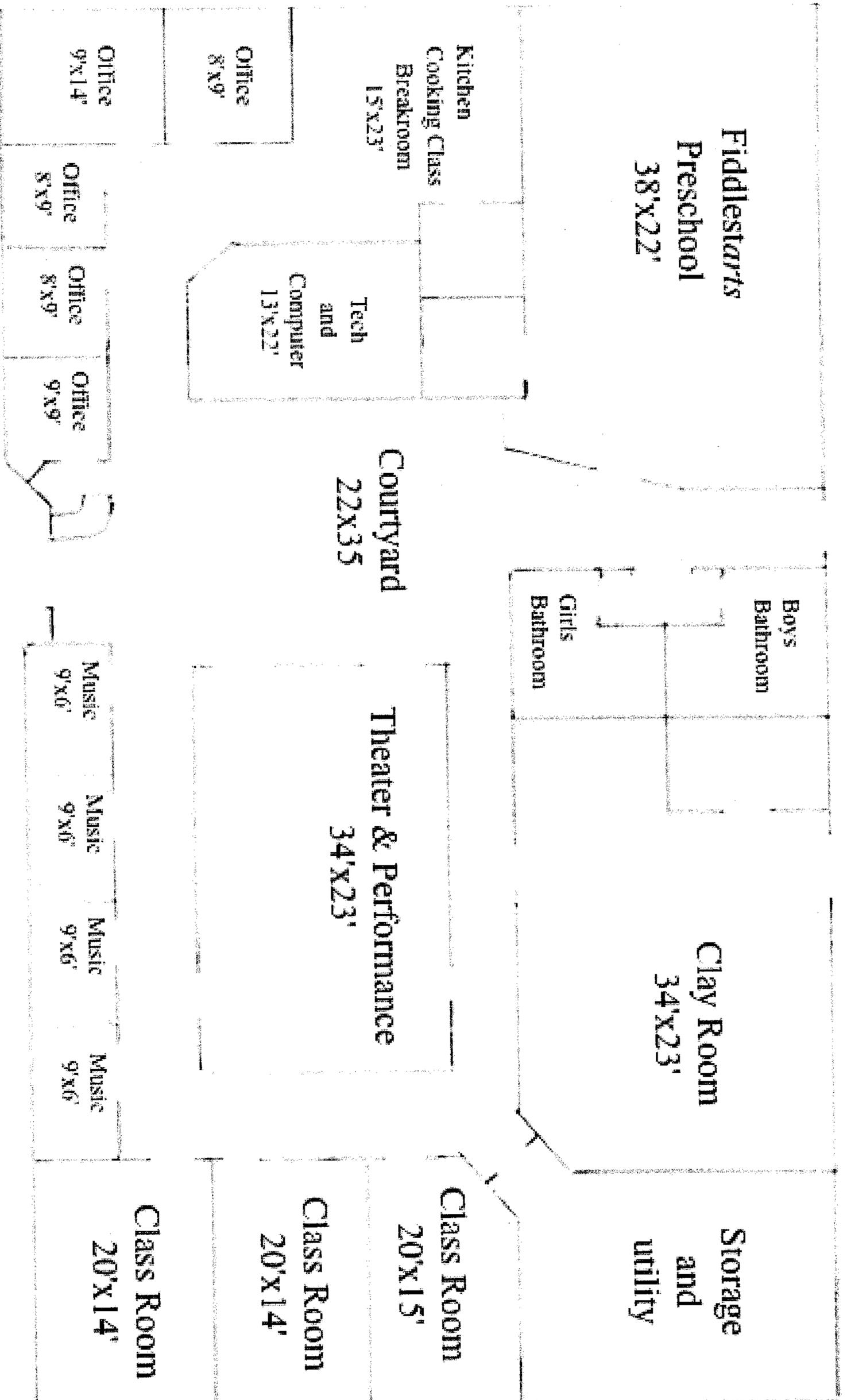
Flint Christie, C.S.R.M. (Certified School Risk Manager)
Vice President

PO Box 311
171 Main Street
Farmington, ME 04938
207-778-9862 or 800-244-5937
Fax: 207-778-5970

PO Box 100
98 Water Street
Skowhegan, ME 04976
207-474-9561 or 800-287-5557
Fax: 207-474-3813

26 Congress Street
Rumford, ME 04276
207-369-0171
Fax: 207-364-2549

PO Box 1
1 Depot Street
Livermore Falls, ME 04254
207-897-3602 or 800-479-5760
Fax: 207-897-2824



7392 sq ft

scale only approximate

EXHIBIT 23 ROOM SCHEDULE

Tenant Space

(Future Expansion)

6500 sq ft

Exhibit 24: Facility Lease

Fiddlehead School of Arts & Sciences will lease facility space from Fiddlehead Center. This lease agreement will be completed once charter school approval has been made. This action item is included in the school's pre-opening plan.

Exhibit 25: Schedule of Furnishings and Fixtures

There is very little need for additional furnishing and fixtures, because we are already established. Small adjustments to existing classrooms will be based on enrollment and done during Summer 2013.

Exhibit 26: Transportation Plan

Fiddlehead School of Arts & Sciences

An efficient transportation plan is critical to the success of our Charter School. There is perhaps no activity in which our students engage on a daily basis, besides travel to and from the school, where their safety and well-being are more directly dependent on thoughtful planning and design.

Modes of Transportation: Fiddlehead School Van

Routes of Travel: Pick up will be in each town within the catchment area at a predetermined public location.

A.M. Schedule: Pick up will be between the hours of 7:30 & 8:30 a.m. Two trips may be necessary based on number of children being transported, so that no one child is on our van longer than 45 minutes.

P.M. Schedule: Drop Off will occur between the hours of 3:30 & 4:30 p.m. Parents will be responsible of picking up their child at the predetermined drop off location on time. For those parents opting to have their child in our after school program, they will be required to pick up the child at our facility. No late drop off will occur.

Van Safety: This Van has been fitted with high top booster seats and five point harnesses. It has also been inspected by the local State safety representative and is insured by Kyes Insurance Agency.

Driver Qualifications: Recruitment for a highly qualified experienced bus driver will take place as soon as the contract has been signed. Driver will meet all Maine school transportation guidelines.

Hours: 7:00 – 8:15 a.m. and 3:15 – 4:30 p.m.

Outside of Catchment Area: No transportation services outside of the catchment area will be provided, unless by the child's family.

Revenue and Expenditures: Revenues will be accrued by the transportation stipend allocated per student. These fees will cover the expense of the driver, maintenance and insurance of the vehicle. The budget reflects in year two the acquisition of either an additional van or mini-bus depending on the number of students requiring transportation. This new van or mini bus will be equipped with handicapped accessibility.

Handicapped Accessibility: Should a handicapped accessible vehicle be needed for transportation, Fiddlehead will:

- 1) Rent an appropriate vehicle; or
- 2) Purchase an appropriate vehicle.

Exhibit 27: Education Service Provider Background Information

This item is not applicable to Fiddlehead. We will not be using an ESP.

Exhibit 28: List of Schools Managed by the ESP

This item is not applicable to Fiddlehead. We will not be using an ESP.

Exhibit 29: ESP Executed or Draft Contract

This item is not applicable to Fiddlehead. We will not be using an ESP.

Attachments

1. Performance Indicators Rubric
2. Curriculum Map - Visual Arts (K)
3. Sample Lesson Plan - The Mitten
4. Kindergarten Newsletter Example
5. Special Education Requirements Rubric
6. Student Handbook Example
7. Maine Department of Education Report Requirements
8. Kyes Insurance Letter of Access
9. Fiddlehead School Letters of Support and Cooperation
10. Pre-Opening Plan
11. Letter From Attorney Regarding Fiddlehead School Governance

FIDDLEHEAD SCHOOL OF ARTS & SCIENCES

JANUARY 2013

Performance Indicators, Measures, Metrics and Contract Evaluation Criteria

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence presented as part of monitoring plan (State whether evidence is from Document/Interview/Site visit/Other source (describe))	Meets performance Expectations: Yes/no/partially
Student Academic Proficiency	<ul style="list-style-type: none"> Proficiency Level on State Assessments Proficiency Level on school-developed assessments 	<ul style="list-style-type: none"> Percentage of students scoring at “proficiency” or above on state assessments in English Language Arts and Mathematics Percentage of students considered proficient on school assessment in specified subject areas 	<ul style="list-style-type: none"> Percentage of students (age8/gr. 3 and above) at proficiency level will increase every year by 3% on NECAP in Reading and Math (on Better Balanced when that is phased in) NWEA to be given pre and post, midterm for struggling learners to show 3% increase. Local assessment will be ongoing using Work Sampling System (Pearson) for ages 4-10 (PK-gr 5), reporting 2x/ year. 	<ul style="list-style-type: none"> Annual state assessment School developed formative and summative assessment data, available on monthly, quarterly and annual basis. 	In the first year, the Commission will ask for a six month update on its plan. Data will be submitted annually, thereafter.	
Student Academic Growth	<ul style="list-style-type: none"> Value added nationally normed individual and group assessment or equivalent for English and Math. 	<ul style="list-style-type: none"> Percentage of students who make one year’s growth Percentage of students moving to a higher performance level for academics and goals of the charter school. 	<ul style="list-style-type: none"> 80% of students will meet or exceed Work Sampling System Literacy, Math and Science performance indicators typical of their age/grade by the end of each year. 10% of students will achieve 75% of performance indicators in Literacy, Math & Science; 10% will meet 50% of performance indicators. 	<ul style="list-style-type: none"> Within the first three months, school has established individual student records for target information, offered quarterly and annually. 	In year one, the school will submit its plan within six months of opening. The Commission will review the school’s reports annually thereafter. (A major review will be completed in the third year).	
Achievement	<ul style="list-style-type: none"> Gaps in 	<ul style="list-style-type: none"> Gaps as 	<ul style="list-style-type: none"> Goals for gap closure 	<ul style="list-style-type: none"> Evidence to be 	Annual Reports	

Gaps in proficiency and growth between major student subgroups	proficiency and growth between major student subgroups	determined by Maine's ESEA-based accountability system.	include charting population to identify subgroups and establish a goal of 4-5% growth. <ul style="list-style-type: none"> Agreement to review goals annually with authorizer. State data will be used as comparison. 	available quarterly and annually, for each student <ul style="list-style-type: none"> Where available, state data for comparison schools will be also reviewed. 		
Student Attendance	<ul style="list-style-type: none"> Average Daily Attendance Rate Individual student attendance rate Unexcused absences 	<ul style="list-style-type: none"> Percentage of students attending a target percentage of days. Percentage of students exceeding a particular number of trancies in a given period of time. 	<ul style="list-style-type: none"> MEDMS system for reporting data Targets established at 94% attendance Create process for working through student unexcused and excessive absences School data to be compared with state average and for "comparison band" 	<ul style="list-style-type: none"> Operators to be required to report student attendance data in accordance with state regulations on truancy and dropouts. 	Report on status of systems to be done within six months of opening. Annual reports thereafter.	
Recurrent Enrollment from Year to Year	<ul style="list-style-type: none"> Student re-enrollment from one year to the next. Continuous enrollment of students for multiple years 	<ul style="list-style-type: none"> Percentage of students re-enrolled from one year to the next Percentage of students continuously enrolled for multiple years 	<ul style="list-style-type: none"> Enrollment records 90% recurrent enrollment Target Establish exit interview to determine cause for not reenrolling. 	<ul style="list-style-type: none"> Revised semi-annually 	MCSC to receive from each school district in accordance with the statutory requirements.	
Postsecondary readiness (for HS)			<ul style="list-style-type: none"> N/A – Pre-K-6 school 			
Financial Performance and Sustainability	<ul style="list-style-type: none"> Budget versus actual revenue and expenditures 	<ul style="list-style-type: none"> Percentage variation between budget 	<ul style="list-style-type: none"> School will produce monthly financial reports, and evidence 	<ul style="list-style-type: none"> Quarterly financial reports available to the authorizer. 	<ul style="list-style-type: none"> Annual audit by an outside reviewer 	

	<ul style="list-style-type: none"> External audit reports 	<p>and actual revenue and expenditures.</p> <ul style="list-style-type: none"> Balance Sheet Presence of management findings or deficiencies on an audit report, and success in correct findings. 	<p>that reports is reviewed by governing board monthly through agenda item.</p> <ul style="list-style-type: none"> When monthly financials vary by more than 5% item is flagged for special governing board consideration. 		<ul style="list-style-type: none"> Copies of Quarterly reports to the Operator's board will be sent to MCSC. 	
Governance Board Performance and Stewardship	<ul style="list-style-type: none"> Public Accountability – Transparent, responsive and legally compliant Board operation 	<ul style="list-style-type: none"> Board operations consistent with Bylaws, Charter Contract and state laws, including Freedom of Access law and law prohibiting conflicts of interest. 	<ul style="list-style-type: none"> Governance board meeting to be held monthly Application shows evidence of bylaws and policies in place and are regularly reviewed. Governing Board membership to be increased to 9 members. 	<ul style="list-style-type: none"> State and Federal IRS forms are regularly filed and available to the public Authorizer to conduct semi-annual interviews with Governance Board Chair and chief executive officer. 	MCSC interviews with the Board Chair and School heads done within first six months of the contract. Annually, thereafter.	
Adequacy of Facilities Maintenance in Support of the Program	<ul style="list-style-type: none"> Actual facility cost Room utilization Cleanliness of facility Maintenance request log Capital Improvement plan 	<ul style="list-style-type: none"> Percentage of over or under cost projection Rate of room utilization Daily cleaning logs Maintenance request and time completed 1-3-5 year plan for capital improvements 	<ul style="list-style-type: none"> Daily cleaning logs to be maintained. Quarterly Building Committee meetings to monitor facility and capital improvement plan. 	<ul style="list-style-type: none"> Records available on request Annual review of maintenance and capital improvements. 		
Transportation and Food	<ul style="list-style-type: none"> As planned in the application 	<ul style="list-style-type: none"> Records of costs and student 	<ul style="list-style-type: none"> As outlined in the application 	<ul style="list-style-type: none"> State/city inspection of facility in 	First year; six month report.	

Service	and approved contract	utilization.		accordance with health and safety laws	Annually, thereafter.	
School Social and Academic Climate	<ul style="list-style-type: none"> • Instances of bullying, harassment, or other abusive practices • Confidential surveys of parents, staff and students regarding social and academic climate • Emotional/social growth of students 	<ul style="list-style-type: none"> • Reports of actual or suspected bullying, harassment or other abusive practices • Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate • Survey of students and staff 	<ul style="list-style-type: none"> • The school will maintain the same state and federal reporting requirements as public schools. • School will participate in the state student climate surveys; data compared with comparison schools. • Survey to be developed to measure parent/student/community feedback 	<ul style="list-style-type: none"> • Reviewed annually 	<p>Parent and student survey – results to MCSC and governing board annually.</p> <p>Governing board to review and approve the survey form; MCSC may require revisions in the form if found inadequate.</p>	
Parent and Community Engagement	<ul style="list-style-type: none"> • Partnerships • Communication systems • Parent participation in their children's education and in the operation of the school. 	<ul style="list-style-type: none"> • Partnerships with community organization and representatives, including local non-charter public schools. • Regular and clear communication to and from parents and caregivers regarding operations of the school and about their 	<ul style="list-style-type: none"> • Goal is to have all families involved in the school community in ways that are meaningful to parents and the school will therefore seek 80% parent participation. • Involvement noted in school handbooks for parents and students. • Plan for parent conferences established, and records maintained. • List of engagement opportunities provided to parents and 	<ul style="list-style-type: none"> • The Authorizer will meet annually with a representative group of parents to review their sense of school compliance with target practices • School will present evidence of parental feedback and their subsequent actions for improvement. 	See previous column	

		<p>children specifically.</p> <ul style="list-style-type: none">• Participation in parent-teacher meetings• Parent and family participation in school sponsored activities, including volunteer and fundraising activities.	<p>community members throughout the school year with capacity for them to add additional activities. Record kept of volunteer and parent participation.</p>			
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Fiddlehead School of Arts and Sciences Curriculum Map

Kindergarten Visual Arts

Most Kindergarten Students will:

- Draw and recognize a variety of lines and simple shapes.
- Recognize and identify basic art elements: shape, color, form, texture, space, value, and line.
- Demonstrate an introductory use of painting and printing techniques, mixing paints, caring for paint materials and printing tools.
- Build sculptures that are structurally sound, considering the weight and balance of different materials.
- Create three-dimensional artworks that are aesthetically considered from all sides, recognizing and identifying basic principles of design such as balance, emphasis, and movement.
- Use art materials and tools in a safe and responsible manner.
- Examine and inquire about the work of their peers as well as artworks in history and different world cultures.
- Describe and reflect on creative processes and outcomes individually and as a group.

Select works for display in the school at fiesta's or showcase evenings and/or within the community.

(E) = Embedded through continuous review in daily routine.

