



# Maine Charter School Commission

## Monthly Commission Meeting

Published on October 6, 2023 at 10:49 AM EDT

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### Date and Time

Tuesday October 10, 2023 at 1:00 PM EDT

### Location

Room #103, Cross Office Building, 111 Sewall Street, Augusta OR [Zoom](#)

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The **Vision** of the Maine Charter School Commission is that "***All of Maine's children will have access to a vibrant ecosystem of diverse schools so that all of them can become happy, healthy and thriving citizens.***"

The **Mission** of the Maine Charter School Commission is "***To authorize, monitor and develop unique public charter schools that provide a dynamic, superlative education for every student.***"

### Reminders:

- This meeting is being recorded via Zoom.
  - We ask members of the public to hold comments until public comments are heard.
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### Agenda

Purpose

Presenter

#### I. Opening Items

A. Record Attendance

Rachel Spell

	Purpose	Presenter
<b>B.</b> Call the Meeting to Order		Norm Higgins
<b>C.</b> To Consider the Approval of the 9/12/23 Commission Meeting Minutes	Approve Minutes	Norm Higgins
<b>II. Comments from Commission Chair</b>		
<b>A.</b> Comments	Discuss	Norm Higgins
<b>III. Additions or Adjustments to the Agenda</b>		
<b>A.</b> Additions/Adjustments	Discuss	Norm Higgins
<b>IV. Committee Reports</b>		
<b>A.</b> School Performance Committee	FYI	Tori Kornfield
<b>B.</b> Finance Committee	FYI	Leigh Albert
<b>C.</b> Executive Committee	FYI	Norm Higgins
<b>V. Public Comment*</b>		
<b>A.</b> Public Comment	Discuss	Norm Higgins
<b>VI. Presentations</b>		
<b>A.</b> Maine Virtual Academy	Discuss	Melinda Browne
<b>VII. Executive Director/Commission Staff Report</b>		
<b>A.</b> School Updates	Discuss	Lana Ewing
<b>B.</b> Organizational Updates	Discuss	Lana Ewing
<b>C.</b> Media Updates	FYI	Lana Ewing
<b>VIII. Monthly School Portfolio/Data Report</b>		
<b>A.</b> Monthly School Portfolio/Data Report	Discuss	Lana Ewing
<i>None</i>		

	Purpose	Presenter
<b>IX. Unfinished Business</b>		
<b>A. Unfinished Business</b>	Discuss	Norm Higgins
<i>None</i>		
<b>X. New Business Requiring Approval and/or Acceptance</b>		
<b>A. To Consider the Approval of Maine Connections Academy's Renewal Application</b>	Vote	Norm Higgins
<b>XI. New Business Requiring Notification to the Commission (No formal action to be taken by Commission)</b>		
<b>A. New Governing Board Members</b>	FYI	Norm Higgins
<i>Baxter Academy for Technology and Science - Daniel Mickool</i>		
<i>Ecology Learning Center - Randy Fox</i>		
<b>B. Board Member Resignations</b>	FYI	Norm Higgins
<i>Community Regional Charter School - Seth Noonkester</i>		
<i>Maine Virtual Academy - Amy Carlisle</i>		
<i>Maine Virtual Academy - Peter Mills</i>		
<b>C. Board Member Term Outs</b>	FYI	Norm Higgins
<i>None</i>		
<b>XII. Next Month's Topics</b>		
<b>A. Next Month's Topics</b>	FYI	Norm Higgins
<ul style="list-style-type: none"> <li>• To Receive and Place on File the 2022-23 Annual Monitoring Reports</li> <li>• To Consider the Approval of Maine Virtual Academy's Request to Increase Enrollment</li> </ul>		
<b>XIII. Announcements</b>		
<b>A. Important Dates</b>	FYI	Norm Higgins
10/11/23 - 1:00pm Maine Arts Academy Ribbon Cutting Ceremony ( <i>310 Cony Road, Augusta</i> )		
<b>B. Next Regular Business Meeting</b>	FYI	Norm Higgins

Purpose Presenter

November 14, 2023 (Maine Academy of Natural Sciences, 13 Easler Road, Hinckley)

**XIV. Closing Items**

**A. Adjourn Meeting** Vote Norm Higgins

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\* The Charter School Commission does not allow airing of complaints in public meetings regarding Commission and charter school employees or school employment matters, in order to protect employee privacy, to comply with Maine law and pursuant to our contractual relation with the schools. To the extent that the Commission receives complaints and concerns relating to school employees in writing, those concerns will be reviewed and addressed by the Commission and its staff outside of a public meeting. This meeting is not the appropriate forum for such comments. You are free to direct your concerns in writing to the Commission's Executive Director, if you have not done so already.

# Coversheet

## To Consider the Approval of the 9/12/23 Commission Meeting

**Section:** I. Opening Items  
**Item:** C. To Consider the Approval of the 9/12/23 Commission Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Monthly Commission Meeting on September 12, 2023

APPROVED



## Maine Charter School Commission

### Minutes

#### Monthly Commission Meeting

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##### **Date and Time**

Tuesday September 12, 2023 at 1:00 PM

##### **Location**

Maine Connections Academy, 8 Science Park Road, 3rd Floor, Scarborough

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##### **Reminders:**

- This meeting is being recorded via Zoom.
  - We ask members of the public to hold comments until public comments are heard.
  - When speaking, state your name and speak slowly and clearly and loudly enough for the captioner to pick up your comments. Lana or Amy will interrupt if the captioner is having a difficult time hearing what is being said.
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##### **Directors Present**

Brian Langley (remote), James Ford (remote), Jim Handy, Leigh Albert (remote), Norm Higgins, Tom Keller, Tori Kornfield (remote)

##### **Directors Absent**

*None*

##### **Guests Present**

Amy Allen (remote), Lana Ewing, Rachel Spell

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##### **I. Opening Items**

**A. Record Attendance**

**B. Call the Meeting to Order**

Norm Higgins called a meeting of the board of directors of Maine Charter School Commission to order on Tuesday Sep 12, 2023 at 1:04 PM.

**C. To Consider the Approval of Minutes from the August 8, 2023 Commission Meeting**

Jim Handy made a motion to Approve the minutes from the.

Tom Keller seconded the motion.

*A copy of the minutes was distributed for review and consideration.*

The board **VOTED** unanimously to approve the motion.

**Roll Call**

Leigh Albert Aye

Tom Keller Aye

Jim Handy Aye

Tori Kornfield Aye

Brian Langley Aye

James Ford Aye

Norm Higgins Aye

**II. Comments from Commission Chair**

**A. Comments**

- Chair Higgins welcomed Rachel Spell as the Commission's new Administrative Assistant.

**III. Additions or Adjustments to the Agenda**

**A. Additions/Adjustments**

*None*

**IV. Committee Reports**

**A. School Performance Committee**

Tori Kornfield - Chair, School Performance Committee - reported on the work being done by the Committee.

**B. Finance Committee**

Leigh Weisenburger Albert - Chair, Finance Committee - reported on the work being done by the Committee and a copy of the FY24 Budget vs. Actual/Spending Dashboard was distributed for review.

### **C. Executive Committee**

Norm Higgins - Chair, Executive Committee - reported on the work being done by the Committee.

### **V. Public Comment\***

#### **A. Public Comment**

*None*

### **VI. Presentations**

#### **A. Maine Connections Academy**

Walter Wallace, Maine Connections Academy's Head of School, shared the following:

- Students who enroll at MCA fit into seven different buckets:
  - Elite/specialty athletes/performers who need a flexible schedule
  - Students who live in areas that can't provide things like an advanced science class
  - Parents who have homeschooled their children, but have "aged out" on knowledge, but still want to keep their student(s) at home
  - Students with physical disabilities
  - Students who are working during the day to help support their families (often in a family business)
  - Students who have had a difficult time in their resident district school (i.e., bullying)
  - Students with extreme anxiety
- MCA sets annual goals which are driven by the Performance Framework. These goals are displayed throughout the school building as a reminder to staff.
- Despite being a virtual school, MCA offers both in-person and virtual field trips and has many clubs available to students.

### **VII. Executive Director/Commission Staff Report**

#### **A. School Updates**

- Maine Arts Academy began the school year in their new building and reports that the transition has been "smooth". The school will host a Ribbon Cutting Ceremony on October 11th.
- MeANS is fully staffed with no open positions.
- Harpswell Coastal Academy has officially closed and board members are working with their auditor to finalize the FY23 audit. They will end with a cash balance of approximately \$160,000 and Lana is working with the MDOE to determine how those funds will be disbursed.



- Maine Connections Academy submitted their Renewal Application and staff met with members of the school's governing board and administrative team to finalize year-end data. Focus group visits were held on September 11th and the public hearing for renewal is scheduled for September 26th. The Commission will vote on the renewal at its October 10th business meeting.

## **B. Organizational Updates**

- Staff is interested in releasing a new school application for schools opening in the fall of 2025. The proposed timeline would be as follows:
  - Release the new school application in mid-November
  - Applications would be due in mid-March 2024
  - Commission would make decisions on applications in June 2024 (current statute requires action within 90 days from receipt of the application).
- Lana will be attending the NACSA (National Association for Charter School Authorizers) Annual Leadership Conference in late October. This years conference will be held in Oakland and she will be presenting at a session on Values Based Authorizing.
- A copy of the 2023-2024 Annual Work Calendar was shared. There are 5 key priorities for the school year - 1) searching for a new charter school, updating the strategic plan, refine the performance framework, conduct an internal Commission policy review, and consider whether or not there are any legislative changes that the Commission will pursue.
- Strong drafts of the 2022-23 Annual Monitoring Reports are complete using school-reported data. The drafts will be finalized in early October (awaiting results from the Maine Through-Year Assessment), sent to schools for review, and then presented to the full Commission for consideration in November.

## **VIII. Monthly School Portfolio/Data Report**

### **A. End of Year 2022-23 Unenrollment Data**

A copy of the report was distributed for review and the following was noted:

- The spreadsheet shows the months that students are both entering and exiting the charter schools.
- Exited students are broken down by grade, gender, race/ethnicity, whether or not they have a 504 plan or an IEP, economically disadvantaged, returning or first year student, the reason for leaving, language, and English learner.
- The report is currently in draft form as two schools did not exit students before the August 15th MDOE deadline. Another school exited students as required, but do not graduate students until the end of the July. The state reporting system will not show those graduates until the beginning of the 2023-24 school year.

- Data should be finalized by November and will be shared with the Commission at that time.

## IX. Unfinished Business

### A. Unfinished Business

None

## X. New Business Requiring Approval and/or Acceptance

### A. To Consider the Approval of ACADIA Academy's Request to Amend Bylaws

Tori Kornfield made a motion to approve ACADIA Academy's Request to Amend Bylaws. Jim Handy seconded the motion.

*A copy of the request was distributed for review and consideration.*

The board **VOTED** unanimously to approve the motion.

#### Roll Call

Jim Handy Aye  
Tori Kornfield Aye  
Brian Langley Aye  
Norm Higgins Aye  
James Ford Aye  
Leigh Albert Aye  
Tom Keller Aye

### B. To Receive and Place on File the Completed Maine Academy of Natural Sciences' Intervention Plan

Tori Kornfield made a motion to receive and place on file the completed Maine Academy of Natural Sciences' Intervention Plan.

Tom Keller seconded the motion.

*A copy of the plan was distributed for review and consideration. The School Performance Committee noted the following:*

- *They are impressed with the gains that MeANS has made.*
- *Chronic absenteeism is still an area of concern, but the Committee recognizes the improvement from previous years.*

The board **VOTED** unanimously to approve the motion.

#### Roll Call

Tom Keller Aye  
Norm Higgins Aye  
Jim Handy Aye  
James Ford Aye  
Tori Kornfield Aye

**Roll Call**

Brian Langley Aye  
Leigh Albert Aye

**C. To Consider the Approval of Fiddlehead School of Arts & Sciences' Request to Fund SMARTS Curriculum**

Leigh Albert made a motion to approve Fiddlehead School of Arts & Sciences' request to fund SMARTS Curriculum in the amount of \$4,800.

Jim Handy seconded the motion.

*A copy of the request was distributed for review and consideration.*

The board **VOTED** unanimously to approve the motion.