Month	Content	Exit Expectations	Assessment
September <i>Children choose themes, projects may continue month to month or may be introduced by teacher</i>	Art Elements, Principles, Media and Processes Historical and Cultural Context	Explore the six basic colors – primary (red, yellow, blue) and secondary (green, orange, and purple/violet). Explore black, white and brown. Explore the terms shape and size. Experience subject matter: portrait.	Teacher observation Skill Checklist Teacher observation
October <i>My School My Friends and My Family</i>	Art Elements, Principles, Media and Processes	Explore the six basic colors – primary (red, yellow, blue) and secondary (green, orange, and purple/violet). Explore black, white and brown. Explore repeating patterns, grouping, and sequencing according to size, shape, and color in works of art.	Teacher observation Skill Checklist

Fiddlehead Curriculum Map – Visual Arts

<p>November</p> <p><i>The Butterfly</i></p>	<p>Art Elements, Principles, Media and Processes</p>	<p>Use the primary (red, yellow, blue) and secondary (green, orange, and purple) colors to create works of art.</p> <p>Explore the six basic colors – primary (red, yellow, blue) and secondary (green, orange, and purple/violet).</p> <p>Explore black, white and brown.</p>	<p>Teacher observation Skill Checklist</p>
<p>December</p> <p><i>Foods</i> <i>Latin Americans</i></p>	<p>Art Elements, Principles, Media and Processes</p> <p>Historical and Cultural Context</p>	<p>Explore the six basic colors – primary (red, yellow, blue) and secondary (green, orange, and purple/violet).</p> <p>Explore black, white and brown.</p> <p>Explore the terms shape and size.</p> <p>Explore repeating patterns, grouping, and sequencing according to size, shape, and color in works of art.</p> <p>Explore media – crayon, pencil, paint, fabric, yarn, clay, sculpture (used to produce artworks).</p> <p>Experience art processes: two - dimensional – drawing, painting, and collage.</p> <p>Experience purposes of art (tells a story).</p> <p>Experience cultures: Latin American Art – children choose.</p>	<p>Teacher observation Skill Checklist</p> <p>Teacher observation</p>
<p>January</p> <p><i>Celebrations Around the World</i></p>	<p>Art Elements, Principles, Media and Processes, Cultural</p> <p>Historical and</p>	<p>Explore the six basic colors – primary (red, yellow, blue) and secondary (green, orange, and purple/violet).</p> <p>Explore repeating patterns, grouping, and sequencing according to size, shape, and color in works of art.</p> <p>Explore media – crayon, pencil, paint, fabric, yarn, clay (used to produce artworks).</p>	<p>Teacher observation Skill Checklist</p> <p>Teacher observation</p>

Fiddlehead Curriculum Map – Visual Arts

	Cultural Context	<p>Experience purposes of art – (tells a story).</p> <p>Experience cultures: Latin American Design & Art (children choose)</p>	
<p>February</p> <p><i>The Mitten/WinterWonderland</i></p>	<p>Art Elements, Principles, Media and Processes</p>	<p>Explore the six basic colors – primary (red, yellow, blue) and secondary (green, orange, and purple/violet).</p> <p>Explore black, white and brown.</p> <p>Explore the terms shape and size.</p> <p>Explore repeating patterns, grouping, and sequencing according to size, shape, and color in works of art.</p>	<p>Teacher observation</p> <p>Skill Checklists</p>
<p>March</p> <p><i>Storytime/Theater</i></p>	<p>Art Elements, Principles, Media and Processes</p>	<p>Use the primary (red, yellow, blue) and secondary (green, orange, and purple) colors to create works of art.</p> <p>Explore the six basic colors – primary (red, yellow, blue) and secondary (green, orange, and purple/violet).</p> <p>Explore black, white and brown.</p> <p>Explore the terms shape and size.</p> <p>Explore repeating patterns, grouping, and sequencing according to size, shape, and color in works of art.</p> <p>Explore media – crayon, pencil, paint, fabric, yarn, clay (used to produce artworks).</p> <p>Experience art processes: two dimensional – drawing, painting, and collage.</p> <p>Experience cultures: Children choose</p>	<p>Teacher observation</p> <p>Skill checklist</p> <p>Teacher observation</p>

Fiddlehead Curriculum Map – Visual Arts

		Experience subject matter: portrait.	
April <i>Things in the Sky</i> <i>Things that Grow</i>	Art Elements, Principles, Media and Processes	Students will experience art with attention given to the elements of art (line, shape, color, form, texture, space, value) or principles of design (balance, emphasis, pattern).	Teacher observation
May <i>Animals</i>	Art Elements, Principles, Media and Processes	Explore the six basic colors – primary (red, yellow, blue) and secondary (green, orange, and purple/violet). Explore black, white and brown. Explore repeating patterns, grouping, and sequencing according to size, shape, and color in works of art. Students will explore a variety of media (crayon, pencil, paint) and processes (drawing, painting, weaving) used for creating works of art. Experience art processes: Two-dimensional – drawing, painting, and collage.	Teacher observation
June <i>Insects</i> <i>Summer Fun</i>	Art Elements, Principles, Media and Processes Historical and Cultural Context	Explore the six basic colors – primary (red, yellow, blue) and secondary (green, orange, and purple/violet). Explore black, white and brown. Explore repeating patterns, grouping, and sequencing according to size, shape, and color in works of art. Students will explore a variety of media (e.g., crayon, pencil, paint) and processes (drawing, painting, weaving) used for creating works of art. Experience purposes of art – narrative (tells a story). Experience subject matter: portrait	Teacher observation Skill Checklist Teacher observation

Sample Lesson Plan Using Multiple Intelligences

Level: Kindergarten (K) and First Grade (GR 1)

Based on: *The Mitten*, by Jan Brett

Objective(s):

- (K, GR 1) Children will be able to identify/name at least two animals that hibernate, and two that are active.
- (K, GR 1) Children will be able to identify hibernation as an adaptation.
- (GR1) Children will be able to identify name at least two animals that are dormant.

Approaches:

Linguistic

1. Listen to the book, *The Mitten* by Jan Brett. (K, GR1)
2. Tell *The Mitten*, using the mitten sewing cards with animal shapes. (Listed under body–kinesthetic) (K).
3. Say the word “hibernate” and discuss the meaning (animals sleep in winter in holes, caves, and underground in order to protect themselves and as an *adaptation* to the scarce food and harsh winter conditions). Say the word “ active”, discuss the meaning and identify which animals are active in winter. (K, GR 1)
4. Say the word “adaptation” and discuss (animals *hibernate* as an *adaptation* to the scarce food and harsh winter conditions). (K, GR 1)

Logical - Mathematical

1. Count the number of animals that enter the mitten. (K)
2. State the order in ordinal numbers as the animals go into the mitten. (K, GR 1)
3. State the order in which the animal go into the mitten (small to large). (K, GR 1)
4. Make a calendar. Count the number of days, weeks and months that animals hibernate. (K, GR 1)

Body - Kinesthetic

1. Sew two mittens shaped cards together with yarn. (K)
2. Act out a bear or other animals hibernating. Act out another animal that is active in the winter. (K, GR 1)
3. Build a shelter out of branches for animals to hide in. (K, GR 1)
4. Make a floor plan for warm shelter for imaginary animals. Measure, mark and label drawing of the shelter. What is the shape of your shelter? Make a list of materials you will need to build the shelter you have designed. (GR 1)

Spatial

1. Make drawings of animals to color and cut out to place inside of the mitten. (K)
2. Use clay to create three dimensional animals. (K, GR 1)
3. Use foam or felt to make cut outs of animal paw prints and print tracks. (K, GR 1)
4. Make a life-size paper mache model of a bear as a class. (GR 1)

Music

1. Make up a song to the tune of “Ten in the Bed”. Example “there were seven in the mitten and the rabbit said ‘Move over! Move over!’” (K, GR 1)
2. Sing the song “I Am Shivering in the ColdBrrrr!” (K)
3. Use foam or felt to make cut-outs of animal paw prints and print tracks. (K, GR 1)
4. Use notation to write an original song (music teacher to help with notation). (GR 1)

Interpersonal

1. Act out *The Mitten* in a group. Children will organize the casting of the characters. (K, GR 1)
2. Perform the story for parents or another class. (K, GR1)

Intrapersonal

1. Visualize, with your eyes shut, how it feels to be inside the mitten. Discuss and brainstorm words (warm, cozy, squishy, safe, crowded, etc.). (K, GR 1)

Naturalist

1. Identify five different animals in local Maine forests. (GR 1)
2. Visit the wildlife park to observe the bears. (K, GR 1)

Community Connection:

1. Maine Wildlife park - observe bears - do they hibernate in captivity?
2. Libby Hill Forest – First grade will mentor Kindergarten class in the forest in looking for signs of animals that are active in the winter.
3. Library - Research hibernation, adaptation, local wildlife. (K, GR 1) Publish guide to Libby Hill Forest of forest animals that are active in the winter. (GR 1)
4. Community members as teachers in our school: Wildlife Biologists and Game Wardens as visiting speakers from the Department of Wildlife and Inland Fisheries.

Assessment:

Documentation in portfolios will reveal concepts and information gained from the chosen projects and activities in each domain of intelligence.

Kindergarten Newsletter September 26 – 30, 2011



Thank you to Malia's dad for the yummy donuts. Thank you to Annaka's Grammy for helping us make applesauce and reading to us. Thank you to Leslie for sharing her garden and vegetables.



Monday – September 26

We started making puppets today modeled after Leo the Lion, who is a peacemaker stick puppet in our classroom.

A spontaneous group project emerged today in the sand pile. Mac was building a stick house and made a sign "Save" to protect it. Annaka, Malia and Jameson joined in digging a small trench around it for a waterfall. It was early release and soon about a dozen or more children were gathered around asking to join. It was a community effort and the children worked cooperatively. An older child assisted Annaka with digging a hole.

Annaka describes the problem: "I want it bigger."

Troy: "Do you want it wider bigger or longer bigger?"

Another child: "I'm in first grade and I want to help."

Other children ran for pails of water for the waterfall.

With the paper and string used for making signs in the sand box, Malia and Annaka made kites. Malia wrote words on her kite. Annaka experimented with lengths of string to see if it would improve the flight of her kite.

Tuesday - September 27



We finished our puppets today and put on puppet shows.

Laura volunteered in our classroom today, visiting the “doctor” and “veterinarian” offices that are a part of the children’s dramatic play. Anne Barbour (2007), Ph.D. Early Childhood Education Professor writes:

Dramatic play promotes abstract thinking. When children use a prop (like a block) to stand for something else (a phone for instance), they are learning to think using symbols. The block symbolizes the phone. And that kind of thinking is the basis for just about everything children learn in school. After all, letters and words and numbers are really symbols for real objects or quantities. Dramatic play also encourages problem solving, and if children are playing with others, it builds social and emotional skills: learning about other peoples’ feelings and perspectives, negotiating, cooperating, etc. They also learn how to respond appropriately to others. In dramatic play kids can be anything they want just by pretending and that’s emotionally satisfying and builds self-esteem.

We read, [If You Take a Mouse to School](#) by Laura Joffe Numeroff . We talked about cycles and how one thing can affect another.



Outside we experimented in the sand pile with baking soda and vinegar - making volcanoes.

What will happen when we put the vinegar into the hole with baking soda? The children decided it would keep the baking soda from sinking (absorbing) into the dirt. We experimented with small and large amounts of baking soda. We discovered any left over baking soda would still “melt” when vinegar was added.



Wednesday - September 28

We went to the apple orchard with the preschool class. There were extra drivers so the children rode with some of the preschool children. A big thanks you to the drivers! We had a horse and wagon ride out to the orchard by the gazebo where Jameson exclaimed: “I can see the whole world”. It is quite the view from the top of Gloucester Hill Road. We had cider and donuts and played” Apple, Apple, Pumpkin”. Later in the day, we wrote a thank you note to Thompson’s Orchard.

We had violin today with Miss Irina.

Thompson's Orchards





Thursday - September 29

The children played with geoboards in the morning making shapes, design and maps with the rubber bands on the grid.

We read , Living Sunlight by Molly Bang. Before we read Mac explained what we breathe out and the plants breathe in. WE learned that every living thing is dependent on the sun as a part of our living system. After reading the book Malia noted, “ It’s a cycle”.

We had Spanish with Jacinda today. We are learning to count, our colors and a Spanish counting game.

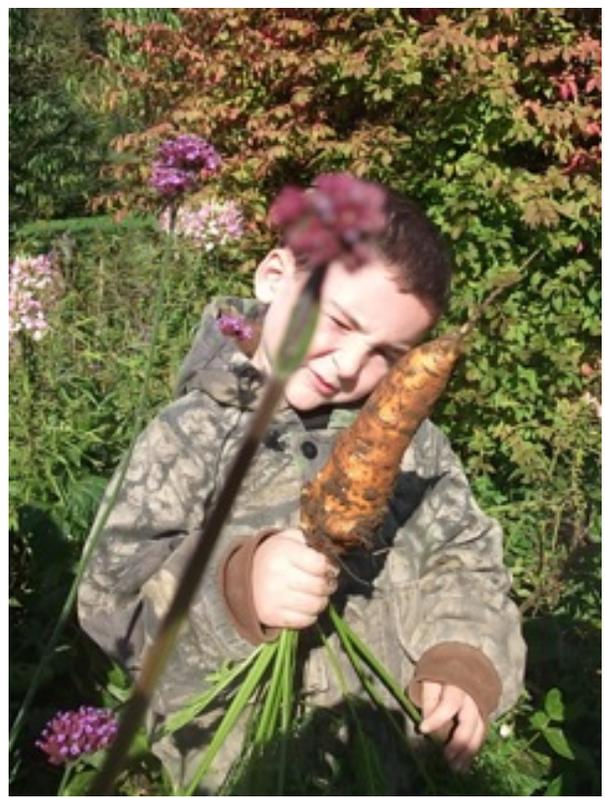
Friday - September 30

We went to visit my friend Leslie and help her harvest some vegetables in her garden. We dug potatoes, pulled carrots and beets, picked peppers and tomatoes....





and sampled raspberries off the bush.



We ate lunch at the picnic table near the brook. The highlight was Leslie's dog named Muna. She loves to chase balls and we all had a turn using the ball launcher.



Leslie captures rainwater from the roof of the barn to water her gardens. We found two large frogs swimming in the rain barrels (one which was an aluminum canoe).



In the greenhouse we saw enormous flowers growing and examined the dead dragonflies that sometimes are caught inside.



In the afternoon we made applesauce with the apples we picked from the orchard. We used an apple peeler that skinned the apples while it turned, leaving behind long apple laces that we ate. We measured the longest one – it was taller than us! While we waited for the sauce to cook Annaka’s Grammy read [Apples, Apples, Apples](#) by Nancy Elizabeth Wallace.

The applesauce was yummy ! What a great closing of our week!

Note: Excerpt on Dramatic Play from article by Anne Barbour Ph.D. from the web:
http://aplaceofourown.org/question_detail.php?id=341

Fiddlehead School of Arts & Sciences

Special Education Program Requirements				
Criteria for Approval	Required Evidence	Annual Report Due	Approved	Not Approved
Qualification or certification of staff 20-A MRSA & 7204 (4) (B)	List of all special education staff and proof of certification; licensure if applicable and fingerprinting MUSER X11. 1.A. (1) B.			
PLAN OF INSTRUCTION 20-A MRSA & 7204 (4)	Copy of written curriculum that: aligns with the system of learning results; description of assessments; access to the general curriculum and to extracurricular activities MUSER X11. 1.A. (1) d.			
ADEQUACY OF FACILITIES 20-A MRSA & 7204 (4) (d)	Documentation of all required inspections MUSER X11. 1.A. (1) e.			
TEACHER-STUDENT RATIO 20-A MRSA & 7204 (4) (g)	Documentation of appropriate teacher/student ratios and caseloads. MUSER X11.1.A.(1) g.			
CONTINUUM OF SPECIAL EDUCATION SERVICES Me Dept. of Ed. Reg. X.2. (A)	List of types/range of special education services provided. MUSER X11. 1.A. (1) h.			
RESTRAINT AND SECLUSION 20-A MRSA 4502 (5)(M) Me. Dept. of Ed. Reg. 33	Copy of Charter School's Chapter 33 implementation policy.			
MANDATORY REPORTING MUSER X11.1.A. (1) n.	Policy for immediate notification and reporting of serious events; including serious injury or death of a child; criminal activity on the part of a child or staff member; or other serious incident affecting the wellbeing of any child.			

<p>ASSISTIVE TECHNOLOGY REG. 300.105</p>	<p>Annual Report of any students who require assistive technology devices or services, or both as those terms are defined in 300.5 and 300.6, respectively, are made available to a child with a disability.</p>	<p>Report due July 1, 2014</p>		
<p>NONACADEMIC SERVICES Reg 300.107</p>	<p>Annual report of provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.</p>			
<p>INDIVIDUAL EDUCATION PROGRAM</p>	<p>Evidence that Charter School is using state required IEP form that complies with Reg. 300-320-300.324 except as provided in 300.300 (b)(3)(ii).</p>			
<p>ROUTINE CHECKING OF HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES</p>	<p>Documentation that hearing aids and external components of surgically implanted medical devices worn in school by children with hearing impairments, including deafness, are functioning properly subject to paragraph (b) (2) of this section.</p>			
<p>LEST RESTRICTIVE ENVIRONMENT Reg 300.114</p>	<p>Written assurance that the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.</p>			

<p>PROCEDURAL SAFEGUARDS Reg. 300.121.</p>	<p>Evidence in student files shows that all procedural safeguards required by State (Maine Special Education Regulations, Chapter 101, Section XV) and federal special education laws and regulations are established within the unit, meetings the requirements of 200.500-536</p>			
<p>EVALUATION Reg 300.122</p>	<p>Evidence of procedures used in evaluating of students with disabilities and a list of all staff involved that meet the requirements of 300.300 - 300.311 of subpart D of this part. MUSER V. 1,2,3,4,5,6 VII. 2,3,4.</p>			
<p>CONFIDENTIALITY OF PERSONALLY IDENTIFIED INFORMATION Reg 300.123</p>	<p>Copy of FERPA policies and procedures that complies with Reg. 300-620- 300.626 related to protecting the confidentiality of any personally identified information collected, used, or maintained under Part B of the Act</p>			
<p>PROHIBITION AGAINST COMMINGLING</p>	<p>Financial reports will show that federal funds provided to the unit under Part B IDEA will not be commingled with State funds, and a separate accounting system is used that includes an audit trail of expenditures of the Part B funds.</p>			



art & science center

fiddlehead

Growing Together

STUDENT HANDBOOK

Updated March 2012

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Fiddlehead Art & Science Center is referred to as "Fiddlehead" in this publication.