**Roll Call**

Tori Kornfield Aye  
Norm Higgins Aye  
Brian Langley Aye  
Tom Keller Aye  
Jim Handy Aye  
James Ford Aye  
Leigh Albert Aye

**XI. New Business Requiring Notification to the Commission (No formal action required)**

**A. New Governing Board Members**

*Fiddlehead School of Arts & Sciences - Marie Reimensnyder*

**B. Board Member Resignations**

*None*

**C. Board Member Term Outs**

*None*

**XII. Future Topics**

**A. Future Topics**

October

- To Consider the Approval of Maine Connections Academy's Renewal Application

November

- To Receive and Place on File the 2022-23 Annual Monitoring Reports

**XIII. Announcements**

### **A. Important Dates**

- 9/26/23 Public Hearing for Renewal - Maine Connections Academy, 8 Science Park Road, Scarborough and ZOOM (4:30-6:00pm)
- 10/11/23 Ribbon Cutting Ceremony - Maine Arts Academy, 310 Cony Road, Augusta (2:00pm)

## **XIV. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:00 PM.

Respectfully Submitted,  
Norm Higgins

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# Coversheet

## Finance Committee

**Section:** IV. Committee Reports  
**Item:** B. Finance Committee  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** FY24 MCSC Budget vs Actual Report.pdf



# MCSC FY24 Budget vs. Actual *(As of 10-5-23)*

Summary	Total FY23 Budget	Total Actual Cost	Total Difference
	\$839,374	\$214,285	\$625,089

## Personnel

	Projected Cost	Actual Cost	Difference
Staff Salaries	\$285,000	\$85,417	↑ \$199,583
Manpower Service Fee	\$104,880	\$30,254	↑ \$74,626
Benefits	\$60,000	\$15,000	↑ \$45,000
<b>Total</b>	<b>\$449,880</b>	<b>\$130,671</b>	<b>\$319,209</b>

## Contracted Services

	Projected Cost	Actual Cost	Difference
Finance Consultant	\$49,275	\$14,285	↑ \$34,990
Public Relations/Engagement	\$35,000	\$2,340	↑ \$32,660
Project-Based Support	\$65,000	\$5,700	↑ \$59,300
<b>Total</b>	<b>\$149,275</b>	<b>\$22,325</b>	<b>\$126,950</b>

## Projected Annual Revenue

Allotment	\$694,809
Carryover Funds	\$144,565
Grants	
<b>Total Annual Income</b>	<b>\$839,374</b>

## Actual Annual Revenue

Allotment	\$766,635
Carryover Funds	\$0
Grants	\$0
<b>Total Annual Income YTD</b>	<b>\$766,635</b>

## Travel

	Projected Cost	Actual Cost	Difference
Commission Members	\$12,782	\$2,242	↑ \$10,540
Staff	\$7,641	\$1,514	↑ \$6,127
<b>Total</b>	<b>\$20,423</b>	<b>\$3,756</b>	<b>\$16,667</b>

### Personal Services (Per Diem/Commission Members)

	Projected Cost	Actual Cost	Difference
Per Diem	\$15,400	\$4,180	↑ \$11,220
<b>Total</b>	<b>\$15,400</b>	<b>\$4,180</b>	<b>\$11,220</b>

### General Operations

	Projected Cost	Actual Cost	Difference
Insurance/Risk Management	\$1,776	\$798	↑ \$978
Printing/Photocopying Services	\$500	\$481	→ \$19
Dues and Subscriptions	\$6,860	\$2,649	↑ \$4,211
Meeting Room Rental	\$1,000	\$0	↑ \$1,000
Postage	\$500	\$161	↑ \$339
Advertising	\$500	\$200	↑ \$300
Food	\$500	\$0	↑ \$500
General Government Service Center	\$7,529	\$8,462	↓ (\$933)
Legal and Professional Services	\$12,546	\$0	↑ \$12,546
Office and Other Supplies	\$1,000	\$367	↑ \$633
<b>Total</b>	<b>\$32,711</b>	<b>\$13,119</b>	<b>\$19,592</b>

### Sta-Cap

	Projected Cost	Actual Cost	Difference
Sta-Cap	\$9,775	\$0	↑ \$9,775
<b>Total</b>	<b>\$9,775</b>	<b>\$0</b>	<b>\$9,775</b>

### Technology-For Schools

	Projected Cost	Actual Cost	Difference
NWEA MAP Test	\$13,039	\$0	↑ \$13,039
Panorama Education	\$10,625	\$0	↑ \$10,625
Infinite Campus	\$20,751	\$19,615	↑ \$1,136
Lotterease	\$3,750	\$4,269	↓ (\$519)
Epicenter	\$37,900	\$9,500	↑ \$28,400
College-Readiness Diagnostics	\$4,000	\$240	↑ \$3,760
<b>Total</b>	<b>\$90,065</b>	<b>\$33,624</b>	<b>\$56,441</b>

### Contingency

	Projected Cost	Actual Cost	Difference
Contingency	\$20,000	\$0	↑ \$20,000
<b>Total</b>	<b>\$20,000</b>	<b>\$0</b>	<b>\$20,000</b>

### Technology-For MCSC

	Projected Cost	Actual Cost	Difference
Office of Information Technology	\$8,845	\$0	↑ \$8,845
Cell Phone Services	\$2,000	\$1,116	↑ \$884
Website	\$5,000	\$0	↑ \$5,000
Remote CART Captioning Service	\$5,000	\$0	↑ \$5,000
BoardOnTrack	\$6,000	\$5,495	↑ \$505
<b>Total</b>	<b>\$26,845</b>	<b>\$6,611</b>	<b>\$20,234</b>

## Charter School Innovation/Collaboration

	Projected Cost	Actual Cost		Difference
Innovation Fund/Professional Development	\$20,000	\$0	↑	\$20,000
Board Chair Collaboration	\$5,000	\$0	↑	\$5,000
<b>Total</b>	<b>\$25,000</b>	<b>\$0</b>		<b>\$25,000</b>



# Coversheet

## To Consider the Approval of Maine Connections Academy's Renewal Application

**Section:** X. New Business Requiring Approval and/or Acceptance  
**Item:** A. To Consider the Approval of Maine Connections Academy's Renewal  
Application  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** MCA\_Renewal\_Application\_-\_September\_2023.pdf

## Application for Renewal of a Public Charter School

**School Name:** Maine Connections Academy (MCA)

**School Address:** 8 Science Park Road, Fl 3, Scarborough, ME 04074

**School Contact Information:**

William Thompson, Board President

Phone: (207) 805-3254

WilliamThompson@mca.connectionsacademy.org

**Date of Application Approval by the MCA Governing Board:** TBD

**Application Submission Date:** September 1, 2023



Application for Renewal of a Public Charter School

Maine Public Charter School
Renewal Application Form

Name of Public Charter School: Maine Connections Academy

Name of Entity that Holds the Charter: Maine Connections Academy, Inc.

Name/Title of Primary Contact Person: William Thompson, Board President

Mailing Address: 8 Science Park Road, Fl 3, Scarborough, ME 04074

Telephone: (207) 805-3254

Email Address: WilliamThompson@mca.connectionsacademy.org

Physical Address of School: 8 Science Park Road, Fl 3, Scarborough, ME 04074

School's Initial Opening Date: September 2, 2014

Current Grades Enrolled: 7-12

Grade Levels to be Served Per Current Charter Contract: 7-12

Maximum Projected Enrollment Per Current Charter Contract: 500 (as of 22 - 23 SY)

Proposed Grade Levels to be Served at Full Enrollment for Second Charter Term: 7-12

Proposed Maximum Projected Enrollment at Full Growth for Second Charter Term: 500 + 5% (maximum projected enrollment for school year 2022-2023 for grades 7-12)

Renewal Application Certification

Signature of School Leader: Walter Wallace Date: 08/31/2023

Printed Name: Walter Wallace

Signature of Board Chair: William Thompson Date: 08/31/2023

Printed Name: William Thompson

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## IV. Introduction to the School

Maine Connections Academy (MCA) is Maine’s first full-time, virtual public charter school that offers a rigorous academic program to students in grades 7–12 and operates under the authorization of the Maine Department of Education and Maine Charter School Commission. MCA was founded during the 2014-15 school year and graduated its first 12th grade class in June 2015. From Kittery to Fort Kent, our school community spans statewide with approximately 40% of students residing in the southern regions and the greater Portland area. Our students come from urban, suburban, and rural communities with a variety of unique talents, strengths, and needs. MCA’s students are served by experienced and qualified teachers — 48% of MCA teachers have earned Master’s Degrees or higher. Students, parents, and teachers work collaboratively to ensure that all students experience a positive, caring, and personalized learning environment through which they are able to maximize their potential and meet the highest performance standards.<sup>1</sup>

MCA embodies multiple hallmarks of excellence:

- A rigorous, proven curriculum that is aligned to the eight Maine content areas, the Maine Learning Results, the Common Core State Standards, and the Next Generation Science Standards (NGSS);
- Maine-certified teachers and staff: 7 teachers rated Highly Effective and 18 rated as Effective during the 2022-2023 school year; and
- An award-winning educational management system, Pearson Online Classroom, designed specifically for the virtual environment to provide accountability through comprehensive data collection, analysis, and reporting with best-in-class courses and learning tools.

Table A provides the required basic introductory information about the school.

**Table A. Introductory Information**

<b>Name of School</b>		Maine Connections Academy	
<b>Year Opened</b>	2014	<b>Current Enrollment</b>	515 (as of 8/27/23)
<b>Maximum Enrollment</b>	500 + 5%	<b>Current Grade Span</b>	7-12
<b>Chartered Grade Span</b>	7-12	<b>Students on Waitlist</b>	160 (as of 8/27/23)

<sup>1</sup> <https://www.connectionsacademy.com/maine-virtual-school/overview/about/>

## Application for Renewal of a Public Charter School

## V. Executive Summary

### Enrollment and Demographic Information

Table B reflects the enrollment and demographic information for MCA as of October 1, 2022

**Table B. Current Year Enrollment and Demographic Information**

<b>Number of Students Enrolled*</b>	466
<b>Number of Students on Waiting List*</b>	93
<b>Number of Male Students</b>	286
<b>Number of Female Students</b>	180
<b>Number White Students</b>	417
<b>Number of Black Students</b>	11
<b>Number of Hispanic Students</b>	9
<b>Number of Asian Students</b>	5
<b>Number of Other Students</b>	24
<b>Number of Students with Disabilities</b>	92
<b>Number of English Language Learners</b>	5
<b>Number of Homeless Students</b>	0
<b>Number Students Eligible for Free/Reduced Lunch</b>	193
<i>*On 10-1-22 (State Student Count Day)</i>	

### Mission and Vision

The mission of Maine Connections Academy (MCA) is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program in grades 7-12 throughout the state of Maine for students who need an alternative to the traditional classroom.

The vision of MCA is to reach students throughout Maine for whom a leading-edge virtual approach provides the best pathway to school success through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, families, teachers, and the community to promote academic and emotional success for every learner. Every single day, MCA lives its mission and vision by focusing on the students, the curriculum, and leveraging 21st century education resources.

By providing opportunities for success to students who otherwise may have been unsuccessful in their educational goals, MCA helps to increase the number of students in Maine who have a strong academic foundation and a love of learning.

The Governing Board worked with the Maine Charter School Commission to establish appropriate academic, financial, and organizational performance expectations for a full-time virtual charter school

## Application for Renewal of a Public Charter School

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that are clear, quantifiable, rigorous, and attainable. MCA uses these to establish expectations, guide practice, assess progress, and inform decision making.

### Educational Program

MCA offers students in grades 7-12 throughout Maine a comprehensive online virtual school program from Connections Academy (Connections), which is a challenging, standards-based alternative to a brick-and-mortar school curriculum or a homeschool curriculum. Connections is now part of Pearson Virtual Schools USA.

MCA provides curriculum that aligns to the Maine Learning Results, the Common Core State Standards, and the NGSS. As Maine statute requires, MCA provides instruction in the eight content areas: Career and Education Development, English Language Arts, Health Education and Physical Education, Mathematics, Science and Technology, Social Studies, Visual and Performing Arts, and World Languages.

MCA offers a wide variety of Connections courses that provide a solid foundation for whatever path a graduate may choose - attending college or starting a career. The program combines the latest advancements in online instruction with the best curriculum resources. Detailed information is provided in the [2023-2024 Program of Studies](#).

Courses also develop skills in the important “four Cs” of 21<sup>st</sup> century learning:

- Critical thinking and problem solving
- Communication
- Creativity and innovation
- Collaboration

MCA offers students anywhere in the state hundreds of courses, dozens of clubs and activities, and access to resources that will help prepare them for the global economy they will be living and working in as adults. The personalized approach at MCA helps Maine students develop critical skills, including independent thinking, problem solving, and collaborating with people in their community and potentially across the globe. All are key challenges for Maine students as the local economy moves from a natural-resource-based economy of fishing and forestry to become part of the global economy where jobs may be automated or located offshore.

### Community and Local Connections

Community connections are an important component at MCA so that students and their families are connected to local community members, businesses, and organizations. MCA’s Governing Board is composed of prominent community leaders. MCA has established educational partnerships with the following organizations:

- University of Maine system (for state assessment administration)
- Maine Principal’s Association
- Maine Resilience Building Network
- Explore EC (Early College)
- State Parks and Recreation
- Portland Historical Society
- SARSSM



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- Other partnerships through local internships and work study

The Dual Enrollment, Aspirations, and Early College for ME provide MCA students with the opportunity to gain college credits and MCA credits at the same time. This provides students with increased rigor as well as prepares them to enter their freshman year of college with credits already attained so they can move forward in their academic program more quickly.

Our partnership with the Maine Principal's Association provides the MCA School Leader with training, resources, and valuable connections with other principals and school leaders.

In addition, students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include regular field trips and outings facilitated by the MCA staff. Field trips for families have included visits to University of Maine in Orono, Fort Williams in Cape Elizabeth, Goat Hikes in Buxton, Pineland Farms in Gray/New Gloucester, Eastern Cemetery in Portland, Santa Maria Tour in Boothbay Harbor, United Technology Center in Bangor, Dr. Drew's Animals in Lewiston, A Christmas Carol in Lewiston, the Gem Museum in Bethel, Ice Skating-in Portland, Central Maine Community College Tour, Fort Knox in Prospect, YMCA in Bangor, Sea Dogs in Portland, and Science Day in Bangor. Through these meaningful, community-based activities, MCA nurtures local connections for students and their families.

### Leadership and Governance

MCA is led by a Governing Board. As set forth in the Bylaws, the Governing Board's mission is to provide top-quality personalized education for students and families who seek an alternative to the conventional classroom. The Governing Board maintains a commitment to excellence in curriculum, instruction, accountability and communication for virtual schools and works in partnership with the Maine Charter School Commission, and according to the terms of its charter. The Governing Board is an independent, public, non-profit corporation and is not a subsidiary of another entity, or in any way connected with, or under the control of another entity. The Governing Board is an effective steward of public money and provides independent governance of the school's administrators.

The Governing Board members are parents, educators, and business and community leaders who are committed to providing an innovative virtual charter school for students in Maine. Governing Board members have unique skills and expertise in virtual and charter education, higher education, government affairs, technology, internal controls, and financial analysis. These qualifications will help ensure the success of the school and the effective representation of key stakeholders.

The Governing Board's members are the following:

1. William Thompson, Board President/Secretary
2. Jennifer Cummings, Board Treasurer
3. Ellen McBride, Board Member
4. Jana Lapoint, Board Member
5. Connie Ronco, Board Member

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### VI. Looking Back: The Record of Performance

#### 1. Academic Performance

##### 1.a. Performance Expectations

During its first charter term, MCA exceeded or met the majority (19) of the Performance Framework indicators for all three reported years (SY 2019-20, SY 2020-21, and SY 2021-22). Eight of the indicators were partially met for one year or more. For the 2022-2023 school year, MCA met or exceeded all three draft indicators that were measured in the Performance Report: High School Completion (Graduation Rate), Post-Secondary Readiness, and Student Attendance (Chronic Absenteeism).

Of the six indicators that were unmet for at least one year, four were related to Student Academic Growth on NWEA. Per the Performance Report Summary, recent changes to the Performance Framework would classify MCA's academic growth as measured by the NWEA, "an area of strength and not an area of concern": "Because of the recent changes to the Performance Framework, there is context to share regarding the NWEA results. Applying the current NWEA Growth benchmark to the school's results over the last four years, MCA would have exceeded expectations in 5 of the 9 NWEA categories, met expectations in 3 of the 9 NWEA categories, and partially met expectations in 1 of the 9 categories."

The other two indicators that were unmet for at least one year were '5 and 6 year average high school Graduation Rate' and 'Panorama Survey-Student Participation'. MCA reported in June 2023 that they anticipate 88% of seniors to graduate in 4 years, which allows MCA to meet expectations on the Performance Framework in 2023. While MCA did not meet the 65% Panorama Survey participation score in SY2019-20, they exceeded their participation score in the following years, with 82% and 83% of students participating in SY 2021-22 and 2020-21, respectively.

##### 1.b. Supplemental Data

We provide information and data for each Performance Framework indicator under the sub-headings that follow.

##### Academic Proficiency

For the 2020-21 and 2021-2022 school years, MCA exceeded or was equivalent to statewide performance at all tested grade levels. State testing data is not yet available for the 2022-2023 school year. Data is also not available for SY2019-20 due to the COVID-19 pandemic.

##### Academic Growth

Per the performance report, changes to the Performance Framework would place MCA in the "exceeded expectations" in 5 of the 9 NWEA categories, "met expectations" in 3 of 9 and "partially met" in 1 of 9. Therefore, per the performance report findings, "under the recalibrated criteria, the academic growth of MCA, as measured on the NWEA, is an area of strength and not an area of concern". MCA has continued to support the academic growth of all students across the state of Maine. For students who enrolled during the current charter term (2019 – present), of those students that did not transfer out, 94% that enrolled on-track and 74% who enrolled credit deficient graduated on time\*. In 2022, the on-time graduation rate was 68.59%, and in 2023 it jumped up to 89.5%\*. For students who enrolled in MCA as

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credit-deficient at their previous school, MCA's online learning curriculum has proven to be the right fit to not only get these students caught up on their studies, but a diploma as well, as illustrated by the data below for the 2022 & 2023 graduation cohorts:

For the 2022 graduation cohort:

- 65 of 88 students graduated on-time (73.86%).
  - Of those on-time graduates, 13 (20%) of the students that had enrolled at MCA in credit deficient status.
- Of the 23 non-graduates, 12 enrolled in credit-deficient status.
  - 90% of these students either graduated late, enrolled for a 5<sup>th</sup> year, or entered a GED program.

For the 2023 graduation cohort\*:

- 94 of 115 students graduated on time (89.5%).
  - Of those on-time graduates, 17 (18%) of the graduates had enrolled at MCA in credit deficient status.
- Of the 11 non graduates, 6 enrolled in credit-deficient status.
  - 50% of those students entered a GED program or the workforce.

\*2023 data is tentative and awaiting official confirmation from the Maine Department of Education.

### Achievement Gaps

MCA has made efforts to close achievement gaps across major subgroups, and most are within an acceptable gap threshold.

MCA was one of the very few LEAs in the state of Maine to receive a conditional contract reward from the Stronger Connections Grant, for schools who meet a poverty certification rate at or above 35%. The Stronger Connections Grant aims to provide funding for LEAs to develop, implement and evaluate a comprehensive approach that prioritizes physical and emotional safety for their unique school community<sup>2</sup>. Allowable expenses, such as school climate improvement, mental health and SEL, and school safety will all contribute in ensuring the short and long term success of all MCA students.

### Student Attendance and Reenrollment

During the last renewal application cycle in 2018, MCA indicated they would be addressing the concern with withdrawal and attendance rates through multi-pronged efforts. First, MCA is establishing the onboarding process as a four-week process with students and families. Teachers are then required to do mandatory follow-ups weekly for the first month. This will address students and families' concerns about switching to an online environment and should decrease withdrawal rates for new students. As a result of these initiatives, the Average Daily Attendance Rate for all grades met expectations in SY2019-20 and exceeded expectations in SY2020-21 and SY 2021-22. In addition, for all three measured school years, student enrollment throughout the school year and recurrent enrollment year over year met or

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<sup>2</sup> <https://www.ed.gov/news/press-releases/department-awards-nearly-1-billion-56-states-and-territories-provide-students-safer-and-healthier-learning-environments-2>

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exceeded expectations, with 98% of the students enrolled on the last day of school being the same as those enrolled on student count day, and 88.35% of students enrolled on the last day of school returning for the 2023-24 school year.

Second, per the Performance Report, MCA's SY 2021-22 rate of chronic absenteeism was 7.9%, exceeding expectations on the Performance Framework. In June 2023, MCA's rate of chronic absenteeism is 8.96%, "putting them significantly below the state average". Both of these numbers are a significant improvement from the 2019-20 School Year, when 11% of students were chronically absent. As mentioned during the last renewal cycle, MCA is requiring student attendance during LiveLesson® synchronous sessions unless a specific plan is made with the student's teacher. Utilizing unique, interactive tools, LiveLesson sessions allow MCA teachers to create and lead the real-time, lively interactions of a traditional classroom but in an online setting. MCA is also focusing on increasing engagement during LiveLesson sessions. Students are expected to be in school each day for a minimum of three hours to be counted as present. LiveLessons are recorded and exit tickets are required at the end of each lesson to allow students to make up schoolwork, if needed.

Third, MCA has listened to parent and student feedback about wanting to be more engaged. While there was a plan to increase the number of Academic Summits from two to three per year, the impacts of the COVID-19 pandemic put those plans on hold. However, MCA has increased parent communication through Parent Informational Sessions, created a Parent-Only Facebook page for MCA parents to interact and learn from each other, and increased the expected number of learning coach-to-teacher contact instances. In addition, MCA has increased the number of student/virtual clubs, field trips and social picnics, and has encouraged participation in the Academic Summits. Academic Summits provide unique opportunities for MCA students, families, and staff to meet in person, often at Maine educational institutions. These summits increase engagement, enhance the school experience, and serve as an important forum for staff and students to connect their learning to real-world environments.

### Post-Secondary Readiness

Per the College Board, the College Readiness benchmark score on the SAT is defined as, "the minimum score need on the SAT related area test to indicate about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses."<sup>3</sup> In 2022-2023, 83% of MCA students who took the SAT hit the EBRW (Evidence Based Reading and Writing) College Readiness Benchmark of 480, with an average score of 560. For SY2019-20, SY2020-21, and SY 2021-22, MCA exceeded expectations, with 100% of students participating in at least one post-secondary activity such as a college course, Advanced Placement course, certificate program, internship, or an MCA-specific post-secondary activity.

MCA has demonstrated steady improvement in graduation rates during the charter term (see table #), and is dedicated to continuing that trend in the years to come. Some initiatives MCA has taken to encourage and support students reach graduation include hiring a multiple pathways teacher to assist with severely credit deficient students to help get them back on cohort, hiring a social worker to assist students with mental health or other social issues that prevent them from attending, and the creation of a Senior Team Committee to meet regularly with staff to ensure students are staying on track for graduation. MCA's 4-year graduation rates during the current charter term are as follows:

- **2018:** 57.14%
- **2019:** 58.18%
- **2020:** 61.47%

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<sup>3</sup> <https://satsuite.collegeboard.org/k12-educators/about/understand-scores-benchmarks/benchmarks>

## Application for Renewal of a Public Charter School

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- **2021:** 68.69%
- **2022:** 73.86%
- **2023:** 89.5%\*

\*2023 data is tentative and awaiting official confirmation from the Maine Department of Education.

MCA prepares students for a variety of post-graduate opportunities, including two-year and four-year college as well as for careers, and each cohort will have a varied number of students who elect different pathways. The number of students enrolled in post-secondary institutions the fall semester after graduation, according to the National Clearinghouse, was 38% in 2018, 48% in 2019, 41% in 2020, 31% in 2021, and 26% in 2022. Since 2015, 165 students have enrolled in a post-secondary institution the fall semester after graduation, and 77% of them have enrolled at a college in Maine. Data for the class of 2023 is not yet available. 80% of students who graduated from MCA 2019 and 78% of students who graduated from MCA in 2020 persisted from their freshman to sophomore year of college, demonstrating how MCA has adequately prepared these students for post-secondary opportunities.

### *1.c Evidence of Outcomes Related to Mission-Specific Academic Goals and Measures*

The Renewal Performance Report captures all the academic goals and measures.

## 2. Financial Performance

### *2.a Assurance*

MCA is able to meet its current liabilities and carries no long-term liabilities. The current unrestricted cash balance of \$1,420,294.43 will cover the existing current liabilities of \$622,744.13.

MCA has current unrestricted net assets of \$1,086,410.96. In the last three years MCA has budgeted some of its unrestricted funds for staffing and program improvements. The net income(loss) in SY 2020-2021, SY 2021-2022 and SY2022-2023 was \$(275,344.30), \$(110,973.30), and \$112,491.33 respectively.

### *2.b Supplemental Data*

In Exhibit A of this document, we provide unaudited June 30, 2023 financial statements. We have also included the budget template, completed in Appendix D.

## 3. Organizational Performance

### *3.a. Supplemental Data*

We provide information and supplemental data, as available, for the organizational performance-related Performance Framework indicators under the sub-headings that follow.

### **Board Governance and Stewardship**

MCA has met the Governance and Operations targets of the Performance Frameworks in each year of its charter term.

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### Financial Performance

MCA is low risk in all financial criteria on the Performance Framework and maintains a strong financial position in each year of its charter term.

### Facilities Management

MCA has met the Facilities targets for Adequacy of Facilities Maintenance in Support of the Program for each year of its charter term.

### Parent & Community Engagement

MCA met the Parent & Community Engagement targets for each year of its charter term.

### School Culture and Climate

MCA met or exceeded its targets in this area for SY2020-21 and SY2021-22. In the 2018 application, MCA discussed taking action to promote increased participation among families as well as students and staff in the Maine Charter School Commission–sponsored Panorama Education survey. This was done through School Leadership communicating to families the importance of participation to ensure the school meets its School Climate targets. The MCA family participation goal for the Panorama Education Survey was set to 40%. While the participation goal was narrowly missed in SY2019-20 (39%), the goal was exceeded in both SY2020-21 and SY2021-22 (53% and 55%, respectively). Similarly, the MCA student participation goal for the Panorama Education Survey was set at 65%. While the participation goal was not met in SY2019-20 (45.8%), the goal was exceeded in both SY2020-21 and SY2021-22 (83% and 92%, respectively).

The staff at MCA takes a School Climate Survey twice a year. These scores showed growth in various aspects of school culture, such as clear leadership expectations and respect of teacher input and needs. Some examples of growth include the following:

“The leaders at my school motivate me.”

- 2019-2020: 59%
- 2020-2021: 68%
- 2021-2022: 69%
- 2022-2023: 74%

“The parents of the students at my school are respectful towards me.”

- 2019-2020: 91%
- 2020-2021: 91%
- 2021-2022: 79%
- 2022-2023: 96%

“When I face challenges with particular students, the families are supportive.”