Handbook updated 3/1/2012



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www.fiddleheadcenter.org

Dear Fiddlehead Friend,

Welcome! It is with great pleasure that we invite you and your children to participate in the many wonderful programs and events at Fiddlehead Art & Science Center (Fiddlehead).

Fiddlehead is where creativity, culture and community meet.

As a rural, grass-roots organization, Fiddlehead is unique in its offerings, not only because we have numerous creative programming all under one roof, but because we directly reflect our community and its needs. We offer a variety of artistic classes, science classes, adult and senior enrichment and wellness classes, a preschool program, and a pre-K/kindergarten program.

This handbook is a general guide of the structure and programs offered at Fiddlehead. We encourage you to share the information in this handbook with your children.

Fiddlehead welcomes community involvement. Please feel free to contact us anytime to discuss your ideas, concerns, accolades or questions.

Thank you!

*Jacinda Joy Cotton-Castro
Co-Founder & Executive Director*

Fiddlehead is a 501(c)(3) non-profit organization.

Fiddlehead does not discriminate on the basis of race, color, religion, sex, national origin, age, sexual orientation, disability, or any other characteristic protected by law.

Who We Are

Fiddlehead Art & Science Center (Fiddlehead) is a not for profit registered 501(c)(3) organization serving the greater Gray/New Gloucester communities, including: Casco, Pownal, Lewiston, Auburn, Poland, Windham, Poland Springs, Freeport, North Yarmouth, Yarmouth, Raymond, and Cumberland. Fiddlehead is governed by an enlightened, dedicated and involved volunteer Board of Directors and depends on hundreds of local volunteers throughout the year in support of its programs and fiscal well-being. Since opening our doors in 2002, the lives of more than 6,000 young people and adults have been enriched by a broad range of Arts and Science programs.



Our primary focus is on youth, Pre-K through 8th grade. In 2003, an innovative preschool education program called FiddleheadARTS, (similar to Montessori school) was offered using the Reggio Emilia approach using teacher-facilitated and child-initiated learning. In 2005, adult classes were introduced, and in 2010 we expanded to offer a senior enrichment program. Our adult and senior programming focuses on classes in wellness and the arts.

We are a community-based organization providing a welcoming, safe and supportive environment for arts and science educators, students and community members. As a model program, we provide age-appropriate classes in the sciences and art classes that integrate moving, visual and musical creative arts, and foreign languages. We offer scholarships to individuals who would otherwise not be able to attend classes or an event open to the community.

Our Mission: Through creativity, discovery and pure fun, Fiddlehead provides access to quality enrichment programs, helping us each to grow in art, science and cultural exploration.



Our Vision: Fiddlehead Art & Science Center will continuously develop as a sustainable model of innovative learning.

We will meet the emerging needs by offering enrichment opportunities in an energetic arts & science environment that awakens curiosity.

Fiddlehead Art & Science Center's Core Values

Integrity: We support an environment that is ethical and authentic to the people we serve, the work we do, and the community as a whole.

Respect: We support an environment that is inclusive of one another and is open to a free-flow of self-expression.

Creativity: We support an environment that promotes imagination and inspires ones work and ideas.

Inspiration: We support an environment that encourages enjoyment in work, in learning, and in meaningful play.

Compassion: Because without compassion we have nothing – we are nothing more than any other organization. True compassion is not just an emotional response but a firm commitment founded on reason. Therefore, a truly compassionate attitude toward others does not change even if they behave negatively.

Fiddlehead Art & Science Center's Rules of Respect & Responsibilities

We are kind to one another.

We listen to one another.

**We take care of our personal things and
Fiddlehead Art & Science Center materials.**

**We help keep Fiddlehead Art & Science
Center clean and safe.**

*All students are required to follow the rules listed,
and those specific to the class they are taking.*

Session Descriptions

Fiddlehead's class sessions consist of:

Fall Session - 12 weeks

Winter Session - 10 weeks

Spring Session - 8 weeks

Summer Camp - 8 weeks of week-long (half day & full day) camps

Twelve (12) and eight (8) week session classes generally include all fine art, clay, sciences, and general arts and crafts, technology/computers, and some theater/performance and movement classes.

Unlimited

The Fiddlehead Unlimited program is available for students ages 5-13. This program allows students to attend Fiddlehead daily from school dismissal to 5:30 p.m. Monday through Friday at a discounted rate. Students may choose up to 10 general art, science, language, or music classes a week. There is also a quiet zone (homework, board games, etc.) option that takes the place of one of the scheduled classes. The Unlimited program is a 36 week session from September through June.



Private Music

All private music lessons are scheduled for 30 minutes one day a week. Though most lessons begin in September and last through June (32 weeks), new students may join in at any point during the year with prorated billing. There are optional recitals each year; one in the winter and one in the spring. Private music lessons are offered in guitar, voice, piano, fiddle, violin, flute, drums, and saxophone.

Early Childhood & Kindergarten

Our Early Childhood programs for both preschool age and Kindergarten encompasses the foundational needs for growing children from ages 3 – 6 years old. If you are looking for some affordable, quality alternative educational programs for your child, please read below or check out the video on our website. You may also call us to schedule a private tour of our beautiful, state-of-the-art facility.



We are a community where children, teachers, and families learn together in a nurturing environment. We honor children’s curiosities, interests and unique capabilities to encourage and open the door to life-long learning.

We are inspired by the Reggio Emilia Philosophy which supports the idea that children communicate their thinking and problem solving through interactions and relationships with each other and materials.

Our thoughtful, interactive classrooms are abundant with accessible art supplies, as well as recycled and open-ended materials – all tools that support development and expression.

We believe that open play, rich in imagination, is at the heart of learning and is essential to a child’s healthy development and growth. We strive to support and extend open imaginative play, through environment, materials, dialogue and collaboration.

We establish a grounding in environmental awareness through observation, nature exploration, outdoor class time and recycling. Our outdoor space is simple, allowing room to run and imaginations to be active.

Unique to our programs are access to a clay studio, dance room, art studio, and music room, allowing us to work with small groups of children in each area. We can also view the variety of art exhibited in the courtyard.

Financial Information

FiddlestARTS, FiddleSprouts, Fiddlehead Unlimited Refund Policy:

If applicant withdraws less than 60 days from the first class, or during the school year, the early withdrawal penalty will be the equivalent of a one month payment plus the deposit. Additional monies paid will be refunded based on the number of weeks remaining in the program.

If applicant withdraws more than 60 days prior to the first class all monies paid (except the non-refundable deposit) will be refunded.

General Session Class Refund Policy:

- Class canceled for the session by Fiddlehead or if student notifies Fiddlehead of withdrawal 14 days or more before class start date: 100% refund of tuition and materials fee is granted.
- Student notifies Fiddlehead of withdrawal 13 days or less before class start date: 75% of tuition and materials fee is granted as CREDIT toward a future class.
- Student withdraws on or before the second class date: 50% of TUITION ONLY is granted as CREDIT toward a future class.
- Student withdraws after second class date: NO refund OR credit is granted.
- Classes canceled or skipped by the student: these classes / music lessons will not be made up or refunded.
- All classes, schedules, and prices are subject to change.

Additional Fee Information:

- There will be a \$35. returned check fee imposed for any payments returned to Fiddlehead from any client's bank.
- Payments received after tuition due date will incur a \$25 late fee per month.

General Guidelines

Allergies and Special Needs: Students need to be aware that there are students in our classes who have allergies, special needs and health concerns, including some who have a severe peanut allergy. Therefore, we ask that you do not pack any foods containing peanut products.

Arrival / Pick Up: Students are to arrive on time for their classes. A child under the age of 15 must be picked up by an adult. The adult must be pre-identified at our office, and in the case of someone other than the regular parent / guardian picking up the child, the office must be notified by the parent / guardian (preferably in advance of pick up). Please come into the building to pick up your child.

Absences: If your child will not be able to attend classes for the day and takes the bus or Fiddlehead transportation, please call to notify us. Also, if you will not be attending your private music lesson, we ask that you call in advance. Otherwise, for all other classes, you are not required to call.

Closings/Inclement Weather Policy: At times, emergencies such as severe weather, fire, power failures, or other natural occurrences, can disrupt Fiddlehead's operations. In some cases, these circumstances may require the closing of the facility. In the event that such an emergency occurs, local radio and / or television stations will be asked to broadcast notification of the closing or delays. Please tune into your local TV channels 6/8/13 or check out our website for closing and/or delay information. The website will be updated by 7:00 a.m. on days Fiddlehead will be closed.

Holiday Schedule: Fiddlehead will not have classes on one-day holidays. Please check out our website or other printed materials for a list of these dates. Please note that we DO have classes on school Early Release and In Service Days. Premium Unlimited is inclusive of these days. Basic Unlimited incurs an additional charge for children to attend these days.

General Class & Music Lesson Make-up Policy: Classes canceled by Fiddlehead (usually due to inclement weather, electrical outages, etc.) have make-up dates built into the schedule: One make-up per class, per session for group classes, and two make-up lessons per year for private music lessons. Music classes cancelled by the instructor (due to illness or other personal reasons) will be rescheduled by the instructor, but may be on a different day and time than the regularly scheduled class. Music classes cancelled or skipped by the student will not be made up or refunded.

Mandatory Reports of Child Abuse or Neglect: Fiddlehead is required by state law to immediately report or cause a report to be made, when we have reasonable cause to suspect that a child has been or is likely to be abused or neglected. Parental or guardian notification is not a prerequisite.



Background Checks: It is the policy of Fiddlehead that all Instructors, Staff and most Volunteers (over 18) working with children have a criminal background check and a Child and Family Services background check completed. Youth volunteers are the only exception to this policy due to their age. They will, however, have a general background check completed from previous employers and others who can vouch for their integrity. Parents or guardians occasionally assisting in classes will not have a background check done due to the infrequency of their involvement. Youth and parent or guardian volunteers will never be left alone with children without an Instructor present.

Illnesses: Students with the following conditions may not attend programs at Fiddlehead until 24 hours after the symptoms have subsided: fever, thick nasal discharge, vomiting, diarrhea, heavy coughing, chicken pox, head lice, conjunctivitis, and any other contagious condition or disease. If your child becomes ill while at Fiddlehead, we will call you to pick them up immediately.

Medication: We will not administer medications. We will only assist the student in the case of an allergic reaction, when a student has a prescribed epi-pen or during an asthmatic episode, when a student has an inhaler. We will also assist the student in the administration of glucose in the case

of a diabetic episode. All prescribed medications must be clearly marked and in the original container, with the students information and any guidelines for administering. You must notify us in advance that your child may need to use their inhaler, Epi-pen or glucose when you register for classes.



Clothing: Students are encouraged to wear appropriate clothing for the environment they will be exposed to according to the season, both indoors and outdoors. Please bring your own

sunscreen to apply (and we may assist). We will not supply any sunscreen due to safety and allergy concerns. In the Winter months an additional set of labeled Winter clothes may be left at the center. For safety reasons, students must wear shoes at all times while at Fiddlehead.

Appropriate Language: While at Fiddlehead it is expected that students and adults use polite, acceptable language. Swearing, put downs, and disrespectful statements will not be tolerated.

Bullying: Fiddlehead does not allow bullying to occur at any time. Bullying is defined as any verbal, physical, or social behavior that, over a period of time, intimidates, threatens or hurts others. Bullying may include, but is not limited to the following types of conduct:

Verbal: hurtful name calling, teasing, threatening, taunting, and gossiping.

Emotional: isolating, rejecting, humiliating, ostracizing, spreading rumors.

Physical: Any aggressive physical contact such as hitting, pushing, poking, pulling hair, obscene gestures, beating, throwing objects, spitting.

Behaviors: Fiddlehead recognizes children with varying developmental levels attend our classes. Therefore, we have age-appropriate expectations for students. We do acknowledge appropriate behavior of students whenever possible. If a student's behavior is a problem we will follow the progressive discipline guidelines described in the next section.

Progressive Discipline: If a student is being disruptive to the point that it interrupts class or is offensive to anyone they will be asked to leave the class for a time-out or re-direction. If this is not effective, the student may be asked to leave the class for the day and a parent or guardian will be contacted to pick up the student.

Students have three chances (unless otherwise determined) to change their behavior before they are asked to leave Fiddlehead permanently. Students exhibiting extreme negative behavior may be required to immediately leave Fiddlehead on a permanent basis. Expulsion is up to the discretion of the Executive Director. The child's parent or guardian will be notified during the course of the progressive discipline.

Harassment: Fiddlehead recognizes the right of each employee and student to carry out his / her respective work and responsibilities in an environment free of intimidation, ridicule, hostility, or offensiveness. In order to ensure that this environment exists, no student or employee shall harass another.

Transportation: Bus transportation is provided by MSAD 15 to students within the school system. Fiddlehead may provide additional private transportation to students from MSAD 15 school systems that are unable to take the bus and arrive to classes in a timely manner. Please check with the registrar for alternative transportation.

Class Lists: To protect confidentiality, Fiddlehead will not distribute class lists, students addresses, phone numbers, email addresses or parent or guardian information unless already pre-approved by Instructor and parent or guardian.

Field Trips: Fiddlehead Instructors may enhance the classroom learning experience with off-site trips to various locations. Instructors will notify students in advance of the date, time and arrangements for the field trip. Child safety seats (as necessary) must be dropped off by the parent or guardian in advance for the student to use during transport. Instructors will notify students in advance of any fees associated with the trip (entrance fees, tickets etc.). Parents or guardians are welcome to attend the field trip, please provide advance notice. (Primarily for the FiddlesARTS and Kindergarten programs).



1. Permission slips signed by a parent or guardian must be filled out and returned prior to the field trip.
2. If a parent provides transportation to other children for a Fiddlehead sponsored trip, they are required to provide a copy of their driver's license and insurance coverage to the registrar. A visual inspection of the vehicle will also be done. Working seat belts and appropriate child safety seats are required for each child.
3. Students need to come prepared, especially if any allergies or special conditions exist (Asthma, Epi Pens, sunscreen, appropriate clothing, etc).

Media Consent: Upon registering for classes Parents / Guardians will be asked to sign a release for media consent which will allow Fiddlehead to use photos, video, or student interviews to promote Fiddlehead's mission and programs through print and electronic (Internet) means.

Should a parent or guardian be uncomfortable with media consent they may decline to sign the release.

Fiddlehead reserves the right to use student artwork for promotional purposes upon request.

Parking: Please note that some parking spaces have been reserved for another business located within the building and we ask that you do not park in those spaces. All other spaces are open to Fiddlehead participants. Children are present at all times, so please drive slowly while in the parking lot.

Fire Drills: Fiddlehead holds fire drills several times each year in order for students to be familiar with the quickest and safest route out of the building in case of an emergency. Students should note the fire escape plan posted in each room. We will post a notice at the Fiddlehead front office to inform students, Instructors, parents or guardians in advance of the fire drill.

Emergency Evacuation: In the case of an emergency evacuation of the building students, with the guidance of their Instructors, will remain together in a safe location until the "all clear" signal has been given to enter the building. If the evacuation occurs during inclement weather or we are unable to enter the building for the remainder of the day, students will be guided with supervision to an alternate location nearby. Parents or guardians will be immediately notified.

Lost and Found: Unclaimed property is placed in the lost and found box located at the front office. Students should label all personal items (including lunch boxes, backpacks, coats, and shoes). If unclaimed property is not picked up within 30 days, it will be donated to a local charity.

Snacks: Fiddlehead strives towards providing healthy snacks for students arriving off the MSAD 15 bus and FiddleStARTS students. Students may also bring their own snack to eat when they are not in their classes. FiddleStARTS students may bring their lunch. In all cases we ask that you do not bring foods containing peanuts. Please pack an additional snack for those days our snack may not be preferred by your child(ren).

Telephone Usage: Students are only permitted to make or receive telephone calls in the case of an emergency, illness or parent or guardian pick-up. Prior approval from the registrar is required. If a student call is made that is long-distance, a fee to cover the expense may be charged. All personal cell phones are to remain in backpacks unless otherwise instructed by a Fiddlehead representative.

Social Media/Website: The Fiddlehead website is www.fiddleheadcenter.org and is updated on a regular basis. Fiddlehead also has a robust Facebook page presence, as well as a Twitter account (twitter.com/#!/Fiddlehead_Arts).

Facility Use: Fiddlehead offers use of the facility and with prior notification can arrange special workshops or celebration parties at a set fee. Instructors can provide guided trainings in various disciplines including, but not limited to: clay, dance, art, and yoga. Please contact the registrar for more information and fees.

Volunteers / Interns: Fiddlehead welcomes volunteers 14 years and older to assist us in after school activities, special events and fund-raising. All volunteers are provided with the necessary training. Internships are also available. Please contact the registrar or visit our website for more information.

Visitors: All visitors must check in with the registrar at the front desk upon entering the building. This is for the safety of all and to ensure that learning in each classroom is not interrupted.

Internet and Computer Use: Fiddlehead provides computers, networks, and Internet access to support the educational mission and enhance the curriculum and learning opportunities for students, Instructors and the community. Fiddlehead prohibits the use of computers and the e-mail system in ways that are disruptive, offensive to others, or harmful to morale. Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person.



Electronic Games & MP3 Players: Battery-operated or other electronic games and MP3 players (Nintendo DS, ipads, ipods, etc.) are not appropriate for students to use while at Fiddlehead unless otherwise approved by a Fiddlehead Representative for a specific function during a class.