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- 2019-2020: 82%
- 2020-2021: 82%
- 2021-2022: 71%
- 2022-2023: 85%

“The leaders set a positive tone for the culture of the school.”

- 2019-2020: 68%
- 2020-2021: 86%
- 2021-2022: 76%
- 2022-2023: 85%

“Staff satisfaction is important to our leaders.”

- 2019-2020: 59%
- 2020-2021: 82%
- 2021-2022: 79%
- 2022-2023: 85%

“The leaders are responsive to my feedback.”

- 2019-2020: 73%
- 2020-2021: 82%
- 2021-2022: 82%
- 2022-2023: 78%

“When changes arise in my personal life, the leaders are understanding.”

- 2019-2020: 82%
- 2020-2021: 95%
- 2021-2022: 90%
- 2022-2023: 96%

MCA has made determined efforts to make an effective organizational diagnosis and respond to the needs of the staff. School leadership has set a clear vision of where MCA is going and what is expected of each staff member needs to achieve that vision. The School Leader believes MCA has “Met” this standard based on these numbers. Parent Satisfaction Survey data from SY 2022-2023 has also been very positive, as shown in Figure 1. MCA will continue to foster their relationships with parents and meet the needs of families across the state of Maine.

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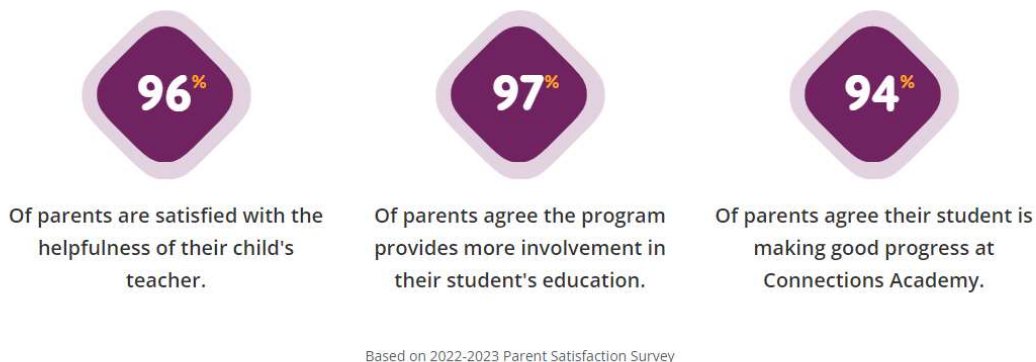


Figure 1. Maine Connections Academy Parent Satisfaction Survey Results, 2022-2023

3.b Evidence of Outcomes Related to School-Established Organizational Goals

Effective Leadership

MCA has had effective leadership throughout its initial charter term. As a recent example, Table F shows results from the 2022-2023 school year staff survey, as they pertain to school leadership. The overall average score from school staff in the School Leadership category was 81% favorable, with 93% of school staff participating in the survey.

Table C. Survey Results from the SY 2022-2023 Staff Survey

Factor	Question	Favorable Percentage Score
School Leadership	The leaders set a positive tone for the culture of the school.	85%
School Leadership	Staff satisfaction is important to our leaders.	85%
School Leadership	Our leaders have a positive influence on the quality of my work.	78%
School Leadership	The leaders effectively communicate information that is important to staff.	81%
School Leadership	The leaders are knowledgeable about what is going on in the school.	78%
School Leadership	The leaders are responsive to my feedback.	78%



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School Leadership	The leaders have effectively developed rules for students that facilitate their learning.	70%
School Leadership	The leaders clearly identify their goals for staff.	96%
School Leadership	The leaders seek input from staff when making important decisions for the school.	74%
School Leadership	The leaders set a positive tone for the culture of the school.	85%
School Leadership	Staff satisfaction is important to our leaders.	85%

### Instructional Quality

MCA teachers participate in a performance evaluation system aligned to teaching standards, school goals, and student performance. Through ongoing teacher training and professional development, participation in professional learning communities, peer review, and varied career ladder opportunities, teachers are effective and consistently focused on student learning and continuous improvement.

Instructional leaders utilize data provided through Connections' proprietary educational management system, Pearson Online Classroom, and the state accountability system to drive professional development both for individual teachers and the school as a whole.

### Compliance with Terms of Charter Contract and Laws

MCA has been compliant with the terms of charter contract and laws.

## VII. Looking to the Future

### 1. Adjustments to the Performance Framework

MCA does not have any proposed changes in targets to the performance indicators as they are stated in the existing contract.

### 2. Plans to Change the School's Current Model

#### 2.a Education Plan

##### i. Mission, Vision, Identification of Targeted Student Population and Community Served

MCA does not plan to change the school's current model in these areas.

##### ii. Academic Program

MCA does not plan to change the school's current model in this area. The grade levels served, Grade 7 – Grade 12, will remain the same for the upcoming charter term. As per the renewal application

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guidelines, MCA submitted a separate proposal for an enrollment cap increase for consideration in January 2023. The Governing Board of MCA continuously looks for ways to provide quality educational options to Maine families across the state. The increase in demand and the school's on-going wait list indicate that families are searching for individualized education solutions. The need to adjust enrollment was determined via a consistent demand signal received through online requests for information and through the increasing waiting list of students from families wishing to enroll. The request was approved by the Maine Charter School Commission in February 2023.

### iii. Special Student Populations

MCA does not plan to change the school's current model in this area. MCA is dedicated to serving special student populations. As such, MCA provides a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with IDEA.

MCA also supports the special education student population in accordance with the Maine Unified Special Education Regulations (MUSER). MCA has an open enrollment policy: any eligible public-school student in Maine can attend.

The school does not discriminate in its pupil admissions policies or practices on the basis of geography, intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, test scores, disabilities, etc. As a public school, MCA will, through its policies and procedures, comply with all applicable requirements of IDEA, 20 U.S.C. 1400 et. seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504).

### iv. Assessment

As of this charter team, MCA has implemented assessments from Northwest Evaluation Association™ (NWEA™), as a universal benchmark assessment according to the Maine Charter School Commission's guidelines and timelines. In addition to NWEA, MCA still uses other formatted and summative assessments that are aligned to the Maine Learning Results, the Common Core State Standards, and the Next Generation Science Standards (NGSS).

MCA also accommodates students with disabilities and provides alternate assessments in accordance with MUSER.

MCA uses placement tests, formative assessments, ongoing information assessments, unit assessments and portfolio assignments, and curriculum-based assessments.

### v. School Climate and Discipline

Regarding the Panorama Education survey, families and employees receive multiple surveys throughout the year, such as the Pulse survey, and a Student SEL Survey. The MCA Administration team will ensure to communicate to the students and families the importance of participating in and completing the surveys as well as teachers communicating weekly with students and parents about the importance of taking these surveys as part of the Charter.

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MCA promotes a positive learning environment for all students. Data from the Maine Department of Education shows that MCA has not filed any bullying or discipline reports throughout the current charter term.

### **2.b Organizational Plan**

#### **i. School Calendar and Daily Schedule**

MCA does not plan to change the school's current model in this area. MCA follows a traditional school year calendar that includes 180 school days (currently exceeding Maine requirements) during which instruction is provided by school staff. The Governing Board approves the school calendar annually. As of the 2023-2024 school year, the calendar will provide 193 working days for teachers – the number of workdays was previously 195. The number of instructional days for students remains the same at 180 days. The school calendar may be extended to allow families more flexibility in completing the year's work, or to provide extra learning time for students who are at risk (generally not by more than two weeks).

#### **ii. Student Recruitment and Enrollment**

MCA does not plan to change the school's current model in this area. MCA balances student recruitment and enrollment policies with the mutual goals of ensuring that families are aware of their choices with the competing demand of being fiscally conservative.

Enrollment generally begins in February for the school year starting in August, with reasonable public notice given at least 30 days before the enrollment application deadline and according to all Maine rules and regulations. MCA actively recruits families that represent the full cultural, demographic and socioeconomic range of Maine.

#### **iii. Staffing and Human Resources**

MCA does not plan to change the school's current model in this area. Each winter the school's Leadership team, MCA's Chief Financial Officer, and the Governing Board, with support from several PVS teams such as Human Resources, Customer Success Partner Team (CSP), and School Financial Services, collaborate to build a budget that will frame the upcoming school year. During this process, key factors are reviewed including the structure of the school and anticipated growth. School Leadership sets staffing ratios (number of staff for a position based on the number of students enrolled) for each position at the school so staffing is tied closely to student enrollment.

Because there are many stages of student enrollment, and this is tracked and analyzed by a team of marketing, finance, human resources and school administrative professionals all year long, this team meets weekly throughout the year.

During these meetings, the team assesses both the needs based on the data (student enrollment) and the staffing needs raised by the school leader to review and approve positions. The process accounts for the ever-changing needs of the school and how students can best be supported in alignment with the school's budget.

#### **iv. Management and Operation**

MCA does not plan to change the school's current model in this area. The operating structure is similar

## Application for Renewal of a Public Charter School

to a traditional educational environment, with Walter Wallace, School Leader, implementing the policies and procedures of the Governing Board, while supervising the teaching staff. Mr. Wallace is responsible for the instructional leadership, curriculum implementation, personnel decisions, facilities management, and any special staffing needs. Mr. Wallace also manages the teachers ensuring that each student successfully completes his/her instructional program. Lauren Thompson, the Assistant Principal, is responsible for the overall school operation working with parents, students, support staff, and highly qualified teachers who virtually facilitate the student instructional program.

Figure 2 is an Organizational Chart demonstrating the hierarchy.

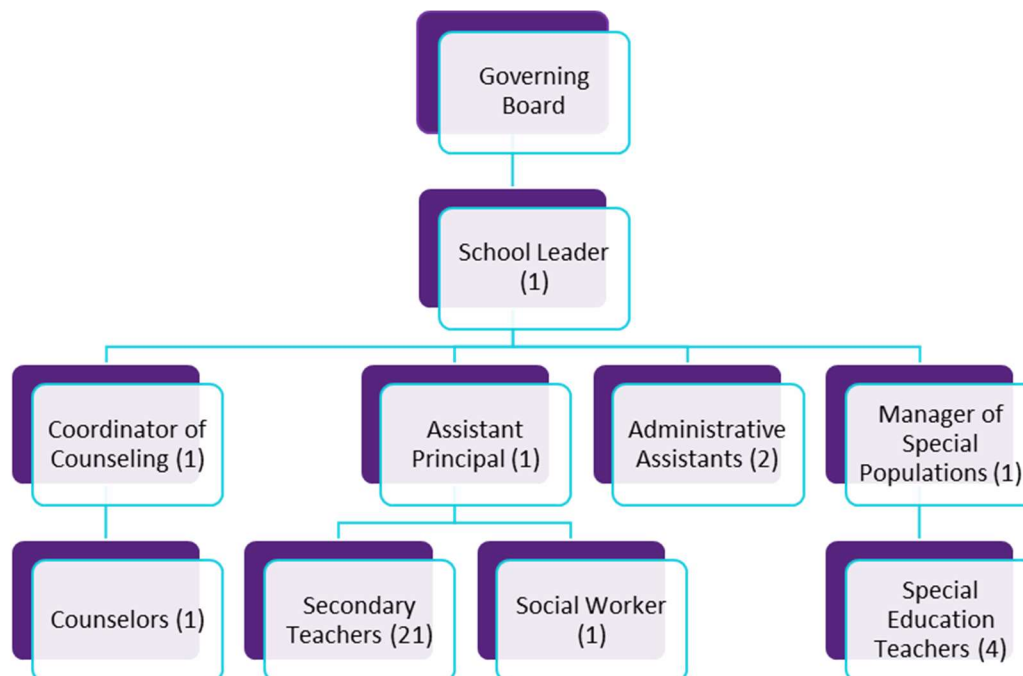


Figure 2. Organizational Chart

### v. Parent and Community Development

MCA does not plan to change the school's current model in this area. Real connections are an important component at MCA so students can participate regularly in both face-to-face and virtual community activities. MCA currently holds two Title I parent meetings each year to gather input into how they spend their grant money.

In-person activities include regular field trips and outings facilitated by MCA staff. Families are welcome to visit the teaching/learning center. Teachers often go out into the community for field trips, state assessments, and other school events.

Field trips are also focused on college and career readiness for the secondary students; field trips to local universities and colleges are scheduled and trips to explore local businesses and attend college and career fairs can be organized.

Although some of the in-person activities were impacted by the COVID-19 pandemic during this charter term, MCA has added more clubs and activities since then. MCA provides school-based clubs that meet both face-to-face and virtually. In addition, through Connections, students are offered access to clubs

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and activities through which they can explore interests beyond the classroom, develop leadership skills, and make friends within their school and with students from other schools supported by Connections.

### **2.c Governance Plan**

MCA does not plan to change the school's current model in this area.

#### **i. Governing Body**

The Governing Board is an independent, public, non-profit corporation and is not a subsidiary of another entity, or in any way connected with, or under the control of another entity. The Governing Board is an effective steward of public money and provides independent governance of the school's administrators.

The Governing Board members are parents, educators, and business and community leaders who are committed to providing an innovative virtual charter school for students in Maine. Governing Board members have unique skills and expertise in virtual education, higher education, internal controls, government relations, and financial analysis. All Board members are involved in and supportive of Maine charter schools. These qualifications will help ensure the success of the school and the effective representation of key stakeholders.

#### **ii. Governing Board Composition**

*William Thompson, Board President/Secretary*

Billy is currently a social studies teacher at Lisbon High School. Prior to becoming a teacher, he served as the Chief of Staff in the Legislature's House Minority Office.

Billy graduated from Colby College with an AB in Philosophy and Government and holds an MA in Political Science from George Mason University.

He is also formerly the Senior Education Policy Advisor to Governor LePage, previously worked on the DC staff of Senator Collins, and held a Presidential Appointment at the Department of Homeland Security as Assistant Director of Legislative Affairs for DHS Intelligence. Among other jobs he worked in the Maine Senate as Director of Communications and as the Director of Policy for the Speaker of the Maine House.

He is a member of the Brunswick School Board and served three terms as chairman. He has been married to his wife for 17 years and they have a ten-year-old daughter, twin seven-year-old sons, three dogs, two cats, and on any given day a random assortment of bugs and other wildlife living with them.

*Jennifer Cummings, Board Treasurer*

As Director of Business Programs at the Finance Authority of Maine (FAME), Jennifer Cummings oversees a strong and experienced lending team that works with Maine lenders and businesses to help them get to "yes." FAME has a unique role in Maine, tasked with taking on greater risk than traditional lenders for the benefit of the state. FAME does this primarily by offering Maine lenders commercial loan insurance and providing direct loans to Maine businesses through its FAME Direct Loan program, frequently facilitating deals that would not otherwise be possible.

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At FAME success is measured by the number of jobs created and retained, as well as the amount of capital deployed: since 1983 when FAME opened its doors, over 100,000 jobs have been created or retained across all of Maine's major industries and over \$2 billion in loans and equity capital has been funneled into the Maine economy.

Jenn has over 15 years of experience as a commercial finance professional, both as a commercial loan officer and workout officer. She joined FAME in 2013 as Senior Workout Officer and now serves as Director of Business Programs. A Maine native, Jenn received her BS in International Business and Logistics from Maine Maritime Academy and earned her MBA from Thomas College. When not at work, she enjoys spending time outside with her family, hiking and skiing. She can also be found competing at local Crossfit competitions and is a Crossfit Trainer. Jenn lives in Manchester with her two daughters Grace (9) and Eleanor (3).

### *Ellen McBride, Board Member*

Ellen McBride is an adjunct professor at Kennebec Valley Community College in the Early Childhood Education department. She also serves on the Maine State Literacy Team. Earlier in her career, she was a public-school educator for seven years. Ellen holds both a B.S. in Early Childhood Education and a M.S. in Early Literacy from the University of Maine Orono. She volunteers at the local community food pantry and serves on the board for the Literacy Volunteers of Greater Augusta, where she also serves as a literacy tutor. Ellen is a strong advocate for the promotion of literacy and literacy skills overall. Ellen currently has two daughters enrolled in MCA and greatly appreciates the opportunity to have school choice.

### *Jana Lapoint, Board Member*

Jana Lapoint joined Maine Connections Academy as a board member, continuing her long and successful career in education. She has a BD in history and an MS in business education, as well as more than a decade of experience teaching high school students. In 1995, Jana was appointed by former governor Angus King to the board of trustees of the Maine Community College System. She also served on the Maine State Charter Commission, with two of those years as chair, during which time she proudly signed the documents that established the Vocational College as a community college of Maine. From 2010–2021, Jana served as vice chair on the Maine State Board of Education. In addition, she acted as trustee at Dean College in Franklin, Massachusetts, and Cheverus High School in Portland, Maine. Jana has four children, 13 grandchildren, and three great-grandchildren.

### *Connie Ronco, Board Member*

Connie Ronco is a part time Faculty member in the College of Education /Human Development at the University of Maine. In her previous career she was the department chair of the Early childhood and Education Programs at Eastern Maine Community College and a classroom teacher in public and private schools. Maine. She has also served as an adjunct faculty at the University of New England. She completed her education at University of Maine, earning a B.S. in Human Development, a M.S. in Education, and a CAGS in Educational Leadership. Connie is a dedicated educational professional in Maine, having served over 40 years in the field as a teacher, administrator, and institutional leader. She enjoys her role in mentoring and guiding pre-service educators as they prepare to become the future

## Application for Renewal of a Public Charter School

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teachers for Maine students and beyond. As Team Leader for the Achieving the Dream Initiative at Eastern Maine Community College, Connie has been a champion for student success and retention and has been instrumental in bringing many best practices, such as learning communities, a student success center, math pathways and college success courses to support first generation and at-risk students to succeed in college. Connie is an advocate for students and believes that families should have choice for the best educational experiences for their children. Connie lives in Winterport with her husband and enjoys spending time with her family and grandchildren.

### **2.d Business and Financial Services**

MCA does not plan to change the school's current model in this area.

#### **i. Budget**

The school's mission is to maximize learner-centered instruction and effectively leverage 21<sup>st</sup> century education resources to provide a high-quality education to students in grades 7–12 throughout the state who need expanded educational options, especially those in rural and remote communities who are unlikely to have access to a brick-and-mortar charter school.

In order to achieve its mission, the school must remain fiscally sound. To do so, the Governing Board develops and approves an annual budget and analyzes cash flow needs carefully. The budget is analyzed and is reviewed by the Governing Board at its regularly scheduled meetings. Additionally, the school has a CFO who ensures funds are expended in alignment with the approved budget. Since the school's inception, it has ended each school year with a balanced budget. We have provided a proposed budget in Appendix D.

#### **ii. Financial Management**

The Governing Board is responsible for the completion and results of all accounting reports as required by law, regulation, or the charter, including a report of budgeted and actual expenses. The Governing Board provides any information required by the Maine Department of Education, Maine Charter School Commission, or its auditors. On an annual basis and prior to any deadline specified in the charter, MCA presents a balanced budget (i.e., not resulting in a cumulative net asset deficit) for the following fiscal year to the Maine Department of Education, Maine Charter School Commission, and its auditors.

MCA provides the Maine Department of Education, Maine Charter School Commission, and its auditors with any requested information regarding staff, students, and finances including but not limited to information needed to carry out the purpose of the Essential Programs and Services Funding Act, Title 20-A, Chapter 606-B. The information is provided according to the time schedule and in the form required by the Maine Department of Education, Maine Charter School Commission, or its auditors.

MCA follows a financial and accounting plan that is compliant with generally accepted accounting principles (GAAP) and provides an accurate accounting of all of its finances, ensures sufficient information for audit purposes, and provides data in the format needed for accurate and timely reporting to the Maine Department of Education, Maine Charter School Commission, and its auditors.

MCA has also established policies and procedures and institutes rigorous internal financial controls. In addition, MCA incorporates the position of a CFO (third-party consultant) into the organization of the

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school, Amy Trunnell, CPA. Ms. Trunnell has more than 35 years of experience in her field and holds a Bachelor of Business Administration.

### **iii. Facilities**

MCA leases permanent space for administrative and teaching staff in Scarborough, ME, which is the main teaching/learning center where administrative and teaching staff work. Having a teaching/learning center provides opportunities for staff to work together for onsite professional development. Conference rooms provide space for group meetings or when privacy is required. Staff meets in person regularly with supervisors at the facility. Students and Caregivers come to the school for events such as open houses, social activities, and proctor required testing.

MCA is currently exploring smaller space, so more funds are available for student programming.

### **iv. Transportation**

As MCA is an online, virtual school serving students throughout Maine, it does not provide routine transportation.

Students do not require transportation services for regular school activities that occur primarily in their homes and immediate vicinities. The only mandatory school events that may require students to report somewhere other than their home or immediate neighborhood are a) special orientation sessions and b) state standardized tests, which students take at proctored locations. MCA provides transportation for required activities and state testing and when a student does not have transportation necessary to go to the proctored location.

### **v. Insurance**

MCA has commercial general liability, automobile liability and workers' compensation insurance and can provide documentation upon request.

### **vi. Food Service**

Since MCA serves students statewide primarily out of their homes, the school does not offer a food service program. Parents are fully informed of this fact prior to their students' enrollment in the school so that they may make the best school choice for their family.

For purposes of demographic documentation, however, MCA requests during the enrollment process that families who qualify for free or reduced-price meals – based on past eligibility for these services or current family income – to identify themselves.

The purpose of collecting this information is to ensure that the school is prepared to arrange supplemental educational resources available to students and the school based on incidence of poverty. Parents are fully informed that volunteering this information does not entitle their family to meal service. MCA staff refers families who qualify for free or reduced-price meals to local social service agencies for food assistance upon request. In the event that the federally funded lunch program is changed to permit the distribution of direct assistance to families, MCA is prepared to seek funds to provide this service.



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### 2.e Education Service Providers

For operational support of the school, MCA plans to continue utilizing the services of an education service provider (ESP), Connections Academy of Maine, LLC, a subsidiary of Pearson Virtual Schools USA (formerly Connections Education). The ESP provides turnkey educational services, including accredited curriculum; a comprehensive Education Management System, Pearson Online Classroom; professional development; student, parent, and teacher technical assistance; and other support.

## VIII. Addressing Special Issues

### Data Reporting

Data from school year 2022-2023 is not yet available but will be provided to the Commission as soon as it becomes available. We have provided available data in *Section VI. Looking Back: The Record of Performance*.

### Panorama Survey Participation

As stated previously as well as in MCA's response to the Performance Report, the MCA Administration team will communicate to students and families the importance of participating in and completing the surveys, and teachers will communicate weekly with students and parents about the importance of taking these surveys as part of the Charter.

### Leadership

In order to mitigate and improve the turnover in school leadership, the Board and the School Leader will work together to ensure that a respectful and professional relationship builds every year so that there will be consistency in leadership. The Board recognizes that the role of the School Leader in a virtual charter school encompasses many of the responsibilities typically covered by a superintendent in a brick-and-mortar public school. For example, the School Leader works directly with the Board, the ESP, and the Maine Charter School Commission. The School Leader requires time to understand this unique role and the roles of the Board, ESP, and Maine Charter School Commission, and how all the entities work together to ensure the success of the school and its students. The Board actively supports the School Leader and is developing a strong working relationship with him as he becomes established in this role.

### Attendance

MCA is reviewing the attendance policy to require increased accountability from parents and teachers through more frequent attendance reviews. As mentioned in *Section VI. Looking Back: The Record of Performance* (under the heading, Attendance and Reenrollment), MCA also restructured its on-boarding protocols and made the process more interactive so that students and families are more engaged with the teachers from the very start MCA added an additional advisory teacher to support the onboarding process to increase family engagement. The MCA onboarding process consists of four weeks of welcome calls from MCA teachers to all new and returning MCA students, the themes of which are highlighted below, as well as weekly or biweekly advisory calls throughout the school year. These changes to the onboarding process have created a better atmosphere for student engagement.

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MCA Welcome Calls – 4-week schedule:

- *Week 1 – “Establishing Baseline Competencies”*
- *Week 2 – “Curriculum Tools”*
- *Week 3 – “Organization and Feedback”*
- *Week 4 – “Community Building”*

Following the Maine Statute for Truancy, MCA will conduct at least two truancy meetings per individual truancy and will consistently communicate attendance expectations to parents and students.

MCA will work with families to resolve any difficulties that may contribute to non-attendance.

If the issue persists, MCA will write up a truancy report and send it to the appropriate District Attorney’s office. Throughout this process, MCA will maintain consistent communication with the family.

MCA teachers will check attendance weekly (Monday mornings) to ensure students’ attendance logs have been filled in by the Learning Coach appropriately. Teachers will also review the students’ course completion percentage and documented conversations with students and Learning Coaches and correlate these data points to determine if the student time is accurately recorded. Teachers can lower or raise the logged hours based on these data points.

MCA fully complies with the Elementary & Secondary Education Act (ESEA), reauthorized under the Every Student Succeeds Act (ESSA), and students receiving full day participation.

### Student Withdrawal Rates

The withdrawal rate for students withdrawing during the 2022-23 school year was 24.5%. There are several factors for this increase. MCA delivers a rigorous online curriculum that requires substantial personal responsibility from the student and effective oversight from Learning Coaches. Many students excel in this program; other students struggle to make the adjustment. MCA’s teachers and administration maintain continuous, open communication with parents and students to help with the transition to the online school environment. The school implemented new accountability standards, which may have prompted some families to withdraw. MCA began to follow the State of Maine Truancy Law “by the book” in order to both work with families and hold them accountable for their child’s education. This increase in phone calls, letters, and general communication about implications of not following the Truancy Law may have led some families to withdraw.