Personal Laptops/Internet Devices: Due to the nature of some classes in the Technology Media Lab all personal laptops should remain in student backpacks unless they are given permission to be used by a Fiddlehead Representative. Furthermore, unless students are participating in a Technology Media Lab class they should not at any time be utilizing Fiddlehead's wireless Internet connection between the hours of 2:30 and 5:30 p.m. unless given permission by a Fiddlehead Representative. Questions regarding this policy should be referred to the Registrar or the Technology Media Lab Instructor.



Directions:

From the Turnpike – North or South

From I-95 – Gray/ New Gloucester Exit (#63). End of ramp turn right onto Rt. 202/115/4. Move into left lane and at next light turn left – stay in left lane. At next light turn left onto

Rt. 26 (Dunkin' Donuts is on your left). Fiddlehead is 2/10th of a mile on the left.

From Yarmouth

Take Rt. 115 approximately 5.5 miles to blinking light (in No. Yarmouth). Turn left and remain on Rt. 115 approximately 5.5 miles to light at junction of Rt. 100/26. Turn right – get into left lane – at light turn left onto Rt. 26 (Dunkin' Donuts is on your left). Fiddlehead is 2/10th of a mile on the left.

From Windham

From Rt. 302 (Roosevelt Trail) take Rt. 115 approximately 3.0 miles to stop sign. Turn left onto Rt. 202/115/4 (West Gray Rd.). Travel approximately 3.5 miles to the center of Gary (you will pass over I-95). At light for I-95 entrance/exit, get into left lane. At next light at junction of

Rt. 100/26 turn left – stay in left lane. At next light turn left onto Rt. 26 (Dunkin' Donuts is on your left). Fiddlehead is 2/10th of a mile on the left.



Growing Together

25 Shaker Rd.
PO Box 1689
Gray, ME 04039
207-657-2244
Fax 207-657-2288
www.fiddleheadcenter.org

Attachment: Maine Department of Education Data Reporting Requirements

From: Snow, Brian [Brian.Snow@maine.gov]
Sent: Friday, January 11, 2013 11:04 AM
To: Wendy Betts
Cc: 'Jacinda Cotton-Castro'
Subject: Re: Reporting Requirements for Fiddlehead Charter School

Hi Wendy,

At this time, the Maine Department of Education does not mandate any particular system or product for required state reporting. The reporting requirements are the same for both public and charter schools. All the Department mandates is that the reporting data come into the DOE one of the allowable formats and that the data submitted is accurate, complete and timely.

If you have further questions on data or reporting, please feel free to e-mail or call.



Brian Snow

Education Data Manager

Maine Department of Education

brian.snow@maine.gov

(207) 624-6840

From: Wendy Betts <shadow1@maine.rr.com>
Date: Friday, January 11, 2013 10:43 AM
To: Brian Snow <brian.snow@maine.gov>
Cc: 'Jacinda Cotton-Castro' <jacindajoy@yahoo.com>
Subject: RE: Reporting Requirements for Fiddlehead Charter School

Brian,

I am wondering if you can put in writing, either in email or written letter and send to me via email (pdf perhaps), that states a charter school may use an alternative data collection and reporting software method, not necessarily Powerschool or Infinite Campus, to properly report required data to Maine DOE?

The Charter School Commission, in its letter to Fiddlehead, asked us to enter into a conversation with DOE about reporting requirements and methods used to collect the data. If we have something in writing from you as it could be a way for us to show that we are doing what they requested.

Attachment: Maine Department of Education Data Reporting Requirements

Thanks for letting me know. I will give you a call if I do not hear back from you as I am under a bit of a deadline and need to know soon. Sorry to put this pressure on you! I know you are extremely busy and have lots of priorities you are juggling.

Wendy Betts

cc: Jacinda Cotton-Castro, Executive Director, Fiddlehead School of Arts & Sciences, Gray, ME

From: Snow, Brian [<mailto:Brian.Snow@maine.gov>]
Sent: Wednesday, January 09, 2013 11:43 AM
To: Wendy Betts
Cc: 'Jacinda Cotton-Castro'
Subject: Re: Reporting Requirements for Fiddlehead Charter School

Hi Wendy,

I just wanted to follow up on your e-mail to see if our telephone discussion a few days ago had answered your questions? If there is any additional information I can provide, please just let me know.



Brian Snow

Education Data Manager

Maine Department of Education

brian.snow@maine.gov

(207) 624-6840

From: Wendy Betts <shadow1@maine.rr.com>
Date: Tuesday, December 18, 2012 2:59 PM
To: Brian Snow <brian.snow@maine.gov>
Cc: 'Jacinda Cotton-Castro' <jacindajoy@yahoo.com>
Subject: Reporting Requirements for Fiddlehead Charter School

Dear Mr. Snow,

I am working with Fiddlehead School of Arts and Sciences in Gray, Maine. We received our conditional approval for our charter school in October 2012 from the Maine Charter School Commission. I am in the process of establishing the appropriate organizational systems Fiddlehead will need to be in compliance with state reporting requirements.

Our Board President, Bruce Woodard, and I met with Jim Rier, Deputy Commissioner, back in August and he gave me your name as a contact I could make to get more information about the required reporting systems for Maine public schools. He mentioned Infinite Campus and Power Schools as possible systems we should investigate. Can you provide me with any additional

Attachment: Maine Department of Education Data Reporting Requirements

information about these systems and any other reporting requirements we should have in place prior to opening in September 2013?

I am available by email, phone or I can travel to meet you, whichever method is more convenient for you. I appreciate any information you can provide to assist us in establishing the systems we need to ensure charter school success.

Sincerely,

Wendy Betts

Operations Coordinator for Fiddlehead Arts and Science Center

25 Shaker Road

P.O. Box 1689

Gray, Maine

207.831.9519 cell

shadow1@maine.rr.com

cc: Jacinda Cotton-Castro, Executive Director, Fiddlehead School of Arts and Sciences

KYES

INSURANCE

Farmington : Skowhegan : Rumford : Livermore Falls

Fiddlehead Art and Science Center
25 Shaker Rd
Gray, Me. 04039

5/22/2012

RE: Public School Insurance

Dear Jacinda,

I am excited to hear the news that you are applying to become a public charter school. We are proud to be your insurance agent and to have watched you grow over the past ten years. Kyes writes more public school insurance than any independent agent in the State of Maine. We have access to two markets that write public schools. They are both A rated and provide all the coverages you are looking for.

Your current policies provide Directors and Officers Coverage along with Employment Related Practices, Business Auto, General Liability, Sexual Abuse and Molestation, Workers Compensation and Crime coverage. We have excellent bonding companies that would provide a surety bond for the school's chief financial officer.

There are three coverages that you currently do not carry. Educators Legal Liability is rated per faculty member. I believe \$1500.00 annual premium would be an appropriate budgeted amount. The surety bond with a limit of \$100,000 will cost approximately \$350.00 annually. An Umbrella with a \$1,000,000 limit will be approximately \$1000.00 on an annual basis.

Please let me know if you require any further information or estimates for budgeting purposes.

Thank You,

Very Truly Yours,

Flint Christie, C.S.R.M. (Certified School Risk Manager)
Vice President

PO Box 311
171 Main Street
Farmington, ME 04938
207-778-9862 or 800-244-5937
Fax: 207-778-5970

PO Box 100
98 Water Street
Skowhegan, ME 04976
207-474-9561 or 800-287-5557
Fax: 207-474-3813

26 Congress Street
Rumford, ME 04276
207-369-0171
Fax: 207-364-2549

PO Box 1
1 Depot Street
Livermore Falls, ME 04254
207-897-3602 or 800-479-5760
Fax: 207-897-2824

Members
Maine Charter School Commission
23 State House Station
Augusta, Maine 04333

Members of Maine Charter School Commission:

I am very pleased to write a letter of enthusiastic support for the Charter School Application of the Fiddlehead School for Arts and Sciences. As a resident of New Gloucester I am very familiar with the Fiddleheads Center for Arts and Sciences and have seen it grow from a grass roots concept to an integral and vital part of our community. Fiddlehead's staff is dedicated, creative and well-managed. Fiddlehead's has a reputation of excellence and community orientation. It has always understood the importance of partnering and collaboration and the need to complement not duplicate what others are doing. Its presence in our community make it a highly valued economic and creative asset.

Having lived in the rural outskirts of the Portland area, I can attest to the importance of providing access to the enriched art and science curriculum offered by the Center. For many children in our area, enhanced art, science, drama, and language classes are beyond their reach financially and logistically.

The opportunity to see the Fiddlehead Center become the foundation for a Charter School is very exciting and will serve to fill an important educational niche in the rural areas in the catchment area proposed by the School. The Fiddlehead School will provide an option for children to experience a unique approach to education offered through the Regio Emilia Approach. Offering a child centered curriculum that emphasizes the value and richness of place-based learning, interaction with the community, and a project based, experiential learning style will reinforce and complement the rural environment in which many children live. This community has many historic, nature based, and child friendly resources that can easily provide an extension of the school based learning environment.

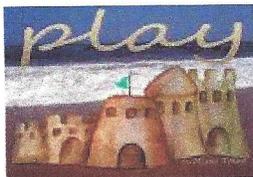
I look forward to working with Fiddlehead's as it proceeds with the plan to become a Charter School. I am confident that it has the management and organizational infrastructure to move from its base as an Arts and Science Center to become a Charter School. I am also confident that the organizational culture and environment created by its current management will ensure it remains a complementary educational opportunity that will work closely with the School districts in the area. It provides an exciting alternative for the young children in our area.

I urge you to favorably consider the application of Fiddlehead School for Arts and Sciences.

Sincerely,

Julie Fralich

Resident, New Gloucester, Maine



Imaginations
Family Childcare

Endless Possibilities

Nicole Patenaude, MS ECE
67 Hines Road
Poland, Maine 04274
(207) 577-7568
Nicolepat207@aol.com

September 4, 2012

Dear Charter Commission and Committee Members,

I am writing on behalf of Fiddlehead Center for the Arts and Sciences, its very talented staff, for the children and families that currently attend this program, and the future families that will benefit so greatly from their programs.

My name is Nicole Patenaude and I have had the opportunity of being involved with this program for going on 4 years in a very personal way as my daughter Sophie has been part of their private music program and some of the wonderful theater productions that the Fiddlehead team has put together with its immensely talented group of children.

As a parent of a current student, I have watched my daughter learn about the world of music and theater, grow her talents, build her self-confidence, and develop friendships with children that are accepting, loving and caring. Sophie is a child who loves being immersed in the arts and was really disappointed when her school lost their music program in her kindergarten year due to budget cuts. As a family, we knew how important this was to Sophie's overall education, but more importantly to her soul. We found Fiddlehead Center for the Arts and Sciences and decided that this was how we would provide our child with the enrichment and joy of music and theater.

To date, the Fiddlehead staff continues to impress us. Sophie's music teachers allow her to be a part of the planning process. They have provided her with outlets to explore writing music, singing, and playing piano with her own style and flare. During the theater productions, Sophie has had so many opportunities to express herself in creative ways and explore the many nuances of what goes into a theater production. She has taken much of her learning and used it to the benefit of the preschool program that I have within my home- planning scenes, developing characters, and props for the children-it is so wonderful to have my 9 year old still enjoying dramatic play, but in a more sophisticated way©.

On a professional level, I have been able to expand what my family childcare and preschool program has to offer the families in Poland. Fiddlehead has several drop in programs, which I have been able to attend with the children in my program. The music class has been a favorite of the kiddos here and a much needed part of their learning and development. How wonderful it is to still here them singing songs that we learned together as a group last year, even one's in Spanish!

Many of the children in my program headed off to Kindergarten this year, including my son, John. While there are amazing and passionate teachers at the local school, I am concerned that the children are entering into a disconnected school system that sadly does not have the gift of an enriching music and arts program.

It is with great enthusiasm and encouragement that I endorse Fiddlehead and its team in their Charter School process. It will truly be a blessing to have this community based program be able to offer more to the surrounding communities and give families a "real" choice and a strong voice in their child's education.

I look forward to keeping this program and its journey on my radar and I wish them the best of luck in their endeavors to make a real change for Maine's future-It all starts with our children.

Sincerely,

Nicole Patenaude, MS ECE
Owner/Director/Independent Technical Support Professional
Imaginations Family Childcare and Preschool
67 Hines Road
Poland, Maine 04274
207 577-7568
www.imaginations-family-childcare-and-preschool.com

If your mind is still open enough to question what you are seeing, you tend to look at the world with great care, and out of that watchfulness comes the possibility of seeing something that no one else has seen before.

Paul Aster

Experience, Knowledge and Expertise in a Family Setting

www.imaginations-family-childcare-and-preschool.com

GRAY COMMUNITY ENDOWMENT



January 14, 2013

Jacinda Cotton-Castro
Fiddlehead Art and Science Center
P.O. Box 1689
Gray, Maine 04039

Dear Jacinda,

I am writing to support Fiddlehead's application to become one of Maine's first Charter Schools. This is an exciting opportunity for students from Gray and surrounding communities.

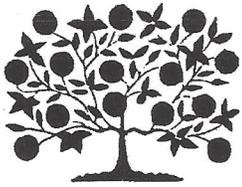
Gray Community Endowment is the nonprofit sponsor of the Libby Hill Trail network, which is located just 1.5 miles from Fiddlehead. Libby Hill is a free, year-round recreational resource that offers seven miles of trails on over 140 acres of land. In addition, it includes a rich and varied habitat that includes beaver ponds, forest, and vernal pools, just right for students interested in studying the natural environment.

We are pleased to support Fiddlehead's application and are certain they will be very successful in operating a charter school.

Yours very truly,

Anne Gass, President

*Providing Strategic Leadership and Resources to
Help Make Gray a Vibrant, Healthy, and Sustainable Community*
PO Box 1376 Gray, ME 04039
gcemaine@gmail.org



United Society of Shakers

707 Shaker Rd., New Gloucester, ME 04260

Telephone (207) 926-4597

Email: usshakers@aol.com • www.shaker.lib.me.us

September 7, 2012

Maine Charter School Commission
23 State House Station
Augusta, ME 04333

To Whom It May Concern,

I am writing in support of the Fiddlehead Center's charter school application.

The Shaker community here at Sabbathday Lake Shaker Village and its Shaker Museum have worked with the Fiddlehead staff in the past. We found the staff to be knowledgeable and innovative. They were open in their presentation about this unique Maine resource. We also know of their other offerings and find them to be enriching for children and the community at large. They have developed into a notable community resource. Their presence as a charter school in this area will offer educational options not presently available.

Please let me know if you have any questions. Thank you.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Leonard L. Brooks". The ink is dark and the signature is fluid.

Leonard L. Brooks

Director

Shaker Museum and Shaker Library

Attachment 10. Fiddlehead School of Arts & Sciences Pre-Opening Plan

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
GOVERNANCE	Board Recruitment	Founders		Completed, approval pending
	Articles of Incorporation & Nonprofit Filings	Founders and Board		Completed, approval pending
	By-laws	Founders and Board		Completed, approval pending
	Organizational Chart	Founders and Board		Completed, approval pending
	Organizational Policies & Procedures	Founders and Board		Completed, approval pending
	Staff Handbook	Exec Dir and Board		Completed, approval pending
ENROLLMENT	Final Enrollment Policy	Governing Board	Prior to contract	On contract date
	Application for Admission	Exec Dir and Board	On contract date	180 days before start of school
	Recruitment	Exec Dir/Dir of Admissions	Prior to contract	Date capacity is reached, or on basis to be negotiated
	Admissions notification and/or lottery	Exec Dir/Dir of Admissions	Start of contract	180 days prior to start of school
	File pre-enrollment report	Exec Director	April 1	September 1
STAFF RECRUITMENT & HIRING	Principal & key admin. (Spec Svcs, others)	Exec Dir and Board	Prior to contract	30 days prior to start of school year
	Prof. Instructional staff (FT & PT regular teachers, Sp Ed, ELL teachers); background checks completed	Exec Dir/Head of School	Prior to contract	30 days prior to start of school year
	Clerical Staff	Exec Dir/Head of School	On contract date	20 days prior to start of school year
	Substitute Teachers	Exec Dir/Head of School	On contract date	At start of school year
	Initial prof. development & staff orientation.	Exec Dir/Head of School	On contract date	5 days prior to start of school year

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
FACILITIES & SAFETY	Signed lease agreement for all space as listed in application	Exec Dir & Board	Prior to contract	60 days prior to start of school year
	All required renovations to meet approved inspections for schools	Exec Dir & Board	Prior to contract	30 days prior to start of school year
	Certificate of Occupancy	Exec Dir/Head of School		Completed
	Fire & Asbestos inspection, lead paint assessment report	Exec Dir/Head of School	Prior to contract	15 days prior to start of school year
	Insurance policy in place	Exec Dir/Head of School	Prior to contract	On contract date
	Utilities	Exec Dir/Head of School	Lease Agreement	Completed, approval pending
	Capital equipment & installation	Exec Dir/Head of School	Prior to contract	45 days prior to start of school year
	Office & classroom equipment & furnishings	Exec Dir/Head of School	Prior to contract	15 days prior to start of school year
	Emergency contact sheet & safety plan	Exec Dir/Head of School	Prior to contract	15 days prior to start of school year
STUDENT LEARNING	School calendar & student schedule	Exec Dir/Head of School		Completed, approval pending
	Code of conduct	Exec Dir/Head of School		Completed, approval pending
	Special services & special education policy & procedure	Exec Dir/Head of School/Spec Svcs Coord		Completed, approval pending
	Curriculum Accommodation plan	Exec Dir/Head of School/Spec Svcs Coord	Prior to contract	On contract signing
	Title I and ELL plan	Exec Dir/Head of School/Spec Svcs Coord	Prior to contract	On contract signing
FINANCES & FINANCIAL SERVICES	Operating budget - final pre-opening revisions	Exec Dir/Board		Completed, approval pending
	Cash flow projections	Exec Dir/CFO		Completed, approval pending
	Fiscal policies & procedures manual	Exec Dir/CFO		Completed, approval pending
	Grants and entitlements (federal and state)	Exec Dir/Board Treasurer/Compliance Dir	Prior to contract	45 days prior to start of school year