Further review of the withdrawal data revealed that a large number of the withdrawals came after the end of the first semester (late January). MCA began to hold higher academic standards for students, and many of the students who withdrew were ones who had failed the first semester and may have realized that the online educational program offered was not a good fit for their learning style and needs. Many students, including those transitioning from a homeschool environment, are not prepared for the challenge of participating in an online school with required and rigorous curriculum. Another area of consideration is some families only need to utilize online learning for a limited time frame due to a medical condition or crisis, such as seeking alternative schooling options during the COVID-19 pandemic in 2020. These students sometimes return to their previous environment. In addition, many students enroll at the age of 17-19 years old and with very few credits. They enroll without fully understanding that the program is not credit recovery – but rather a rigorous, full-time program that does not allow them to make up credit quickly. These students may meet with the counselors/administration, and it

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may be determined by all parties that the *HiSET*<sup>®</sup> exam is a better option for them for various reasons.

The School Leader believes that the withdrawal rate will decrease slightly, but not at a rate that will exceed expectations. Students choose to participate in a full-time online school for a variety of reasons. Many will find that their expectations for the experience do not match the reality. Others will enroll with the intention of attending for a short time. MCA's withdrawal rate is consistent with other online schools across the country and reflects both the diverse needs of students and the flexibility of school options. While increasing student retention is a priority, student withdrawals can also be interpreted as a success when students are empowered to make decisions based on their own educational needs.

Application for Renewal of a Public Charter School

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**Appendix A: Governing Board Turnover**

Table D below shows the information about the number of board members joining and leaving the board in each year of the current charter period.

**Table D. Governing Board Turnover**

<b>School Year</b>	<b>Total Membership</b>	<b>Members Joining</b>	<b>Members Departing</b>
2019-2020	6	0	1
2020-2021	7	2	2
2021-2022	6	1	1
2022-2023	6	1	1

Application for Renewal of a Public Charter School

**Appendix B: Staff Turnover**

Table E below provides information on staffing and staff turnover.

**Table E. Staff Turnover**

	2019-2020	2020-2021	2021-2022	2022-2023
<b>Administrators</b>				
Number and FTEs	5 Total <ul style="list-style-type: none"> <li>• 1 Principal</li> <li>• 1 Asst. Principal</li> <li>• 2 Coord. Of Counseling</li> <li>• 1 Admin Assistant</li> </ul>	5 Total <ul style="list-style-type: none"> <li>• 1 Principal</li> <li>• 1 Asst. Principal,</li> <li>• 2 Coord. Of Counseling</li> <li>• 1 Admin Assistant</li> </ul>	5 Total <ul style="list-style-type: none"> <li>• 1 Principal</li> <li>• 1 Asst. Principal</li> <li>• 1 Coord. Of Counseling</li> <li>• 2 Admin Assts.</li> </ul>	5 Total <ul style="list-style-type: none"> <li>• 1 Principal</li> <li>• 1 Asst. Principal</li> <li>• 1 Mgr. Of Counseling</li> <li>• 2 Admin Assts.</li> </ul>
Departures during school year	0	1 Voluntary <ul style="list-style-type: none"> <li>• relocation</li> </ul>	1 Voluntary <ul style="list-style-type: none"> <li>• family reasons</li> </ul>	2 Voluntary <ul style="list-style-type: none"> <li>• personal reasons</li> </ul>
Departures at end of school year	0	0	0	0
<b>Teachers</b>				
Number and FTEs	22 Total <ul style="list-style-type: none"> <li>• 19 Secondary Teachers</li> <li>• 3 SpED Teachers)</li> </ul>	23 Total <ul style="list-style-type: none"> <li>• 19 Secondary Teachers</li> <li>• 1 Advisory Teacher</li> <li>• 3 SpEd Teachers</li> </ul>	24 Total <ul style="list-style-type: none"> <li>• 17 Secondary Teachers</li> <li>• 1 Social Worker</li> <li>• 1 MTSS Coord.</li> <li>• 1 Counselor</li> <li>• 4 SpEd Teachers)</li> </ul>	27 Total <ul style="list-style-type: none"> <li>• 21 Secondary Teachers</li> <li>• 1 Counselor</li> <li>• 1 Social Worker</li> <li>• 4 SpEd Teachers)</li> </ul>
Departures during school year	3 Voluntary <ul style="list-style-type: none"> <li>• relocation</li> <li>• personal reasons</li> <li>• job demands</li> </ul>	1 Voluntary <ul style="list-style-type: none"> <li>• return to B&amp;M</li> </ul>	3 Voluntary <ul style="list-style-type: none"> <li>• career change</li> <li>• return to B&amp;M</li> <li>• no reason given</li> </ul>	6 Voluntary <ul style="list-style-type: none"> <li>• personal reasons</li> <li>• return to B&amp;M</li> <li>• family reasons</li> </ul>
Departures at end of school year	3 Voluntary <ul style="list-style-type: none"> <li>• return to B&amp;M</li> <li>• personal reasons)</li> </ul>	1 Voluntary <ul style="list-style-type: none"> <li>• return to B&amp;M</li> </ul>	0	0
<b>Other Staff</b>				
Number and FTEs	0	0	0	0
Departures during school year	0	0	0	0
Departures at end of school year	0	0	0	0

## Application for Renewal of a Public Charter School

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### Explanation of Staff Turnover

Staff turnover has been largely due to personal reasons. In the 2022-23 School Year, MCA has retained 83.6% of their teachers, which demonstrated the school's ability to maintain a stable staff to support students.

MCA aligns its staffing needs with the mission and vision of the school supporting the breadth and depth of the virtual school environment. Support through lessons plans, curriculum, educational resources staff, professional development and technology support provides the school staff and leadership the opportunity to focus on the personalized learning experience of each student.

The school places significant importance on the quality of teachers and administration. The professional development for teachers and staff is integrated and aligned with the student curriculum, student pedagogy, student information system, data, evaluation systems, and other services. There are unique skill sets, dispositions, and training needed to be an effective teacher in a virtual school environment. The school aims to attract and retain high-quality teachers knowledgeable in their content areas. The school identifies, trains, monitors, and supports teachers under the supervision and guidance of the Governing Board, as well as supports the performance evaluation process in a virtual school environment.

## Application for Renewal of a Public Charter School

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### Appendix C: Student Turnover

Table F provides information about student turnover for each of the current charter period.

**Table F. Student Turnover**

	2019-2020	2020-2021	2021-2022	2022-2023
Number of Students	391	416	432	432
Departures during school year	82	65	58	66
Departures at end of school year	67	116	82	40

### Explanation of Student Turnover

The majority of student turnover is due to students transferring to a public school in a different local education agency in the same state, students transferring to home schooling, and students graduating high school.

## Application for Renewal of a Public Charter School

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### Appendix D: Projected Budget



	6/30/2023	6/30/2024	6/30/2025	6/30/2026
<b>Assets</b>				
<b>Current Assets</b>				
Cash and cash equivalents	\$1,420,294.43	\$1,477,812.22	\$1,490,821.71	\$1,424,090.54
Internal balances (Prepays)	\$21,627.37	\$10,754.81	\$11,077.45	\$11,409.78
Intergovernmental Receivables	\$215,069.76	\$166,269.69	\$83,259.78	\$80,563.53
Inventories				
Depreciable capital assets, net of accumulated depreciation	\$63,163.53	\$19,085.70	\$1,921.48	\$0.00
<b>Total Assets</b>	<b>\$1,720,155.09</b>	<b>\$1,673,922.42</b>	<b>\$1,587,080.42</b>	<b>\$1,516,063.85</b>
<b>Deferred Outflows of Resources</b>				
<b>Liabilities</b>				
Accounts Payable	\$398,382.82	\$451,572.80	\$465,119.98	\$479,073.58
Accrued Summer Salaries	\$235,361.31	\$245,852.50	\$253,228.07	\$260,824.91
Accrued vacation				
Accrued interest				
Accrued Expenses	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00
Unearned Revenue				
<b>Long-term liabilities</b>				
<b>Portion due or payable within one year:</b>				
Capital lease obligations				
Bonds payable				
<b>Portion due or payable after one year</b>				
Compensated absences				
Capital lease obligations				
Bonds payable				
Net pension liability				
<b>Total liabilities</b>	<b>\$633,744.13</b>	<b>\$702,425.29</b>	<b>\$723,348.05</b>	<b>\$744,898.49</b>
<b>Deferred Inflows of Resources</b>				
<b>Net Position</b>				
Net investment in capital assets	\$63,163.53	\$19,085.70	\$1,921.48	\$0.00

Restricted				
Special revenue funds				
Capital project funds				
Unrestricted	\$1,023,247.43	\$952,411.43	\$861,810.89	\$771,165.36
Total Net Positions	\$1,086,410.96	\$971,497.13	\$863,732.37	\$771,165.36

	6/30/2023	6/30/2024	6/30/2025	6/30/2026
<b>Cash Flows from non-capital financing activities</b>				
State Funds	\$4,927,457.43	\$5,104,342.88	\$5,591,930.73	\$5,783,242.82
Federal Funds	\$662,102.30	\$713,878.83	\$416,049.02	\$324,950.38
Miscellaneous Revenue	\$15,016.10	\$3,500.00	\$3,500.00	\$3,500.00
Transfers from other organizations				
Increase (decrease) in due to other funds				
<b>Net cash flows from non-capital financing activities</b>	<b>\$5,604,575.83</b>	<b>\$5,821,721.72</b>	<b>\$6,011,479.74</b>	<b>\$6,111,693.20</b>
<b>Cash Flows from operating activities</b>				
Reciepts from operating activities				
Reciepts from Miscellaneous Revenues				
Payments to suppliers	\$3,186,793.20	\$3,300,454.48	\$3,457,377.99	\$3,561,099.33
Payments to employees	\$2,275,346.07	\$2,463,749.44	\$2,541,092.27	\$2,617,325.04
<b>Net cash flows from operating activities</b>	<b>-\$5,462,139.27</b>	<b>-\$5,764,203.92</b>	<b>-\$5,998,470.26</b>	<b>-\$6,178,424.37</b>
<b>Net change in cash and cash equivalents</b>	<b>\$142,436.56</b>	<b>\$57,517.79</b>	<b>\$13,009.49</b>	<b>-\$66,731.17</b>
<b>Cash and cash equivalents at beginning of year</b>	<b>\$1,277,857.87</b>	<b>\$1,420,294.43</b>	<b>\$1,477,812.22</b>	<b>\$1,490,821.71</b>
<b>Cash and cash equivalents at end of year</b>	<b>\$1,420,294.43</b>	<b>\$1,477,812.22</b>	<b>\$1,490,821.71</b>	<b>\$1,424,090.54</b>

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**Exhibit A: Financial Performance-Related Evidence & Supplemental Data**

**Profit and Loss 2022-2023**

# Maine Connections Academy

## Profit and Loss

July 2022 - June 2023

	TOTAL
<b>Income</b>	
410 State Subsidy	4,927,457.43
500 Special Revenue	
501 IDEA - Part B	133,218.24
501.2480 IDEA ARP	16,638.69
505 Title I - NCLB	123,268.79
506 Title IIA	18,690.09
508 Tier III	54,835.22
509 CARES Act Funds	
509-2614 ESSERF II GRANT	12,161.57
509-2615 ESSERF III GRANT	297,232.74
<b>Total 509 CARES Act Funds</b>	<b>309,394.31</b>
510 MDOE Grants	4,988.89
<b>Total 500 Special Revenue</b>	<b>661,034.23</b>
600 Other Revenue	
601 Interest Income	2,814.05
602 Miscellaneous Income	6,341.54
613 Amazon Smile	35.51
614 Student Participation Fees	0.00
630 State of Maine	125.00
650 Donations	5,000.00
<b>Total 600 Other Revenue</b>	<b>14,316.10</b>
Sales	700.00
<b>Total Income</b>	<b>\$5,603,507.76</b>
<b>GROSS PROFIT</b>	<b>\$5,603,507.76</b>
<b>Expenses</b>	
1000A Instructional Services	
1000 K-8 Regular Instruction	
1001 Reg Teacher Salary	182,277.01
1002 Reg Teacher Benefits	44,021.44
1002T Reg Teacher Taxes	14,866.69
1005 Career Ladder Stipend	5,004.27
1006 Career Ladder Stipend Benefits	1,215.40
1006T Career Ladder Stipend Taxes	395.33
1100 Employee Traing/PD	193.40
1101 Employee Travel for PD	286.30
1107 Classroom Books/ Supplies	1,306.17
1301 Title IA Teacher Salary	46,708.06
1302 Title IA Teacher Benefits	11,209.97
1302T Title IA Teacher Taxes	3,689.89
1361 TIIA Stipend	4,283.41
1362 TIIA Stipend Benefits	1,028.03