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
FINANCES & FINANCIAL SERVICES (Cont'd)	Other grants	Exec Dir/Board Treasurer/Compliance Dir	Prior to contract	45 days prior to start of school year
	Misc funds/fundraising plan	Exec Dir/Board Treasurer/Compliance Dir	Prior to contract	30 days prior to start of school year
	Audit timeline	Exec Dir & Board	Prior to contract	On signing contract
TECHNOLOGY	Hardware set-up	Compliance Dir		Completed
	Software set-up	Compliance Dir	Prior to contract	20 days prior to start of school year
	Student and staff IT policy & procedures	Compliance Dir		Completed, approval pending
CURRICULUM & INSTRUCTION	Curriculum plan	Exec Dir/Head of School		Completed, approval pending
	Instructional materials purchasing plan	Exec Dir/Head of School	Prior to contract	On signing contract
	Classroom assignments & set-up	Exec Dir/Head of School	Prior to contract	15 days prior to start of school year
STUDENT SERVICES, RECORDS & REPORTING SYSTEM	Attendance and student retention records system designed and implemented	Exec Dir/Head of School	Prior to contract	On signing contract
	Academic performance information	Exec Dir/Head of School		Completed, approval pending
	Student academic assessment and reporting plan	Exec Dir/Head of School		Completed, approval pending
	Transportation plan and contract	Exec Dir/Head of School		Completed, approval pending
	Nutrition and Food service plan & contract	Exec Dir/Head of School	Prior to contract	On signing contract
	Health and wellness plan	Exec Dir/Head of School	Prior to contract	On signing contract

Contract Dimension	Task Element	Responsible Party	Start Date	Required Completion Date
STAFF INFORMATION & RECORDS SYSTEM	Employment policies, performance evaluation criteria and procedures for professional and support staff	Exec Dir, Compliance Dir and Board		Completed, approval pending
	Professional development plan	Exec Director		Completed, approval pending

BERNSTEIN SHUR
COUNSELORS AT LAW

207 774-1200 main
207 774-1127 facsimile
bernsteinshur.com

100 Middle Street
PO Box 9729
Portland, Maine 04104-5029

Arnold C. Macdonald
(207) 228-7132 direct
amacdona@bernsteinshur.com

January 16, 2013

Maine Charter School Commission

Re: Fiddlehead School

Dear Commissioners:

Fiddlehead School (the "School") has engaged us to review its corporate structure to address the need for independence from the Fiddlehead Art and Science Center (the "Center"). We have reviewed the draft articles of incorporation and by-laws that Fiddlehead School initially submitted to the Commission, as well as the organic documents for the Maine Academy of Natural Sciences, which I understand some Commissioners may have suggested as one example of a set of documents that the Commission had approved.

Based on this review, Fiddlehead School has made the following changes to its draft by-laws, among others:

- The Center no longer has the power to appoint and remove all directors. It may appoint and remove the largest possible minority of the School's directors (the "Appointed Directors");
- The School's Directors nominate and elect the non-appointed Directors (the "Elected Directors"). The Center may make nominations, but that right is explicitly non-exclusive;
- The School's Executive Director is an *ex officio* member of the School's Board, with no voting rights;
- No regular employees of the School may be voting directors;
- The appointments mentioned above aside, the Board of Directors of the School is empowered to conduct the business affairs of the School independent of control by the Center, except that the Center's approval is required for the following fundamental changes in the School:
 - A change in the number of directors
 - A dissolution
 - A merger or consolidation with another entity
 - The sale or lease of substantially all of the school's assets.

Maine Charter School Commission
January 16, 2013
Page 2

The School also has a customary conflict of interest policy, further ensuring independent decision making.

We remain committed to assist the School in matters of governance, independence from the Center, and any other legal concerns.

Sincerely,

Arnold C. Macdonald

ACM

Fiddlehead School
Charter School Application
Budget Table of Contents to Exhibit C
July 2013 through June 2018

Budget Summation

Budget Assumptions

Budget Five year annual income and cost

Budget First year monthly

Projected Enrollment Table used in budget

Summary Analysis of Five Year Annual Income

Detail Analysis of Income Per Town enrollment pupil characteristics

 EPS determination worksheets per Grade Level

 Base Year Pupil Income Base Year 2013-2014 Dollar

Staff placement and budgeted cost

Fiddlehead School
Charter School Application
Budget Key Summation
July 2013 through June 2018

Enrollment and grade level expansion have been forecasted to increase an additional grade level in each subsequent year after 2013-14 through to 2017-2018 school year grade five . The budget in its first year, forecast a minimum breakeven pupil count but very reasonable and supportive by the catchment area pupil population. This level of pupil enrollment strives for a teacher /student ratio of 1:10, which will enable us to increase enrollment figures without any additional cost of staffing.

Our income is reflective of our catchment area town's populations and their current enrollment in existing Fiddlehead Center programs. Our enrollment matrix is a factor of the percent of each town's population to our total catchment population and the current enrollment of those towns in existing Fiddlehead programs as we believe these family groups will be our initial and primary enrollment group.

Enrollment data for each town and administrative district for the year 2011-2012 was used to determine the anticipated servicing needs, the related income and budgeted cost. The enclosed support worksheets "Detail Analysis of Charter School Income Support Worksheet" shows our matrix as to the determination of our budgeted income per grade level per year. Fiddlehead Center's existing programs support the cost of administration and support staff as well as our facility cost.

The budget for the Charter School reflects direct cost associated with the operations of the Charter School, our administrative and support staff cost that are supporting current programs have not been allocated to the Charter School. The budget in future years uses year 2012-2013 cost as its base year and an inflation rate of 2.5% per year is used to reflect cost in those future years.

We have reflected in the annual budget a Rent expense for the Charter School of \$36,000 in year 2013-2014 increasing each subsequent year by 2.5% as well as \$1,000 per month for each year of additional increased classroom space

Our facility debt cash flow requirement is funded by an existing tenant and our current programs offered by Fiddlehead Center which will continue to provide that cash flow and no debt repayment demands is budgeted for the Charter School Application Budget.

One of our strengths is our financial management and reporting team. Our Treasurer is a CPA with experience servicing Non-Profit Organizations. We have a part-time CPA who provides financial oversight to our billing process. We outsource to a CPA firm our accounting preparation and posting work. We use QuickBooks for our accounting systems and generate monthly financial reports that our Treasurer reports to our monthly Board meeting.

Fiddlehead School
Charter School Application
Budget Key Assumptions
July 2013 through June 2018

Factors

Pupil Income: Forecasted Income in subsequent years is based on enrollment current data and our 2013-2014 enrollment schedule with per pupil income increased 2.5% each year. 102.50%
 Detail Income worksheet carry 2013-14 dollar value but are carried to budget worksheet reflective of annual inflation

Special Needs Pupil: We have forecasted the serving of pupils with special needs at a ratio of 1 in 10 enrollment.

We have budgeted our meals program in be a cost breakeven program, either by governmental reimbursements or pupil sales, we have budgeted both income and expense of our meal program of equal amounts based on cost and income below:

	<u>Days</u>	<u>Serving %</u>	<u>Income/</u>
	<u>Providing</u>	<u>of Pupils</u>	<u>Cost</u>
	<u>meals</u>		
Breakfast meal program	175	100.0%	1.00
Lunch meal program	175	100.0%	2.00

Payroll and Contractors: Forecasted cost in subsequent years is based on current staffing data and our 2013-2014 staffing schedule with cost increases of 2.5% each year. 102.50%
 Detail Payroll cost worksheet carry 2013-14 dollar value but are carried to budget worksheet at inflation increase rate.

Expenses in subsequent years use 2013-2014 cost as base year and are increased each year due to annual inflation at the rate stated here of, unless otherwise stated: 102.50%

Payroll Taxes: Forecasted payroll tax reflects following rates:

Social Security expense	7.65%
ME Unemployment	2.00%
Federal Unemployment (same as Maine)	1.00%
	<u>10.65%</u>

Workers comp rate

Teacher payroll rate	0.54%
Non-Teacher Admin payroll rate	4.67%
Driver payroll rate	6.97%

Health Ins is budgeted at \$5,000 for 13-14 for each eligible EE \$5,000

Instructional Services:

Classroom supplies: are budgeted at a per pupil cost of:	\$55
Professional Development: is forecasted at a cost per teacher	\$1,000

Supplemental Programs & Services:

Art & Enrichment Programs: our existing art program will provide availability of to our existing art and enrichment supplies, our curriculum and programs and will be replenished as used. We budget supplies at a per pupil cost of: \$80

Student Support Program:

Guidance Counselor staff coverage follows the recommended 300 pupils to 1 qualified counselor by providing contracted services in support of our current staffing.

Administration and Support:

Insurance - Liability:

Per Quote from our current insurance carried, the following Charter School additional cost is budgeted:

General Liability	\$1,000
Personal Property	\$500
D & O and employment practices	\$1,500
Educators legal liability	\$1,500
Employee dishonesty and crime	\$250
Surety bond	\$300
Umbrella	\$1,000
	<u>\$3,050</u>

Facility:

Rent: In determining the allocation of facility cost we based our budget on \$1,000 per month per classroom space including common area and utilities and inflation increases. Per classroom per yr \$12,000

Pre-Opening and Capital cost:

	<u>Units</u>	<u>Unit Cost</u>	<u>Factors</u>
The forecasted purchases of various equipment and other capital cost:			
2013-2014 Year			
Special Ed-Wiggle Chairs	4	\$250	\$1,000
Special Ed-Misc Special Needs devises			\$500
Classroom lock cabinets	3	\$300	\$900
Classroom Tables	8	\$50	\$400
Classroom Chairs	20	\$25	\$500
Total Pre-Opening and 2013-2014 Year			<u>\$3,300</u>

2014-2015 Year			
Special Ed-Wiggle Chairs	1	\$260	\$260
Special Ed-Misc Special Needs devises			\$500
Facility-Classroom Expansion Cost			\$5,000
Classroom lock cabinets	1	\$315	\$315
Classroom Tables	7	\$52	\$364
Classroom Chairs	14	\$26	\$364
Total 2014-2015 Year			<u><u>\$6,803</u></u>
2015-2016 Year			
Special Ed-Wiggle Chairs	1	\$275	\$275
Special Ed-Misc Special Needs devises			\$550
Facility-Classroom Expansion Cost			\$5,250
Classroom lock cabinets	1	\$330	\$330
Classroom Tables	7	\$55	\$385
Classroom Chairs	14	\$28	\$392
Total 2015-2016 Year			<u><u>\$7,182</u></u>
2016-2017 Year			
Special Ed-Wiggle Chairs	1	\$288	\$288
Special Ed-Misc Special Needs devises			\$580
Facility-Classroom Expansion Cost			\$5,513
Classroom lock cabinets	1	\$350	\$350
Classroom Tables	7	\$58	\$406
Classroom Chairs	14	\$29	\$406
Total 2016-2017 Year			<u><u>\$7,543</u></u>
2017-2018 Year			
Special Ed-Wiggle Chairs	1	\$305	\$305
Special Ed-Misc Special Needs devises			\$608
Facility-Classroom Expansion Cost			\$5,788
Classroom lock cabinets	1	\$368	\$368
Classroom Tables	7	\$61	\$427
Classroom Chairs	14	\$31	\$434
Total 2017-2018 Year			<u><u>\$7,930</u></u>

Fiddlehead School
Charter School
Annual Budgeted of Income and Expenses
For The Five Year Period July 1, 2013 through June 30, 2018

	Pre-Opening	Annual 2013-14	Annual 2014-15	Annual 2015-16	Annual 2016-17	Annual 2017-18
Income						
Grade Pre-K		109,870	112,617	115,432	118,318	121,276
Grade K		127,925	131,123	134,402	137,762	141,206
Grade 1st / 2nd		127,545	130,733	134,002	137,352	140,786
Grade 1st / 2nd			123,130	126,208	129,363	132,597
Grade 3rd				124,523	127,636	130,827
Grade 4th					119,647	122,639
Grade 5th						130,827
Grade 6th						
Total · Pupil Income	0	365,340	497,603	634,566	770,078	920,156
Meals reimbursement and sales		22,050	30,135	38,610	47,491	56,791
Donations		0	0	0	0	0
Fund Raisers		15,000	15,000	15,000	15,000	15,000
Grants		0	0	0	0	0
Total Income	0	402,390	542,738	688,177	832,569	991,948
Expense						
Research & Planning						
Market Research						
Curriculum Development						
Application Cost						
Consultants						
Staff Recruitment						
Board Recruitment						
Website Development	1,000	1,000	1,050	1,100	1,150	1,200
Marketing Materials	1,000					
Nonprofit Incorporation						
Admissions Lottery						
Other:						
Total · Research & Planning	2,000	1,000	1,050	1,100	1,150	1,200
Instructional Services						
Salaries - Teachers		97,500	133,250	170,727	209,994	251,117
Salaries - Subs & TAs		34,560	37,146	47,593	49,235	60,467
Instructors-Outside Contractor		0	0	0	0	0
Benefit - Payroll Tax Expense		14,064	18,147	23,251	27,608	33,184
Benefit- Insurance Workers Comp		713	920	1,179	1,400	1,683
Benefit - Health Care Stipend		15,000	20,500	26,266	37,691	49,672
Textbooks		1,000	2,600	3,400	4,500	5,500
Classroom Supplies		2,310	3,157	4,146	4,975	5,663
Classroom Furniture	1,800		1,043	1,107	1,162	1,229
Classroom Equipment						
Technology-Academic use						
Repairs & Maint.-Classroom Prop						
Staff Dev & Training		3,000	4,100	5,000	6,461	7,727
Staff Travel						
Meals, Gifts & Entertainment						
Other						
Total · Instructional Services	1,800	168,148	220,863	282,669	343,027	416,241
Special Education Services						
Salaries - Teachers						

	Pre-Opening	Annual 2013-14	Annual 2014-15	Annual 2015-16	Annual 2016-17	Annual 2017-18
Salaries - Substitutes						
Salaries - Aides						
Instructors-Outside Contractor		35,280	45,203	64,866	75,985	97,356
Benefit - Payroll Tax Expense						
Benefit -Insurance-Workers Comp						
Benefit - Health Care Stipend						
Special Teaching Materials						
Special Classroom Supplies						
Special Classroom Equipment		1,500	760	825	868	913
Special Ed Curriculum						
Special Facilities Cost						
Staff Special Ed Dev & Training						
Other						
Total - Special Education Services	0	36,780	45,963	65,691	76,853	98,269
Supplemental Programs & Services						
Athletic Programs						
Art & Enrichment Programs		3,360	4,592	5,884	7,237	8,654
Summer/Bridge School/Program						
After-School Programs						
Community Service Programs		500	500	500	500	500
English Language Learner Program						
Music Programs-Contractor		2,160	3,321	4,539	5,815	7,153
Tutoring Programs						
Uniforms						
Other-Spanish		1,800	1,845	1,891	1,938	1,987
Total - Supplemental Programs	0	7,820	10,258	12,813	15,490	18,293
Library						
Instructors-Outside Contractor						
Books & Other Reading Materials		250	300	400	450	500
Library Furniture						
Library Audiovisual Equipment						
Library Technology						
Other						
Total - Library	0	250	300	400	450	500
Student Support Program & Services						
Nurse - Outside Contractor		3,840	5,904	8,069	10,338	12,716
Guidance Counselor - Contractor		3,840	5,904	8,069	10,338	12,716
School Psychologist -Contractor						
Health Supplies		100	110	120	130	140
Health Care Equipment						
Volunteer Expense		100	110	120	130	140
Other						
Total -Student Support Program	0	7,880	12,028	16,378	20,936	25,712
Transportation						
Salaries - Driver		8,640	8,856	9,077	9,304	9,537
Benefit - Payroll Taxes		920	943	967	991	1,016
Benefit-Insurance Workers Comp		602	617	633	649	665
Benefit - Health Insurance						
Vehicle Operating Expense		6,000	6,150	6,304	6,461	6,623
Insurance - Auto						
Field Trip Expense		1,200	1,300	1,400	1,500	1,600
Other						
Total - Transportation	0	17,362	17,866	18,381	18,905	19,440
FOOD SERVICE						

	Pre-Opening	Annual 2013-14	Annual 2014-15	Annual 2015-16	Annual 2016-17	Annual 2017-18
Salaries - Food Service						
Benefit - Payroll Taxes - Food						
Benefit-Insurance Workers Comp						
Benefit - Health Insurance						
Supplies - Food Service						
Equipment - Food Service						
Breakfast Program		7,350	10,045	12,870	15,830	18,930
Lunch Program		14,700	20,090	25,740	31,661	37,861
Snacks Expense						
Other						
Total FOOD SERVICE	0	22,050	30,135	38,610	47,491	56,791
ADMINISTRATION & SUPPORT						
Salary - Administrator						
Salary - School Director		40,000	41,000	42,025	43,076	44,153
Salaries - Admin Staff		12,480	12,792	16,390	16,799	20,663
Contract-Compliance Director		10,400	10,660	13,112	13,440	13,776
Benefit - Payroll Tax Expense		5,589	5,729	6,221	6,377	6,903
Benefit-Insurance Workers Comp		2,451	2,512	2,728	2,796	3,027
Benefit - Health Insurance		5,000	5,125	5,253	5,384	5,519
Office Supplies		600	600	600	600	600
Office Equipment						
Technology Non-Academic						
Accounting/Bookkeeping Expenses		8,320	8,736	9,152	9,568	9,984
Audit Fees		6,000	6,250	6,500	6,750	7,000
Bad Debt Expense						
Bank Fees						
Credit Card Merchant Fees						
Fees & Dues						
Insurance		3,050	3,126	3,204	3,285	3,367
Income Tax						
Interest Expense-Non-Mortgage						
Legal Expenses		1,000	1,000	1,000	1,000	1,000
Meetings - Food & Supplies						
Miscellaneous Expense						
Payroll Processing Charge		3,000	3,000	3,000	3,000	3,000
Penalties & Late Charges						
Other						
Total - ADMINISTRATION & SUP	0	97,890	100,530	109,185	112,075	118,991
MARKETING & ADVERTISING						
Advertising						
Marketing						
Mailing Cost						
Printing						
Other						
Total - MARKETING & ADVERTI	0	0	0	0	0	0
FACILITIES						
Salaries - Maintenance		3,600	5,535	5,673	5,815	7,947
Benefit - Payroll Tax Expense		383	589	604	619	846
Benefit-Insurance Workers Comp		168	258	265	272	371
Benefit - Health Insurance						
Amortization Expenses						
Building Repair & Maintenance						
Building Projects			5,000	5,250	5,513	5,788
Depreciation Expense						

	Pre-Opening	Annual 2013-14	Annual 2014-15	Annual 2015-16	Annual 2016-17	Annual 2017-18
Internet Service						
Insurance - Bldg						
Janitorial/Cleaning Supplies						
Janitorial Service						
Mortgage/Interest Expense						
Rent expense		36,000	49,200	63,038	77,536	92,720
Rubbish Removal						
Security Expense						
Snow Plowing/Removal						
Telephone						
Tax - Property						
Utilities						
Electric						
Gas						
Water						
Utilities - Other						
Utilities						
Total - FACILITIES	0	40,152	60,583	74,830	89,755	107,673
FUND RAISING EXPENSES						
Fund Raising General Expenses						
Theater Materials						
Theater Contractor Labor						
Auction Purchases						
Other						
Total - FUND RAISING EXPENSES	0	0	0	0	0	0
Total Expense	3,800	399,331	499,576	620,056	726,132	863,111
Net Income (Loss)	(3,800)	3,059	43,162	68,120	106,437	128,836

Fiddlehead School
Charter School
Monthly Budgeted of Income and Expenses
For The Period July 1, 2013 through June 30, 2014

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Total
# of School wks	0	0	4	5	4	4	4	3	4	4	4	1	37
Income													
Grade Pre-K			27,467			27,467			27,467			27,467	109,870
Grade K			31,981			31,981			31,981			31,981	127,925
Grade 1st / 2nd			31,886			31,886			31,886			31,886	127,545
Grade 1st / 2nd													0
Grade 3rd													0
Grade 4th													0
Grade 5th													0
Grade 6th													0
Total - Pupil Income	0	0	91,335	0	0	91,335	0	0	91,335	0	0	91,335	365,340
Meals reimbursement and sales			2,384	2,980	2,384	2,384	2,384	1,788	2,384	2,384	2,384	596	22,050
Donations													0
Fund Raisers			3,750	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406	0	15,000
Grants													0
Total Income	0	0	97,469	4,386	3,790	95,125	3,790	3,194	95,125	3,790	3,790	91,931	402,390
Expense													
Research & Planning													
Market Research													0
Curriculum Development													0
Application Cost													0
Consultants													0
Staff Recruitment													0
Board Recruitment													0
Website Development			250			250			250			250	1,000
Marketing Materials													0
Nonprofit Incorporation													0
Admissions Lottery													0
Other:													0
Total Research & Planning	0	0	250	0	0	250	0	0	250	0	0	250	1,000
Instructional Services													
Salaries - Teachers	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	97,500
Salaries - Subs & TAs	0	0	3,736	4,670	3,736	3,736	3,736	2,802	3,736	3,736	3,736	934	34,560
Instructors-Outside Contractor													0
Benefit - Payroll Tax Expense	865	865	1,263	1,363	1,263	1,263	1,263	1,164	1,263	1,263	1,263	965	14,064

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Total
Benefit- Insurance Workers C	44	44	64	69	64	64	64	59	64	64	64	49	713
Benefit - Health Care Stipend	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Textbooks	0	0	1,000	0	0	0	0	0	0	0	0	0	1,000
Classroom Supplies	0	0	250	312	250	250	250	187	250	250	250	62	2,310
Classroom Furniture													0
Classroom Equipment													0
Technology-Academic use													0
Repairs & Maint.-Classroom Prop													0
Staff Dev & Training		3,000											3,000
Staff Travel													0
Meals, Gifts & Entertainment													0
Other													0
Total Instructional Services	10,284	13,284	15,688	15,789	14,688	14,688	14,688	13,587	14,688	14,688	14,688	11,385	168,148
Special Education Services													
Salaries - Teachers													0
Salaries - Substitutes													0
Salaries - Aides													0
Instructors-Outside Contract	0	0	3,814	4,768	3,814	3,814	3,814	2,861	3,814	3,814	3,814	954	35,280
Benefit - Payroll Tax Expense													0
Benefit -Insurance-Workers Comp													0
Benefit - Health Care Stipend													0
Special Teaching Materials													0
Special Classroom Supplies													0
Special Classroom Equipment			1,500										1,500
Special Ed Curriculum													0
Special Facilities Cost													0
Staff Special Ed Dev & Training													0
Other													0
Total Special Ed Services	0	0	5,314	4,768	3,814	3,814	3,814	2,861	3,814	3,814	3,814	954	36,780
Supplemental Programs & Serv													
Athletic Programs													0
Art & Enrichment Programs	0	0	363	454	363	363	363	272	363	363	363	91	3,360
Summer/Bridge School/Program													0
After-School Programs													0
Community Service Programs			63	63	63		63	63	63	63	63		500
English Language Learner Progra													0
Music Programs-Contractor			234	292	234	234	234	175	234	234	234	58	2,160
Tutoring Programs													0
Uniforms													0
Other-Spanish			195	243	195	195	195	146	195	195	195	49	1,800

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Total
Total · Supplemental Progra	0	0	854	1,052	854	791	854	656	854	854	854	198	7,820
Library													
Instructors-Outside Contractor													0
Books & Other Reading Materials			250										250
Library Furniture													0
Library Audiovisual Equipment													0
Library Technology													0
Other													0
Total · Library	0	0	250	0	0	0	0	0	0	0	0	0	250
Student Support Program & Serv													
Nurse - Outside Contractor	0	0	415	519	415	415	415	311	415	415	415	104	3,840
Guidance Counselor - Contra	0	0	415	519	415	415	415	311	415	415	415	104	3,840
School Psychologist -Contractor													0
Health Supplies			100										100
Health Care Equipment													0
Voluneer Expense											100		100
Other													0
Total · Student Support Prog	0	0	930	1,038	830	830	830	623	830	830	930	208	7,880
Transportation													
Salaries - Driver	0	0	934	1,168	934	934	934	701	934	934	934	234	8,640
Benefit - Payroll Taxes	0	0	99	124	99	99	99	75	99	99	99	25	920
Benefit-Insurance Workers C	0	0	65	81	65	65	65	49	65	65	65	16	602
Benefit - Health Insurance													0
Vehicle Operating Expense	0	0	600	600	600	600	600	600	600	600	600	600	6,000
Insurance - Auto													0
Field Trip Expense	0	0	120	120	120	120	120	120	120	120	120	120	1,200
Other													0
Total · Transportation	0	0	1,819	2,093	1,819	1,819	1,819	1,544	1,819	1,819	1,819	995	17,362
Food Service													
Salaries - Food Service													0
Benefit - Payroll Taxes - Food													0
Benefit-Insurance Workers Comp													0
Benefit - Health Insurance													0
Supplies - Food Service													0
Equipment - Food Service													0
Breakfast Program	0	0	795	993	795	795	795	596	795	795	795	199	7,350
Lunch Program	0	0	1,589	1,986	1,589	1,589	1,589	1,192	1,589	1,589	1,589	397	14,700
Snacks Expense													0
Other													0
Total Food Service	0	0	2,384	2,980	2,384	2,384	2,384	1,788	2,384	2,384	2,384	596	22,050

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Total
Administration & Support													
Salary - Administrator													0
Salary - School Director	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Salaries - Admin Staff	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	12,480
Contract-Compliance Director	867	867	867	867	867	867	867	867	867	867	867	867	10,400
Benefit - Payroll Tax Expense	466	466	466	466	466	466	466	466	466	466	466	466	5,589
Benefit-Insurance Workers C	204	204	204	204	204	204	204	204	204	204	204	204	2,451
Benefit - Health Insurance	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Office Supplies	50	50	50	50	50	50	50	50	50	50	50	50	600
Office Equipment													0
Technology Non-Academic													0
Accounting/Bookkeeping Exp	693	693	693	693	693	693	693	693	693	693	693	693	8,320
Audit Fees	0	0	0	0	0	0	0	0	0	0	0	6,000	6,000
Bad Debt Expense													0
Bank Fees													0
Credit Card Merchant Fees													0
Fees & Dues													0
Insurance - Liability			763			763			763			763	3,050
Income Tax													0
Interest Expense-Non-Mortgage													0
Legal Expenses	1,000												1,000
Meetings - Food & Supplies													0
Miscellaneous Expense													0
Payroll Processing Charge	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Penalties & Late Charges													0
Other													0
Total Administration & Support	8,320	7,320	8,082	7,320	7,320	8,082	7,320	7,320	8,082	7,320	7,320	14,082	97,890
Marketing & Advertising													
Advertising													0
Marketing													0
Mailing Cost													0
Printing													0
Other													0
Total Marketing & Advertising	0	0											
Facilities													
Salaries - Maintenance	0	0	389	486	389	389	389	292	389	389	389	97	3,600
Benefit - Payroll Tax Expense	0	0	41	52	41	41	41	31	41	41	41	10	383
Benefit-Insurance Workers C	0	0	18	23	18	18	18	14	18	18	18	5	168
Benefit - Health Insurance													0
Amortization Expenses													0

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Total
Building Repair & Maintenance													0
Building Projects													0
Depreciation Expense													0
Internet Service													0
Insurance - Bldg													0
Janitorial/Cleaning Supplies													0
Janitorial Service													0
Mortgage/Interest Expense													0
Rent expense	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000
Rubbish Removal													0
Security Expense													0
Snow Plowing/Removal													0
Telephone													0
Tax - Property													0
Utilities													0
Electric													0
Gas													0
Water													0
Utilities - Other													0
Utilities													0
Total Facilities	3,000	3,000	3,449	3,561	3,449	3,449	3,449	3,337	3,449	3,449	3,449	3,112	40,152
Fund Raisng Expenses													
Fund Raising General Expenses													0
Theater Materials													0
Theater Contractor Labor													0
Auction Purchases													0
Other													0
Total Fund Raising Expense	0	0	0	0									
Total Expense	21,604	23,604	39,020	38,600	35,158	36,108	35,158	31,715	36,170	35,158	35,258	31,779	399,331
Net Income (Loss)	(21,604)	(23,604)	58,449	(34,214)	(31,368)	59,017	(31,368)	(28,521)	58,955	(31,368)	(31,468)	60,152	3,059

Fiddlehead School
Projected Enrollment Table
July 2013 through June 2018

Grade	Ages	2013-2014 Year One	2014-2015 Year Two	2015-2016 Year Three	2016-2017 Year Four	2017-2018 Year Five
Per-K	4	14	14	14	14	14
K	5	14	14	14	14	14
1 / 2	6 & 7	14	14	14	14	14
1 / 2	6 & 7		14	14	14	14
3	8			14	14	14
4	9				14	14
5	10					14
6						
7						
8						
9						
10						
11						
12						
Total		42	56	70	84	98
Est. Daily Avg.		42	56	70	84	98
Student Characteristics, Totals by Characteristic						
Students residing outside the catchment area?		0	0	0	0	0
Students with low income status?		13	17	20	24	27
Students with special needs?		4	5	7	8	10

Fiddlehead School**Summary Analysis of Charter School Income Support Worksheet****Establish Pupil Income Base Year 2013-2014 Dollar****Income From Pupils forecasted out (5) Five Year in Present Dollars:****2013-2014**

	Grade Pre-K	Grade K	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Total
# of Pupils No Addl Services	8	8	9					25
# of Pupils Disadvantaged Students	6	4	3					13
# of Pupils Limited Eng Students	0	0	0					0
# of Pupils Pre-K to Grade 2	14	14	14					42
# of Pupils Gifted & Talented	0	0	0					0
# of Pupils Special Ed	0	2	2					4
# of Pupils Total	14	14	14	0	0	0	0	42
Total Income Pupil Funding Sources:	\$109,870	\$127,925	\$127,545					\$365,340

2014-2015

	Grade Pre-K	Grade K	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Total
# of Pupils No Addl Services	8	8	9	9				34
# of Pupils Disadvantaged Students	6	4	3	4				17
# of Pupils Limited Eng Students	0	0	0	0				0
# of Pupils Pre-K to Grade 2	14	14	14	14				56
# of Pupils Gifted & Talented	0	0	0	0				0
# of Pupils Special Ed	0	2	2	1				5
# of Pupils Total	14	14	14	14	0	0	0	56
Total Income Pupil Funding Sources:	\$112,617	\$131,123	\$130,733	\$123,130				\$497,603

2015-2016

	Grade Pre-K	Grade K	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Total
# of Pupils No Addl Services	8	8	9	9	9			43
# of Pupils Disadvantaged Students	6	4	3	4	3			20
# of Pupils Limited Eng Students	0	0	0	0	0			0
# of Pupils Pre-K to Grade 2	14	14	14	14	0			56
# of Pupils Gifted & Talented	0	0	0	0	0			0
# of Pupils Special Ed	0	2	2	1	2			7
# of Pupils Total	14	14	14	14	14	0	0	70
Total Income Pupil Funding Sources:	\$115,432	\$134,402	\$134,002	\$126,208	\$124,523			\$634,566

2016-2017

	Grade Pre-K	Grade K	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Total
# of Pupils No Addl Services	8	8	9	9	9	9		52
# of Pupils Disadvantaged Students	6	4	3	4	3	4		24
# of Pupils Limited Eng Students	0	0	0	0	0	0		0
# of Pupils Pre-K to Grade 2	14	14	14	14	0	0		56
# of Pupils Gifted & Talented	0	0	0	0	0	0		0
# of Pupils Special Ed	0	2	2	1	2	1		8
# of Pupils Total	14	14	14	14	14	14	0	84
Total Income Pupil Funding Sources:	\$118,318	\$137,762	\$137,352	\$129,363	\$127,636	\$119,647		\$770,078

2017-2018

	Grade Pre-K	Grade K	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Total
# of Pupils No Addl Services	8	8	9	9	9	9	9	61
# of Pupils Disadvantaged Students	6	4	3	4	3	4	3	27
# of Pupils Limited Eng Students	0	0	0	0	0	0	0	0
# of Pupils Pre-K to Grade 2	14	14	14	14	0	0	0	56
# of Pupils Gifted & Talented	0	0	0	0	0	0	0	0
# of Pupils Special Ed	0	2	2	1	2	1	2	10
# of Pupils Total	14	14	14	14	14	14	14	98
Total Income Pupil Funding Sources:	\$121,276	\$141,206	\$140,786	\$132,597	\$130,827	\$122,639	\$130,827	\$920,156

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade Pre-K Base Year Pupil EPS
July 2013 through June 2018

Catchment Area	Auburn	N/S RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	N/A RSU 51 C/NY	RSU 05 Pownal	N/A RSU 61 Casco	Total / Ave	
Number of Pupils No Addl Services	1	0	3	2	0	2	0	8	
Number of Pupils Disadvantaged Students	2		2	1		1		6	
Number of Pupils Limited Eng Students	0		0	0				0	
Number of Pupils Pre-K to Grade 2	3		5	3	0	3	0	14	
Number of Pupils Gifted & Talented								0	
Number of Pupils Special Ed	0		0	0				0	
Number of Pupils Total	3	0	5	3	0	3	0	14	
Income Pupil Funding Sources:									
	Funding Factors								
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	1,813	0	1,976	929	0	1,032	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	129	0	215	129	0	129	0	
Technology cost	\$97	291	0	485	291	0	291	0	
Pre-K - to - Grade 2 cost	10%	1,813	0	3,294	1,857	0	2,063	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	0	0	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		23,014	0	42,005	23,585	0	25,844	0	
SAU Administrative Withholding	-1%	-230	0	-420	-236	0	-258	0	
Authorizers Withholding	-3%	-690	0	-1,260	-708	0	-775	0	
Total Income Pupil Funding Sources:		\$22,094	\$0	\$40,324	\$22,642	\$0	\$24,810	\$0	\$109,870

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade K Base Year Pupil EPS
July 2013 through June 2018