# Maine Connections Academy

## Profit and Loss

July 2022 - June 2023

	TOTAL
1362T TIIA Stipend Taxes	338.40
1371 CARES K-8 Salary	27,999.40
1371.ADV Advisory K-8 Salary	21,378.97
1371.PW Pathways K-8 Salary	28,750.00
1372 CARES K-8 Benefits	6,812.50
1372.ADV Advisory K-8 Benefits	5,130.96
1372.PW Pathways K-8 Benefits	6,900.00
1372T CARES K-8 Taxes	2,211.50
1372T.ADV Advisory K-8 Taxes	1,688.91
1372T.PW Pathways K-8 Taxes	2,271.75
<b>Total 1000 K-8 Regular Instruction</b>	<b>419,967.76</b>
1400 9 - 12 Regular Instruction	
1401 Reg Teacher Salary	606,662.77
1402 Reg Teacher Benefits	146,373.55
1402T Reg Teacher Taxes	47,925.26
1405 Career Ladder Stipend	16,816.64
1406 Career Ladder Stipend Benefits	4,073.57
1406T Career Ladder Stipend Taxes	1,328.50
1407 Stipend	22,328.12
1408 Stipend Benefit	5,364.87
1408.ESSER2 ESSER2 Stipend Benefit	0.00
1408T Stipend Taxes	1,736.18
1500 Employee Training/PD	612.60
1500.TIER3 EE Training/-TIER3	19,447.47
1501 Employee Travel for PD	667.90
1507 Classroom Books/ Supplies	3,338.27
1601 Title IA Teacher Salary	46,802.41
1602 Title IA Teacher Benefits	11,232.61
1602T Title IA Teacher Taxes	3,625.85
1661 TIIA Stipend	9,886.47
1662 TIIA Stipend Benefits	2,372.72
1662T TIIA Stipend Taxes	781.06
1671 CARES 9-12 Salary	27,399.41
1671.ADV Advisory 9-12 Salary	21,378.97
1671.PW Pathways 9-12 Salary	28,750.00
1672 CARES 9-12 Benefits	6,668.49
1672.ADV Advisory 9-12 Benefits	5,130.96
1672.PW Pathways 9-12 Benefits	6,900.00
1672T CARES 9-12 Taxes	2,107.65
1672T.ADV Advisory 9-12 Taxes	1,772.61
1672T.PW Pathways 9-12 Taxes	2,784.99
<b>Total 1400 9 - 12 Regular Instruction</b>	<b>1,054,269.90</b>
<b>Total 1000A Instructional Services</b>	<b>1,474,237.66</b>

# Maine Connections Academy

## Profit and Loss

July 2022 - June 2023

	TOTAL
2000A Special Education Instruction	
2000 Special Education Services	
2101 K-8 SPED Teacher Salary	58,080.71
2102 K-8 SPED Teacher Benefits	14,051.93
2102T K-8 SPED Teacher Taxes	4,118.47
2151 9-12 SPED Teacher Salary	44,161.06
2152 9-12 SPED Teacher Benefits	10,745.63
2152T 9-12 SPED Teacher Taxes	3,365.88
<b>Total 2000 Special Education Services</b>	<b>134,523.68</b>
2300 Federal Fund Special Education	
2321 K-8 SPED Teacher Salary	34,107.44
2322 K-8 SPED Teacher Benefits	8,185.83
2322T K-8 SPED Teacher Taxes	2,694.45
2421 9-12 SPED Teacher Salary	79,478.31
2422 9-12 SPED Teacher Benefits/Taxes	19,074.78
2422T 9-12 Special Ed Teacher Taxes	6,316.12
<b>Total 2300 Federal Fund Special Education</b>	<b>149,856.93</b>
<b>Total 2000A Special Education Instruction</b>	<b>284,380.61</b>
3000A Student & Staff Support	
3000 Student Support Services	
3001 K-8 MOC Salary	14,529.24
3002 K-8 MOC Benefits/Tax	3,487.02
3002T K-8 MOC Taxes	1,144.28
3005 K-8 MOC Training/PD	25.00
3006 K-8 MOC Travel for PD	41.66
3011 K-8 Guidance Salary	10,159.10
3012 K-8 Guidance Benefits/Taxes	2,450.16
3012T K-8 Guidance Taxes	802.58
3015 K-8 Guidance Training/Prof Development	85.00
3016 K-8 Guidance Travel for Prof Development	145.80
3018 Membership Dues and Fees	75.00
3019 K-8 Guidance Books and Supplies	110.16
3021 9-12 MOC Salary	34,493.33
3022 9-12 MOC Benefits/Tax	8,278.42
3022T 9-12 MOC Taxes	2,500.67
3025 9-12 MOC Training/PD	50.00
3026 9-12 MOC Travel for PD	97.22
3031 9-12 Guidance Salary	23,704.67
3032 9-12 Guidance Benefits/Taxes	5,722.05
3032T 9-12 Guidance Taxes	1,735.61
3035 9-12 Guidance Training/Prof Development	190.00
3036 9-12 Guidance Travel for Prof Development	340.17
3038 9-12 Membership Dues and Fees	288.00

# Maine Connections Academy

## Profit and Loss

July 2022 - June 2023

	TOTAL
3039 9-12 Guidance Books and Supplies	219.22
3071 CARES K-8 Student Support Salary	5,110.42
3071.SW Social Worker K-8 Salary	16,525.07
3072 CARES K-8 Student Support Benefits	1,231.06
3072.SW Social Worker K-8 Benefits	3,966.02
3072T CARES K-8 Student Support Taxes	403.71
3072T.SW Social Worker K-8 Taxes	1,305.46
3150 K-8 School Nurse Services	1,500.00
3151 9-12 School Nurse Services	3,500.00
3171 CARES 9-12 Student Support Salary	11,924.41
3171.SW Social Worker 9-12 Salary	30,397.92
3172 CARES 9-12 Student Support Benefits	2,876.20
3172.SW Social Worker 9-12 Benefits	7,295.47
3172T CARES 9-12 Student Support Taxes	942.02
3172T.SW Social Worker 9-12 Taxes	3,021.51
<b>Total 3000 Student Support Services</b>	<b>200,673.63</b>
3200 Staff Support Stud Test/Assess	
3201 K-8 Student Test/Assess Venue	1,750.00
3202 K-8 Testing/Assessment Supplies	223.58
3204 K-8 Testing/Assessment Technology Related Supplies	1,489.50
3205 K-8 Testing/Assessment Staff Travel ex. PD	1,824.94
3221 9-12 Testing/Assessment Venue	3,895.00
3222 9-12 Testing/Assessment Supplies	517.13
3224 9-12 Testing/Assessment Technology Related Supplies	3,475.50
3225 9-12 Testing/Assessment Staff Travel ex. Prof Development	4,052.49
<b>Total 3200 Staff Support Stud Test/Assess</b>	<b>17,228.14</b>
<b>Total 3000A Student &amp; Staff Support</b>	<b>217,901.77</b>
4000A School & System Administration	
4000 Administration & Support	
4001 K-8 Principal Salary	35,663.76
4002 K-8 Principal Benefits/Tax	8,559.30
4002T K-8 Principal Taxes	2,810.78
4006 K-8 Principal Travel for PD	1,226.30
4007 K-8 Principal Travel ex. PD	137.95
4011 K-8 Dean of Students Salary	23,189.88
4012 K-8 Dean of Students Benefits	5,565.57
4012T K-8 Dean of Students Taxes	1,827.71
4016 K-8 Dean of Students Travel for PD	464.42
4031 K-8 Adm Asst Salary	20,814.74
4032 K-8 Adm Asst Benefits/Tax	4,995.53
4032T K-8 Administrative Asst. Taxes	1,639.83
4071 Attendance DOS K-8 Salary	2,745.49
4072 Attendance DOS K-8 Benefits	658.92



# Maine Connections Academy

## Profit and Loss

July 2022 - June 2023

	TOTAL
4072T Attendance DOS K-8 Taxes	216.86
4099 K-8 Adm Dues, Fees, & Memberships	354.00
4101 9-12 Principal Salary	84,336.24
4102 9-12 Principal Benefits/Taxes	20,240.70
4102T 9-12 Principal Taxes	5,923.05
4106 9-12 Principal Travel for Prof Development	2,919.03
4107 9-12 Principal Travel ex. Prof Development	102.78
4111 9-12 Dean of Students Salary	54,838.56
4112 9-12 Dean of Students Benefits	13,161.27
4112T 9-12 Dean of Students Taxes	3,864.74
4116 9-12 Dean of Students Travel for PD	1,083.62
4131 9-12 Adm Asst Salary	49,330.22
4132 9-12 Adm Asst Benefits/Taxes	11,839.27
4132T 9-12 Adm Asst Taxes	3,654.94
4171 Attendance DOS 9-12 Salary	5,924.38
4172 Attendance DOS 9-12 Benefits	1,421.88
4172T Attendance DOS 9-12 Taxes	467.99
4199 9-12 Administrative Dues, Fees, & Memberships	826.00
<b>Total 4000 Administration &amp; Support</b>	<b>370,805.71</b>
4200 Operating Expenses	
4220 Bank Fees	0.00
4230 Office Postage	3,596.37
4240 General Office Supplies	3,302.27
4250 Communications (not phone)	708.99
4270 Copier Lease	3,989.41
4291 Equipment - supply	616.20
4291.1 Equipment- Tech	4,988.89
4293 Technology related repairs/maintenance	909.17
4300 Staff Recruitment Expense	769.86
4323 Contracted Services	5,500.00
4324 Other Purchased Services	558.14
<b>Total 4200 Operating Expenses</b>	<b>24,939.30</b>
4500 System Administration	
4504 School Board Supplies	160.55
4512 Annual Audit	8,100.00
4513 Legal Services	127.41
4514 D&O Insurance	1,435.00
4516 Subscriptions & Fees- QuickBooks Online	1,652.00
4517 Dues & Fees	1,200.00
4520 Shared CFO Services	44,024.90
<b>Total 4500 System Administration</b>	<b>56,699.86</b>
<b>Total 4000A School &amp; System Administration</b>	<b>452,444.87</b>

# Maine Connections Academy

## Profit and Loss

July 2022 - June 2023

	TOTAL
5000 Facilities	
5001 Office Rent	93,961.92
5002 Rent Operating Expense	29,322.46
5003 Phone	7,522.69
5004 High Speed Internet	8,208.00
5005 Utilities	12,399.00
5007 Facility Maint/Repair	860.02
5008 Cleaning Services	11,840.00
<b>Total 5000 Facilities</b>	<b>164,114.09</b>
7000A Other Instruct & Non-Inst Exp	
7000 Supplemental Program & Services	
7004 K-8 Co-Curr Act - Staff Trans	166.25
7009.1 9-12 Co-Curr Act Memb/Ent Fees-COVID	343.47
7020 K-8 Club/Coordinator Stipend	846.00
7021 K-8 Club/Coordinator Stipend Benefits	203.04
7021T K-8 Club/Coordinator Stipend Taxes	66.83
7025 9-12 Club/Coordinator Stipend	2,254.00
7026 9-12 Club/Coordinator Stipend Benefits	540.96
7026T 9-12 Club/Coordinator Stipend Taxes	178.07
<b>Total 7000 Supplemental Program &amp; Services</b>	<b>4,598.62</b>
7050 Graduation & Special Events Expenses	
7052 K-8 Graduation & Special Events Venue	264.00
7053 K-8 Graduation & Special Events Staff Travel ex. PD	54.13
7054 K-8 Graduation & Special Events Supplies	370.02
7055 K-8 Graduation & Special Events Food & Catering	271.94
7062 9-12 Graduation & Special Events - Venue	4,505.00
7063 9-12 Graduation & Special Events Staff Travel ex. Professional Development	69.90
7064 9-12 Graduation & Special Events Supplies	4,569.66
7065 9-12 Graduation & Special Events Food & Catering	567.56
7067 9-12 Graduation & Special Events Misc. Expenses	192.24
<b>Total 7050 Graduation &amp; Special Events Expenses</b>	<b>10,864.45</b>
7070 Other Expenses	
7071 K-8 Principal Discretionary Funds	147.24
7072 9-12 Principal Discretionary Funds	270.65
7075 K-8 Internet Subsidy Paid Out	2,816.62
7076 9-12 Internet Subsidy Paid to Households	6,572.08
<b>Total 7070 Other Expenses</b>	<b>9,806.59</b>
<b>Total 7000A Other Instruct &amp; Non-Inst Exp</b>	<b>25,269.66</b>

# Maine Connections Academy

## Profit and Loss

July 2022 - June 2023

	TOTAL
8000A Educational Services Provider	
8000 Connections Revenue Based Fees	
8010 K-8 School Administration	89,780.34
8011 9-12 School Administration	209,487.38
8020 Marketing Services	46,041.19
8030 Treasury Services	0.00
<b>Total 8000 Connections Revenue Based Fees</b>	<b>345,308.91</b>
8200 Enrollment/Unit Based Fees	
8210 Community Outreach	35,000.00
8220 Facility Support Services	15,000.00
8230 Human Resources Support	38,750.00
8240 K-8 Internet Subsidy Processing	3,750.02
8241 9-12 Internet Subsidy Payment Processing	8,749.98
8250 K-8 Acct & Reg Reporting	6,705.00
8251 9-12 Acct & Reg Reporting	15,645.00
8260 K-8 Connexus Annual License	80,460.00
8261 9-12 Connexus Annual License	187,740.00
8270 K-8 Enrollment & Records Mngmt	6,648.00
8271 9-12 Enrollment & Records Mngmt	15,512.00
8280 K-8 Tangible/Intangible Materia	177,682.51
8281 9-12 Tangible/Intangible Materi	414,592.49
8310 K-8 Curriculum Supplies	4,050.00
8311 9-12 Curriculum Supplies	9,450.00
8320 K-8 Curriculum Postage	5,484.60
8321 9-12 Curriculum Postage	12,797.40
8330 K-8 Teacher Hardware/Software	6,138.00
8331 9-12 Teacher Hardware/Software	6,138.00
8332 Admin. Hardware/Software	6,324.00
8340 K-8 Educational Resource Center	16,896.60
8341 9-12 Educational Resource Cente	39,425.40
8350 K-8 Tech Support/Repairs	20,115.00
8351 9-12 Tech Support/Repairs	46,935.00
8360 K-8 Student Tech Asst	59,895.00
8361 9-12 Student Tech Asst	139,755.00
8370 K-8 Direct Course Instruction	6,888.75
8371 9-12 Direct Course Instruction	151,140.00
8380 K-8 Instructional Sub Services	19,680.00
8381 9-12 Instructional Sub Services	45,920.00
8390 K-8 Special Education Instructional Services	183,540.00
8391 9-12 Special Education Instructional Services	428,260.00
8392 Special Education Administrative Services	262,200.00
<b>Total 8200 Enrollment/Unit Based Fees</b>	<b>2,477,267.75</b>
<b>Total 8000A Educational Services Provider</b>	<b>2,822,576.66</b>