Catchment Area		Auburn	RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	RSU 51 C/NY	RSU 05 Pownal	RSU 61 Casco	Total / Ave
Number of Pupils No Addl Services		0	1	6	0	1	0	0	8
Number of Pupils Disadvantaged Students		0	1	3	0	0	0	0	4
Number of Pupils Limited Eng Students		0	0	0	0	0	0	0	0
Number of Pupils Pre-K to Grade 2		0	3	10	0	1	0	0	14
Number of Pupils Gifted & Talented									0
Number of Pupils Special Ed		0	1	1	0	0	0	0	2
Number of Pupils Total		0	3	10	0	1	0	0	14
Income Pupil Funding Sources:		Funding Factors							
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	0	1,006	2,964	0	0	0	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	0	129	430	0	43	0	0	
Technology cost	\$97	0	291	970	0	97	0	0	
Pre-K - to - Grade 2 cost	10%	0	2,011	6,587	0	729	0	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	8,715	8,563	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		0	33,074	91,584	0	8,597	0	0	
SAU Administrative Withholding	-1%	0	-331	-916	0	-86	0	0	
Authorizers Withholding	-3%	0	-992	-2,748	0	-258	0	0	
Total Income Pupil Funding Sources:		\$0	\$31,751	\$87,921	\$0	\$8,253	\$0	\$0	\$127,925

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade 1st / 2nd Base Year Pupil EPS
July 2013 through June 2018

Catchment Area		Auburn	RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	RSU 51 C/NY	RSU 05 Pownal	RSU 61 Casco	Total / Ave
Number of Pupils No Addl Services		0	1	6	0	2	0	0	9
Number of Pupils Disadvantaged Students		0	1	2	0	0	0	0	3
Number of Pupils Limited Eng Students		0	0	0	0	0	0	0	0
Number of Pupils Pre-K to Grade 2		0	3	9	0	2	0	0	14
Number of Pupils Gifted & Talented									0
Number of Pupils Special Ed		0	1	1	0	0	0	0	2
Number of Pupils Total		0	3	9	0	2	0	0	14
Income Pupil Funding Sources:		Funding Factors							
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	0	1,006	1,976	0	0	0	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	0	129	387	0	86	0	0	
Technology cost	\$97	0	291	873	0	194	0	0	
Pre-K - to - Grade 2 cost	10%	0	2,011	5,928	0	1,459	0	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	8,715	8,563	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		0	33,074	82,591	0	17,195	0	0	
SAU Administrative Withholding	-1%	0	-331	-826	0	-172	0	0	
Authorizers Withholding	-3%	0	-992	-2,478	0	-516	0	0	
Total Income Pupil Funding Sources:		\$0	\$31,751	\$79,287	\$0	\$16,507	\$0	\$0	\$127,545

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade 1st / 2nd Base Year Pupil EPS
July 2014 through June 2018

Catchment Area		Auburn	RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	RSU 51 C/NY	RSU 05 Pownal	RSU 61 Casco	Total / Ave
Number of Pupils No Addl Services		0	2	5	0	2	0	0	9
Number of Pupils Disadvantaged Students		0	1	3	0	0	0	0	4
Number of Pupils Limited Eng Students		0	0	0	0	0	0	0	0
Number of Pupils Pre-K to Grade 2		0	3	9	0	2	0	0	14
Number of Pupils Gifted & Talented									0
Number of Pupils Special Ed		0	0	1	0	0	0	0	1
Number of Pupils Total		0	3	9	0	2	0	0	14
Income Pupil Funding Sources:		Funding Factors							
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	0	1,006	2,964	0	0	0	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	0	129	387	0	86	0	0	
Technology cost	\$97	0	291	873	0	194	0	0	
Pre-K - to - Grade 2 cost	10%	0	2,011	5,928	0	1,459	0	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	0	8,563	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		0	24,359	83,579	0	17,195	0	0	
SAU Administrative Withholding	-1%	0	-244	-836	0	-172	0	0	
Authorizers Withholding	-3%	0	-731	-2,507	0	-516	0	0	
Total Income Pupil Funding Sources:		\$0	\$23,384	\$80,235	\$0	\$16,507	\$0	\$0	\$120,127

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade 3rd Base Year Pupil EPS
July 2015 through June 2018

Catchment Area		Auburn	RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	RSU 51 C/NY	RSU 05 Pownal	RSU 61 Casco	Total / Ave
Number of Pupils No Addl Services		0	1	6	0	2	0	0	9
Number of Pupils Disadvantaged Students		0	1	2	0	0	0	0	3
Number of Pupils Limited Eng Students		0	0	0	0	0	0	0	0
Number of Pupils Pre-K to Grade 2		0	0	0	0	0	0	0	0
Number of Pupils Gifted & Talented									0
Number of Pupils Special Ed		0	1	1	0	0	0	0	2
Number of Pupils Total		0	3	9	0	2	0	0	14
Income Pupil Funding Sources:		Funding Factors							
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	0	1,006	1,976	0	0	0	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	0	129	387	0	86	0	0	
Technology cost	\$97	0	291	873	0	194	0	0	
Pre-K - to - Grade 2 cost	10%	0	0	0	0	0	0	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	8,715	8,563	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		0	31,063	76,662	0	15,736	0	0	
SAU Administrative Withholding	-1%	0	-311	-767	0	-157	0	0	
Authorizers Withholding	-3%	0	-932	-2,300	0	-472	0	0	
Total Income Pupil Funding Sources:		\$0	\$29,820	\$73,596	\$0	\$15,107	\$0	\$0	\$118,523

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade 4th Base Year Pupil EPS
July 2016 through June 2018

Catchment Area		Auburn	RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	RSU 51 C/NY	RSU 05 Pownal	RSU 61 Casco	Total / Ave
Number of Pupils No Addl Services		0	2	5	0	2	0	0	9
Number of Pupils Disadvantaged Students		0	1	3	0	0	0	0	4
Number of Pupils Limited Eng Students		0	0	0	0	0	0	0	0
Number of Pupils Pre-K to Grade 2		0	0	0	0	0	0	0	0
Number of Pupils Gifted & Talented									0
Number of Pupils Special Ed		0	0	1	0	0	0	0	1
Number of Pupils Total		0	3	9	0	2	0	0	14
Income Pupil Funding Sources:		Funding Factors							
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	0	1,006	2,964	0	0	0	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	0	129	387	0	86	0	0	
Technology cost	\$97	0	291	873	0	194	0	0	
Pre-K - to - Grade 2 cost	10%	0	0	0	0	0	0	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	0	8,563	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		0	22,348	77,650	0	15,736	0	0	
SAU Administrative Withholding	-1%	0	-223	-777	0	-157	0	0	
Authorizers Withholding	-3%	0	-670	-2,330	0	-472	0	0	
Total Income Pupil Funding Sources:		\$0	\$21,454	\$74,544	\$0	\$15,107	\$0	\$0	\$111,104

Fiddlehead School
Detail Analysis of Charter School Income Support Worksheet
Grade 5th Base Year Pupil EPS
July 2017 through June 2018

Catchment Area		Auburn	RSU 14 Windham	RSU 15 Gray/NG	RSU 16 P/M/M	RSU 51 C/NY	RSU 05 Pownal	RSU 61 Casco	Total / Ave
Number of Pupils No Addl Services		0	1	6	0	2	0	0	9
Number of Pupils Disadvantaged Students		0	1	2	0	0	0	0	3
Number of Pupils Limited Eng Students		0	0	0	0	0	0	0	0
Number of Pupils Pre-K to Grade 2		0	0	0	0	0	0	0	0
Number of Pupils Gifted & Talented									0
Number of Pupils Special Ed		0	1	1	0	0	0	0	2
Number of Pupils Total		0	3	9	0	2	0	0	14
Income Pupil Funding Sources:									
	Funding Factors								
EPS per pupil	Per	\$6,042	\$6,704	\$6,587	\$6,191	\$7,293	\$6,878	\$6,037	
Disadvantaged Student	15%	0	1,006	1,976	0	0	0	0	
Limited English Proficiency (50-70%)	60%	0	0	0	0	0	0	0	
Assessment cost	\$43	0	129	387	0	86	0	0	
Technology cost	\$97	0	291	873	0	194	0	0	
Pre-K - to - Grade 2 cost	10%	0	0	0	0	0	0	0	
Gifted and Talented (TBD)									
Career and Technical cost (TBD)									
Special Ed Servicing cost (120-140%)	130%	0	8,715	8,563	0	0	0	0	
Special Ed Additional funding:									
If more than 15% of Home Unit SE									
Cost exceeds 3X State Ave									
Home Unit has fewer than 20 SE									
Out of district placemt more 4X State									
Needs to meet Fed IDEA									
Federal Aid attributable to SE									
State Aid attributable to SE									
Transportation cost per Home Unit / pupil	Per	281	270	620	602	435	565	676	
Title I Federal Ed Act of 1965									
Sub-Total Funding Categories		0	31,063	76,662	0	15,736	0	0	
SAU Administrative Withholding	-1%	0	-311	-767	0	-157	0	0	
Authorizers Withholding	-3%	0	-932	-2,300	0	-472	0	0	
Total Income Pupil Funding Sources:		\$0	\$29,820	\$73,596	\$0	\$15,107	\$0	\$0	\$118,523

	A	B	C	D	E	F	G	H	J	
1	Fiddlehead School									
2	Detail Analysis of Charter School Staffing Budget									
3	July 2013 though June 2014									
5	STAFF PLACEMENT:	Pay Wks	Wage /Hour	Contract Rate	Hours/P er	Description of Payment	Annual Wages	Annual Salary	Annual Contract	
6	Instructional Serve:									
7	Grade Pre-K (yr 1)	26						32,500		
8	Grade K (yr 1)	26						32,500		
9	Grade 1st (yr 1)	26						32,500		
10	Grade 2nd (yr 2)	26								
11	Grade 3rd (yr 3)	26								
12	Grade 4th (yr 4)	26								
13	Grade 5th (yr 5)	26								
14	TAs / ETs	18	\$15.00		32.0	Hours per week	17,280			
15	TAs / ETs	18	\$15.00		32.0	Hours per week	17,280			
16							0			
17	Substitute		\$12.00		105.0	5 days of sick/Teacher	1,260			
18	Sub-Total:Instructional Serve							34,560	97,500	0
19	Special Education:									
20	Special Ed Evaluation Specialist			\$60.00	8.0	2 hr per SE Pupil			480	
21	Special Ed Service Care			\$60.00	580	1 hr per SE Pupil / day			34,800	
22										
23	Sub-Total: Special Education							0	0	35,280
24	Supplemental Programs:									
25	Coach / PE									
26	Art Instructor									
27	Music Instructor	18		\$30.00	2.0	2 hrs per wk for 37 wks			2,160	
28	English language Learner									
29	Tutor									
30	Spanish Instructor	18		\$25.00	2.0	2 hrs per wk for 37 wks			1,800	
31	Total: Supplemental Prog							0	0	3,960
32	Librarian						0	0	0	
33	Student Support									
34	Nurse	16		\$60.00	4.0				3,840	
35	Guidance Counselor	16		\$60.00	4.0				3,840	
36	Total: Student Support							0	0	7,680
37	Facilities:									
38	Custodian	18	\$10.00		10.0	2 hr per school day	3,600			
39	Maintenance									
40	Total: Facilities							3,600	0	0
41	Transport / Food Serv:									
42	Bus Driver	18	\$12.00		20.0	4 hrs per day	8,640			
43	Food Service									
44	Total:Transport/Food Serv							8,640	0	0
45	Admin & Support:									
46	Director of School	26						40,000		
47	Curriculum Director									
48	Finance Director									
49	Receptionist									
50	Admin. Assistant	26	\$12.00		20.0	20 Hours per week	12,480			
51	Compliance Director	26		\$40.00	5.0	5 Hours per week			10,400	
52	Total: Admin & Support							12,480	40,000	10,400
53										
54	Total Wages & Contract Serv							\$59,280	\$137,500	\$57,320
55										

Fiddlehead School
Detail Analysis of Charter School Staffing Budget
July 2014 though June 2015

STAFF PLACEMENT:	<u>Pay</u> <u>Wks</u>	<u>Wage</u> <u>/Hour</u>	<u>Contract</u> <u>Rate</u>	<u>Hours/P</u> <u>er</u>	<u>Description of Payment</u>	<u>Annual</u> <u>Wages</u>	<u>Annual</u> <u>Salary</u>	<u>Annual</u> <u>Contract</u>
Instructional Serve:								
Grade Pre-K (yr 1)	26						32,500	
Grade K (yr 1)	26						32,500	
Grade 1st (yr 1)	26						32,500	
Grade 2nd (yr 2)	26						32,500	
Grade 3rd (yr 3)	26							
Grade 4th (yr 4)	26							
Grade 5th (yr 5)	26							
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
Substitute		\$12.00		140.0	5 days of sick/Teacher	1,680		
Sub-Total: Instructional Serve						36,240	130,000	0
Special Education:								
Special Ed Evaluation Specialist			\$60.00	10.0	2 hr per SE Pupil			600
Special Ed Service Care			\$60.00	725	1 hr per SE Pupil / day			43,500
Sub-Total: Special Education						0	0	44,100
Supplemental Programs:								
Coach / PE								
Art Teacher								
Music Teacher	18		\$30.00	3.0	3 hrs per wk for 36 wks			3,240
English language Learner Tutor								
Sub-Total: Supplemental Prog						0	0	3,240
Total: Supplemental Prog								
Librarian						0	0	0
Student Support								
Nurse	16		\$60.00	6.0				5,760
Guidance Counselor	16		\$60.00	6.0				5,760
Total: Student Support						0	0	11,520
Facilities:								
Custodian	18	\$10.00		15.0	3 hr per school day	5,400		
Maintenance								
Sub-Total: Facilities						5,400	0	0
Transport / Food Serv:								
Bus Driver	18	\$12.00		20.0	4 hrs per day	8,640		
Food Service								
Sub-Total: Transport / Food Serv						8,640	0	0
Admin & Support:								
Director of School							40,000	
Curriculum Director								
Finance Director								
Receptionist								
Admin. Assistant	26	\$12.00		20.0	20 Hours per week	12,480		
Compliance Director	26		\$40.00	5.0	5 Hours per week			10,400
Sub-Total: Admin & Support						12,480	40,000	10,400
Total Wages and Contract Serv						\$62,760	\$170,000	\$69,260

Fiddlehead School
Detail Analysis of Charter School Staffing Budget
July 2015 though June 2016

STAFF PLACEMENT:	<u>Pay</u> <u>Wks</u>	<u>Wage</u> <u>/Hour</u>	<u>Contract</u> <u>Rate</u>	<u>Hours/P</u> <u>er</u>	<u>Description of Payment</u>	<u>Annual</u> <u>Wages</u>	<u>Annual</u> <u>Salary</u>	<u>Annual</u> <u>Contract</u>
Instructional Serve:								
Grade Pre-K (yr 1)	26						32,500	
Grade K (yr 1)	26						32,500	
Grade 1st (yr 1)	26						32,500	
Grade 2nd (yr 2)	26						32,500	
Grade 3rd (yr 3)	26						32,500	
Grade 4th (yr 4)	26							
Grade 5th (yr 5)	26							
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		16.0	Hours per week	8,640		
Substitute		\$12.00		175.0	5 days of sick/Teacher	2,100		
Sub-Total: Instructional Serve						45,300	162,500	0
Special Education:								
Special Ed Evaluation Specialist			\$60.00	14.0	2 hr per SE Pupil			840
Special Ed Service Care			\$60.00	1,015	1 hr per SE Pupil / day			60,900
Sub-Total: Special Education						0	0	61,740
Supplemental Programs:								
Coach / PE								
Art Teacher								
Music Teacher	18		\$30.00	4.0	4 hrs per wk for 36 wks			4,320
English language Learner								
Tutor								
Sub-Total: Supplemental Prog						0	0	4,320
Total: Supplemental Prog								
Librarian						0	0	0
Student Support								
Nurse	16		\$60.00	8.0				7,680
Guidance Counselor	16		\$60.00	8.0				7,680
Sub-Total: Student Support						0	0	15,360
Facilities:								
Custodian	18	\$10.00		15.0	3 hr per school day	5,400		
Maintenance								
Sub-Total: Facilities						5,400	0	0
Transport / Food Serv:								
Bus Driver	18	\$12.00		20.0	4 hrs per day	8,640		
Food Service								
Sub-Total: Transport / Food Serv						8,640	0	0
Admin & Support:								
Director of School							40,000	
Curriculum Director								
Finance Director								
Receptionist								
Admin. Assistant	26	\$12.00		25.0	25 Hours per week	15,600		
Compliance Director	26		\$40.00	6.0	6 Hours per week			12,480
Sub-Total: Admin & Support						15,600	40,000	12,480
Total Wages and Contract Serv						\$74,940	\$202,500	\$93,900

Fiddlehead School
Detail Analysis of Charter School Staffing Budget
July 2016 though June 2017

STAFF PLACEMENT:	<u>Pay</u> <u>Wks</u>	<u>Wage</u> <u>/Hour</u>	<u>Contract</u> <u>Rate</u>	<u>Hours/P</u> <u>er</u>	<u>Description of Payment</u>	<u>Annual</u> <u>Wages</u>	<u>Annual</u> <u>Salary</u>	<u>Annual</u> <u>Contract</u>
Instructional Serve:								
Grade Pre-K (yr 1)	26						32,500	
Grade K (yr 1)	26						32,500	
Grade 1st (yr 1)	26						32,500	
Grade 2nd (yr 2)	26						32,500	
Grade 3rd (yr 3)	26						32,500	
Grade 4th (yr 4)	26						32,500	
Grade 5th (yr 5)	26							
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		16.0	Hours per week	8,640		
Substitute		\$12.00		210.0	5 days of sick/Teacher	2,520		
Sub-Total: Instructional Serve						45,720	195,000	0
Special Education:								
Special Ed Evaluation Specialist			\$60.00	16.0	2 hr per SE Pupil			960
Special Ed Service Care			\$60.00	1,160	1 hr per SE Pupil / day			69,600
Sub-Total: Special Education						0	0	70,560
Supplemental Programs:								
Coach / PE								
Art Teacher								
Music Teacher	18		\$30.00	5.0	5 hrs per wk for 36 wks			5,400
English language Learner								
Tutor								
Sub-Total: Supplemental Prog						0	0	5,400
Total: Supplemental Prog						0	0	0
Librarian								
Student Support								
Nurse	16		\$60.00	10.0				9,600
Guidance Counselor	16		\$60.00	10.0				9,600
Total: Student Support						0	0	19,200
Facilities:								
Custodian	18	\$10.00		15.0	3 hr per school day	5,400		
Maintenance								
Sub-Total: Facilities						5,400	0	0
Transport / Food Serv:								
Bus Driver	18	\$12.00		20.0	4 hrs per day	8,640		
Food Service								
Sub-Total: Transport / Food Serv						8,640	0	0
Admin & Support:								
Director of School							40,000	
Curriculum Director								
Finance Director								
Receptionist								
Admin. Assistant	26	\$12.00		25.0	25 Hours per week	15,600		
Compliance Director	26		\$40.00	6.0	6 Hours per week			12,480
Sub-Total: Admin & Support						15,600	40,000	12,480
Total Wages and Contract Serv						\$75,360	\$235,000	\$107,640

Fiddlehead School
Detail Analysis of Charter School Staffing Budget
July 2017 though June 2018

STAFF PLACEMENT:	<u>Pay</u> <u>Wks</u>	<u>Wage</u> <u>/Hour</u>	<u>Contract</u> <u>Rate</u>	<u>Hours/P</u> <u>er</u>	<u>Description of Payment</u>	<u>Annual</u> <u>Wages</u>	<u>Annual</u> <u>Salary</u>	<u>Annual</u> <u>Contract</u>
Instructional Serve:								
Grade Pre-K (yr 1)	26						32,500	
Grade K (yr 1)	26						32,500	
Grade 1st (yr 1)	26						32,500	
Grade 2nd (yr 2)	26						32,500	
Grade 3rd (yr 3)	26						32,500	
Grade 4th (yr 4)	26						32,500	
Grade 5th (yr 5)	26						32,500	
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
TAs / ETs	18	\$15.00		32.0	Hours per week	17,280		
Substitute		\$12.00		245.0	5 days of sick/Teacher	2,940		
Sub-Total: Instructional Serve						54,780	227,500	0
Special Education:								
Special Ed Eval Specialist			\$60.00	20.0	2 hr per SE Pupil			1,200
Special Ed Service Care			\$60.00	1,450	1 hr per SE Pupil / day			87,000
Sub-Total: Special Education						0	0	88,200
Supplemental Programs:								
Coach / PE								
Art Teacher								
Music Teacher	18		\$30.00	6.0	6 hrs per wk for 36 wks			6,480
English language Learner Tutor								
Total: Supplemental Prog						0	0	6,480
Total: Supplemental Prog								
Librarian						0	0	0
Student Support								
Nurse	16		\$60.00	12.0				11,520
Guidance Counselor	16		\$60.00	12.0				11,520
Total: Student Support						0	0	23,040
Facilities:								
Custodian	18	\$10.00		20.0	4 hr per school day	7,200		
Maintenance								
Total: Facilities						7,200	0	0
Transport / Food Serv:								
Bus Driver	18	\$12.00		20.0	4 hrs per day	8,640		
Food Service								
Total: Transport / Food Serv						8,640	0	0
Admin & Support:								
Director of School							40,000	
Curriculum Director								
Finance Director								
Receptionist								
Admin. Assistant	26	\$12.00		30.0	30 Hours per wk	18,720		
Compliance Director	26		\$40.00	6.0	6 Hours per week			12,480
Total: Admin & Support						18,720	40,000	12,480
Total Wages & Contract Serv						\$89,340	\$267,500	\$130,200

Fiddlehead Center For The Arts
Detail Analysis of Enrollment Forecast Support Worksheet
Grade (All)
September 2013 through August 2014

Grade Level	Pre-K				K				1st				2nd				
	2011 FC % Enrollmt	FC % by Pupils	Mod % Weight	% of Catchmt Total	FC % by Pupils	Mod % Weight	% of by 2011 Total	FC % by Pupils	Mod % Weight	% of by 2011 Total	FC % by Pupils	Mod % Weight	% of by 2011 Total	FC % by Pupils	Mod % Weight	% of by 2011 Total	
2011 Enrollment Figures																	
Auburn	1.0%	182	4.7%	0.5%	55.0%	257	1.5%	0.3%	25.8%	277	1.8%	0.3%	27.5%	268	1.6%	0.3%	26.6%
Windham/Raymond RSU 14	15.1%	0	0.0%	0.0%	0.0%	242	21.0%	3.7%	24.3%	244	23.7%	3.7%	24.2%	243	22.0%	3.6%	24.2%
Gray/NG RSU 15	64.0%	52	86.5%	10.1%	15.7%	181	66.7%	11.6%	18.2%	149	61.3%	9.5%	14.8%	165	63.4%	10.5%	16.4%
Poland/Minot/Mech RSU 16	3.4%	83	7.3%	0.9%	25.1%	138	2.7%	0.5%	13.8%	138	3.0%	0.5%	13.7%	117	2.4%	0.4%	11.6%
No Yar/Cumberland RSU 51	10.3%	0	0.0%	0.0%	0.0%	122	7.2%	1.3%	12.2%	141	9.3%	1.4%	14.0%	157	9.7%	1.6%	15.6%
Pownal RSU 5	4.1%	14	1.5%	0.2%	4.2%	17	0.4%	0.1%	1.7%	14	0.4%	0.1%	1.4%	12	0.3%	0.0%	1.2%
Casco RSU 61	2.1%	0	0.0%	0.0%	0.0%	40	0.5%	0.1%	4.0%	44	0.6%	0.1%	4.4%	44	0.6%	0.1%	4.4%
TOTAL	100.0%	331	100.0%	11.6%	100.0%	997	100.0%	17.4%	100.0%	1007	100.0%	15.5%	100.0%	1006	100.0%	16.6%	100.0%

Grade Level	Pre-K		# Pupils
	Pupils	by %	
2012-2013 Forecasted Enrollment			
Auburn	3.0	0.7	
Windham/Raymond	0.0	0.0	
Gray/NG (Pre-K enrollment limited)	5.0	12.1	
Poland/Minot/Mechanic	3.0	1.0	
No Yarmouth/Cumberland	0.0	0.0	
Pownal	3.0	0.2	
Casco	0.0	0.0	
TOTAL ENROLLMENT PER GRADE	14.0	14.0	
	14.0		

Grade Level	K		# Pupils
	Pupils	by %	
Auburn	0.0	0.2	
Windham/Raymond	3.0	2.9	
Gray/NG	10.0	9.3	
Poland/Minot/Mechanic	0.0	0.4	
No Yarmouth/Cumberland	1.0	1.0	
Pownal	0.0	0.1	
Casco	0.0	0.1	
TOTAL ENROLLMENT PER GRADE	14.0	14.0	
	14.0		

Grade Level	1st		# Pupils
	Pupils	by %	
Auburn	0.0	0.2	
Windham/Raymond	3.0	3.3	
Gray/NG	9.0	8.6	
Poland/Minot/Mechanic	0.0	0.4	
No Yarmouth/Cumberland	2.0	1.3	
Pownal	0.0	0.1	
Casco	0.0	0.1	
TOTAL ENROLLMENT PER GRADE	14.0	14.0	
	14.0		

Grade Level	2nd		# Pupils
	Pupils	by %	
Auburn	0.0	0.2	
Windham/Raymond	3.0	3.1	
Gray/NG	9.0	8.9	
Poland/Minot/Mechanic	0.0	0.3	
No Yarmouth/Cumberland	2.0	1.4	
Pownal	0.0	0.0	
Casco	0.0	0.1	
TOTAL ENROLLMENT PER GRADE	14.0	14.0	
	14.0		

Fiddlehead Center Fo
Detail Analysis of Enr
Grade (All)
September 2013 throu

Grade Level	3rd				4th				5th			
	Pupils	FC % by Weight	Mod % by 2011	% of Total	Pupils	FC % by Weight	Mod % by 2011	% of Total	Pupils	FC % by Weight	Mod % by 2011	% of Total
2011 Enrollment Figures												
Auburn	310	1.8%	0.3%	28.8%	266	1.6%	0.3%	27.0%	275	1.6%	0.3%	26.0%
Windham/Raymond RSU 14	264	23.3%	3.7%	24.5%	235	21.7%	3.6%	23.8%	250	21.9%	3.6%	23.6%
Gray/NG RSU 15	167	62.4%	9.9%	15.5%	164	64.1%	10.6%	16.6%	166	61.6%	10.0%	15.7%
Poland/Minot/Mech RSU 16	126	2.5%	0.4%	11.7%	128	2.7%	0.4%	13.0%	117	2.3%	0.4%	11.0%
No Yar/Cumberland RSU 51	153	9.2%	1.5%	14.2%	144	9.1%	1.5%	14.6%	197	11.8%	1.9%	18.6%
Pownal RSU 5	16	0.4%	0.1%	1.5%	14	0.4%	0.1%	1.4%	18	0.4%	0.1%	1.7%
Casco RSU 61	41	0.5%	0.1%	3.8%	36	0.5%	0.1%	3.6%	36	0.4%	0.1%	3.4%
TOTAL	1077	100.0%	15.9%	100.0%	987	100.0%	16.6%	100.0%	1059	100.0%	16.3%	100.0%

Grade Level	3rd	# Pupils
	Pupils	by %
2012-2013 Forecasted Enrollm		
Auburn	0.0	0.3
Windham/Raymond	3.0	3.3
Gray/NG (Pre-K enrollment lim	9.0	8.7
Poland/Minot/Mechanic	0.0	0.3
No Yarmouth/Cumberland	2.0	1.3
Pownal	0.0	0.1
Casco	0.0	0.1
TOTAL ENROLLMENT PER GRA	14.0	14.0
	14.0	

Grade Level	4th	# Pupils
	Pupils	by %
2012-2013 Forecasted Enrollm		
Auburn	0.0	0.2
Windham/Raymond	3.0	3.0
Gray/NG (Pre-K enrollment lim	9.0	9.0
Poland/Minot/Mechanic	0.0	0.4
No Yarmouth/Cumberland	2.0	1.3
Pownal	0.0	0.0
Casco	0.0	0.1
TOTAL ENROLLMENT PER GRA	14.0	14.0
	14.0	

Grade Level	5th	# Pupils
	Pupils	by %
2012-2013 Forecasted Enrollm		
Auburn	0.0	0.2
Windham/Raymond	3.0	3.1
Gray/NG (Pre-K enrollment lim	9.0	8.6
Poland/Minot/Mechanic	0.0	0.3
No Yarmouth/Cumberland	2.0	1.6
Pownal	0.0	0.1
Casco	0.0	0.1
TOTAL ENROLLMENT PER GRA	14.0	14.0
	14.0	

2011-2012 Fiddlehead Students - where are they from?

Town	Summer	Fall/	Theater	Total	Percent	Catchmt	At 100%
	'12	Spring					
Auburn	1	0	2	3	0.90%	0.90%	1.0%
Casco	1	3	2	6	1.80%	1.80%	2.1%
Cumberland	6	7	1	14	4.19%	4.19%	4.8%
Falmouth	0	2	0	2	0.60%		0.0%
Gorham	1	1	0	2	0.60%		0.0%
Gray	24	72	13	109	32.63%	32.63%	37.3%
New Gloucester	20	47	11	78	23.35%	23.35%	26.7%
Lewiston	3	0	1	4	1.20%		0.0%
Mechanic Falls	1	1	0	2	0.60%	0.60%	0.7%
Minot	0	1	0	1	0.30%	0.30%	0.3%
Naples	2	2	3	7	2.10%		0.0%
North Yarmouth	4	5	7	16	4.79%	4.79%	5.5%
Poland	1	5	1	7	2.10%	2.10%	2.4%
Portland	0	1	3	4	1.20%		0.0%
Pownal	5	6	1	12	3.59%	3.59%	4.1%
Raymond	6	11	0	17	5.09%	5.09%	5.8%
Scarborough	2	2	0	4	1.20%		0.0%
Sebatus	0	0	3	3	0.90%		0.0%
Westbrook	1	1	0	2	0.60%		0.0%
Windham	15	10	2	27	8.08%	8.08%	9.2%
Yarmouth	8	0	0	8	2.40%		
Out-of-State	6	0	0	6	1.80%		
TOTAL	107	177	50	334	100.00%	87.43%	100.0%

**TAB: Data Used for Charter School
School Enrollment Data**

SAU ID	SAU Name	School ID	School Name	4YO	EK	K	1	2	3	4	5	6	7	8	Attending Count
Auburn															
1007	Auburn School Department	1144	Auburn Middle School										279	282	561
1007	Auburn School Department	1134	East Auburn Community Schoc	28	4	20	17	17	20	24	21	21			172
1007	Auburn School Department	1135	Fairview School	25	8	68	84	64	97	75	75	81			577
1007	Auburn School Department	1908	Park Avenue Elementary Schoc	26	3	50	49	51	49	40	55	44			367
1007	Auburn School Department	1143	Sherwood Heights Elementary	28	5	51	53	56	65	52	54	42			406
1007	Auburn School Department	1140	Walton School	30	25	17	36	42	44	40	36	33			303
1007	Auburn School Department	1138	Washburn School			51	38	38	35	35	34	32			263
Totals				137	45	257	277	268	310	266	275	253	279	282	2,649

Population Totals 23055
 0-4 years 1417
 5-9 years 1428
 10-14 years 1376

Enrollment Data
 k-8 disadvantaged 1392
 % disadvantaged k-8 52.55%
 % Eligible F/R Lunch 52.6
 k-8 Limited English 142
 % Limited English 5.4%
 Ave Attending Pupils 3595.5

EPS Information
 EPS Rates (base) (elem) \$6,042
 EPS Special Ed 6050352.53 1682.75693 Per pupil Spec Ed EPS rate
 EPS Transportation \$280.58 1008809.77
Total EPS \$6,322.58

TAB: Data Used for Charter School

School Enrollment Data

SAU ID	SAU Name	School ID	School Name	4YO	EK	K	1	2	3	4	5	6	7	8	Attending Count
Windham/Raymond				pre-K	EK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
3162	RSU 14	1365	Jordan-Small Middle School								57	44	53	54	208
3162	RSU 14	1436	Manchester School							187	193				380
3162	RSU 14	1366	Raymond Elementary School			36	44	45	52	48					225
3162	RSU 14	1437	Windham Middle School									222	189	242	653
3162	RSU 14	1438	Windham Primary School			206	200	198	212						816
Totals				0	0	242	244	243	264	235	250	266	242	296	2,282
Pop Total Windham		17001													
0-4 years		958													
5-9 years		1057													
10-14 years		1116													
Pop Total Raymond		4436													
0-4 years		196													
5-9 years		257													
10-14 years		327													
Enrollment Data															
k-8 disadvantaged		733													
% disadvantaged		32.1%													
% Eligible F/R Lunch		32.69													
k-8 Limited English		38													
% Limited English		4.7%													
Ave Attending Pupils		3315													
EPS Information															
EPS Rates (base/elem)		\$6,704													
EPS Special Ed			\$5,053,882.59	\$753.86											
EPS Transportation		269.53	\$1,806,942.41												
		<u>6,973.53</u>													

TAB: Data Used for Charter School

School Enrollment Data

SAU ID	SAU Name	School ID	School Name	4YO	EK	K	1	2	3	4	5	6	7	8	Attending Count
Poland/Minot/Mechanic Falls				pre-K	E-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
3163	RSU 16	1342	Bruce M Whittier Middle School										126	127	253
3163	RSU 16	1303	Elm Street School-Mechanic Falls	27		41	37	37	42	37	29	38			288
3163	RSU 16	1309	Minot Consolidated School	23	2	36	36	26	26	28	22	19			218
3163	RSU 16	1340	Poland Community School	31		61	65	54	58	63	66	71			469
Totals				81	2	138	138	117	126	128	117	128	126	127	1,228
Pop Total Poland		5376													
0-4 years		79													
5-9 years		306													
10-14 years		376													
Pop Total Minot		2607													
0-4 years		148													
5-9 years		167													
10-14 years		189													
Enrollment Data															
k-8 disadvantaged		501													
% disadvantaged		40.8%													
% Eligible F/R Lunch		39.8%													
k-8 Limited English		3													
% Limited English		0.2%													
Ave Attending Pupils		1720													
EPS Information															
EPS Rates (base/elem)		\$6,191													
EPS Special Ed			2,520,125.40	1,465.19 Per pupil Spec Ed											
EPS Transportation		601.92	1,035,303.40												
		6,792.92													

Data Sources:

Enrollment, Disadvantaged, Limited English Proficiency, Total Pupil Counts from Maine DOE Computation of Unit Allocation to Fund Public Schools 2012-2013

Data was run on 4/26/2012

General Purpose Aid to Local Schools

<http://www.maine.gov/education/data/subsidy/FY13PreliminarySubsidy.htm>

This data represents preliminary subsidy amounts.

Population counts: Maine Census, 2010

2010 Demographic Profile for Maine Towns, Cities, Counties and the State

<http://www.state.me.us/spo/economics/census/>

School specific enrollment data by Grade was obtained from:

<http://www.maine.gov/education/enroll/attending/statefallpub.htm>

Public School October 2011 Attending Counts, by SAU, spreadsheet

Free and Reduced Price Lunch

From online report As of October 31, 2011

https://portal.maine.gov/sfsr/sfsrdev.ed534.ed534_parameters

This spreadsheet was created in May 2012 to support Fiddlehead's application to operate a Charter School in Maine.

Fiddlehead Arts and Science Center, 25 Shaker Rd, Gray, ME

Executive Director, Jacinda Cotton-Castro

Data Prepared by: Wendy Betts