# Maine Connections Academy

## Profit and Loss July 2022 - June 2023

	TOTAL
9000 Other Expenditures	
9001 Credit Suspense - Uncategorized	0.00
9004 Depreciation	44,077.83
<b>Total 9000 Other Expenditures</b>	<b>44,077.83</b>
9100A Summer School	
9100 K-8 Summer School	
9107 K-8 Curriculum Supplies	330.00
9121 CARES K-8 Summer Salary	1,862.50
9122 CARES K-8 Summer Benefits	447.00
9122T CARES K-8 Summer Taxes	147.14
<b>Total 9100 K-8 Summer School</b>	<b>2,786.64</b>
9150 9-12 Summer School	
9157 9-12 Curriculum Supplies	770.00
9171 CARES 9-12 Summer Salary	1,862.50
9172 CARES 9-12 Summer Benefits	447.00
9172T CARES 9-12 Summer Taxes	147.14
<b>Total 9150 9-12 Summer School</b>	<b>3,226.64</b>
<b>Total 9100A Summer School</b>	<b>6,013.28</b>
Purchases	0.00
<b>Total Expenses</b>	<b>\$5,491,016.43</b>
<b>NET OPERATING INCOME</b>	<b>\$112,491.33</b>
<b>NET INCOME</b>	<b>\$112,491.33</b>

## Application for Renewal of a Public Charter School

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### Balance Sheet for June 30, 2023

# Maine Connections Academy

## Balance Sheet As of June 30, 2023

	TOTAL
<b>ASSETS</b>	
Current Assets	
Bank Accounts	
100 Biddeford Savings Bank	0.00
Fundraising	2,207.94
General Education	227,494.09
Principal Discretionary Account	5,955.59
State Grants	0.00
<b>Total 100 Biddeford Savings Bank</b>	<b>235,657.62</b>
101 Biddeford ICS DDA Account	1,184,436.81
102 Petty Cash	0.00
103 Checking-VENMO 0335	200.00
<b>Total Bank Accounts</b>	<b>\$1,420,294.43</b>
Accounts Receivable	
110 Accounts Receivable	0.00
111 Grants Receivable	215,069.76
<b>Total Accounts Receivable</b>	<b>\$215,069.76</b>
Other Current Assets	
120 Undeposited Funds	0.00
125 Prepaid Expenses	21,627.37
<b>Total Other Current Assets</b>	<b>\$21,627.37</b>
<b>Total Current Assets</b>	<b>\$1,656,991.56</b>
Fixed Assets	
121 Fixed Assets	222,188.13
122 Accumulated Depreciation	-159,024.60
<b>Total Fixed Assets</b>	<b>\$63,163.53</b>
Other Assets	
130 Prepaid D&O Insurance	0.00
131 Security Deposit	0.00
<b>Total Other Assets</b>	<b>\$0.00</b>
<b>TOTAL ASSETS</b>	<b>\$1,720,155.09</b>

# Maine Connections Academy

## Balance Sheet As of June 30, 2023

	TOTAL
<b>LIABILITIES AND EQUITY</b>	
Liabilities	
Current Liabilities	
Accounts Payable	
200 Accounts Payable	395,144.72
205 Direct Course Instr. Support	0.00
<b>Total Accounts Payable</b>	<b>\$395,144.72</b>
Credit Cards	
225 MSB Credit Card	3,238.10
<b>Total Credit Cards</b>	<b>\$3,238.10</b>
Other Current Liabilities	
230 Other Current Liability	0.00
250 Opening Balance Liability	0.00
251 Accrued Summer Salaries	235,361.31
252 Accrued Expenses - Other	0.00
<b>Total Other Current Liabilities</b>	<b>\$235,361.31</b>
<b>Total Current Liabilities</b>	<b>\$633,744.13</b>
Long-Term Liabilities	
260 Loan Payable to CA, LLC	0.00
<b>Total Long-Term Liabilities</b>	<b>\$0.00</b>
<b>Total Liabilities</b>	<b>\$633,744.13</b>
Equity	
301 Unrestricted Net Assets	973,919.63
Net Income	112,491.33
<b>Total Equity</b>	<b>\$1,086,410.96</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$1,720,155.09</b>

# Coversheet

## New Governing Board Members

**Section:** XI. New Business Requiring Notification to the Commission (No formal action to be taken by Commission)  
**Item:** A. New Governing Board Members  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** ELC\_-\_New\_Board\_Member\_\_Randy\_Fox\_.PDF  
Dan\_Mickool\_Curriculum\_Vitae\_Updated\_March\_2022.pdf



Public Charter School Governing Board  
Member Information Sheet

Name of Public Charter School Ecology Learning Center

Name of Board Member Randy D. Fox

Email Address [randy.fox@ecologylearningcenter.org](mailto:randy.fox@ecologylearningcenter.org)

Occupation Cpl. Of Programs and Services, Waldo County Sheriff's Office

Please respond to the following questions:

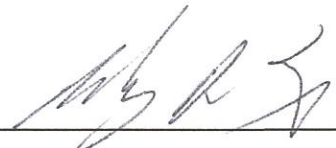
Why do you wish to serve on the governing board? My professional focus is based in sound policy development, adherence to procedures, staff development, standards compliance, pandemic/emergency planning and evidenced based cognitive behavioral programming.

What is your understanding of the educational needs of students in the catchment area? As a 2002 graduate of Unity College, I am in full support of an ecology-based learning environment. Some students can flourish in a traditional public school environment, yet many need a hands-on style of learning. I feel many traditional learning institutions cater to the many and prefer teaching to standardized tests. The teaching to the test model, although in some ways easier for the staff, leaves some of our brightest youth to fend for themselves. The Ecology Learning Center model allows those critical hands-on thinkers to flourish, while giving them a more robust and diverse pathway to success.

Please list any previous or present educational involvement, such as board member, budget committee, citizens committees, etc. List school(s) or district(s). I have no previous or current educational board experience.

What special qualifications do you have that will help you to be a board member? Currently Vice-Chair of a non-profit organization (Belfast Soup Kitchen). Well versed in strategic planning and development, Crisis intervention Team member and assessments and evaluations are some of my strengths.

What is your understanding of the role you will play as a public charter school board member? It's a diverse role. Strategic planning, budgeting, policy reform and development and oversight of procedures. Community relations and fundraising are also large parts of any board outside of the corporate realm.

Signature  Date 08/29/2023

**Daniel Mickool, B.S., R.Ph, M.S., Ed D.**

[MickoolD@husson.edu](mailto:MickoolD@husson.edu), [dmickool@yahoo.com](mailto:dmickool@yahoo.com) Tel. [REDACTED]

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**Education**

- 2017 Doctor of Education (Ed.D) in Educational Leadership with emphasis in Transformational Leadership. University of New England. College of Graduate and Professional Studies.
- 2012 Master of Science (M.S.) in Medical Education Leadership. University of New England College of Medicine.
- 1987 Bachelor of Science (B.S.) in Pharmacy. University of Rhode Island.

**Current Academic Appointments**

Associate Clinical Professor	Husson University School of Pharmacy
Clinical Assistant Professor-Affiliate Family Medicine	Dartmouth Geisel School of Medicine
Director Interprofessional Education	Husson University School of Pharmacy

**Past Academic Appointments**

Clinical Assistant Professor	University of New England College of Pharmacy
Director of Continuing Pharmacy Education	University of New England College of Pharmacy

**Associate Professor Husson University School of Pharmacy August 2021 to present**

- Pharmacy professor in clinical therapeutics including infectious diseases, family medicine, geriatrics, diabetes, renal disease, and pain management.
- Clinical preceptor at Maine General Health inpatient medicine team. Clinical supervision of pharmacy and medical students, physician residents, and physician assistant students.
- Interprofessional research collaborator for health professions.
- Drug information specialist to inpatient medical staff.
- Preceptor and advisor- Maine Dartmouth Family physician residents during inpatient medical rounds.

**Director Inteprofessional Education Husson University School of Pharmacy February 2022 to present**

- Coordinate cross-professional education opportunities.
- Assessment and evaluation for accreditation.
- Leadership and mentoring of students, faculty and stakeholders.
- Oversee the Interprofessional Honor Badge for nursing, pharmacy, physical and occupational therapy.
- AHEC coordinator for Husson IPE activities.

**Director of Continuing Education UNE School of Pharmacy Nov 2013 to May 2021**

- Accreditation expertise. Maintenance of ACPE accreditation as a nationally recognized CE provider. Successful accreditation 2014, 2015, 2016, 2017 (6-year term granted in 2017).
- Managed live Continuing Pharmacy Education activities in Maine, New Hampshire, Massachusetts, and Vermont. Managed webinars and electronic accredited continuing pharmacy education regionally and nationally for professional state pharmacy organizations and pharmaceutical companies.
- Innovator for Interprofessional accreditation across disciplines in pharmacy, nursing, medicine, physical therapy and occupational therapy collaboratively.
- Wrote executive summaries and programmatic assessment for internal performance improvement. ACPE noted as exemplary.
- Established missional goals for life-long learning for pharmacists for continuous professional development and re-licensure opportunities.

### **Clinical Assistant Professor UNE School of Pharmacy Nov 2013 to May 2021**

- Clinical Instructor Abilities 5. 3<sup>rd</sup> year PharmD program. Clinical skills, IV skills and sterile products, Fall 2019, Fall 2020.
- Clinical Instructor/Course Coordinator Abilities 6. 3<sup>rd</sup> year PharmD program. Clinical skills, patient counseling, APhA MTM certificate instructor. Spring 2020, Spring 2021.
- Clinical Instructor/Course Coordinator for Pharmacy Practice Management and Leadership PHA 107.
- Clinical Instructor/Lab PHP 303 Advanced Pharmacy Practice. Implementation of APhA Immunization Certification into curriculum. Patient Counseling, Vital signs. Point of Care Testing skills.
- Clinical Preceptor Family Medicine Ambulatory Care. Augusta, Maine PHP 404 Fall 2012 to May 2021.
- Clinical pharmacy services coordinated with the Maine Dartmouth Family Residency at the Family Medicine Institute, Augusta, Maine.
  - Developed an interprofessional hospital to home program for Maine General and affiliated practices.
  - Med Reconciliation services for patients with complex medication regimens.
  - Developed home visit team with a physician, pharmacist, and UNE medical and pharmacy students, reducing readmission.
  - Resolution of complex medication regimens, teach-back with patients, coordination of care with social work and other interprofessional collaborators.
  - Instructor for shared didactics for physicians, medical students, physician residents and pharmacy students.
  - Lipid management service.
  - Diabetes management service.
  - Pain management and opioid management service. Opioid reduction and tapering service, compliant with Maine Chapter 488 regulatory statutes for prescribing.
  - Renal dosing service.

### **Clinical Faculty Instructor Dartmouth Geisel School of Medicine Jan 2018 to May 2020, Promotion to Clinical Assistant Professor June 2020 to present**

- Precept physician residents at Maine Dartmouth Family Residency Augusta, Maine. Prescribing advisor.
- Clinical Teaching in diabetes, pain management, smoking cessation, leadership, and patient counseling skills.
- Interprofessional research collaborator.
- Drug information specialist to inpatient medicine teams.

### **Teaching Experience Husson University School of Pharmacy August 2021 to present**

- RX 576 Pharmacotherapeutics III. Fall 2021, Fall 2022. Course coordinator and major lecturer Infectious Diseases, Vaccines, Antimicrobial Stewardship.
- RX 475 Pharmacotherapeutics II. Renal lectures-CKD and AKI. Spring 2022 and Spring 2023

### **Teaching Experience University of New England 2011 to 2021**

- Instructor/Course Coordinator PHP 107 Pharmacy Practice Management and Leadership Spring 2014, Spring 2015, Spring 2016, and Spring 2017.
- Instructor PHP 303 Advanced Pharmacy Practice. Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall 2017, and Fall 2018.
- Instructor PHP 404 Family Medicine. Ambulatory Care. Augusta, Maine. Sept 1, 2012, to May 2021.
- Instructor PHAR 203 Abilities Lab Section A and B. Immunization training and skills. Fall 2018, 2019, and 2020.
- Instructor ABL 5 Patient Counseling. Clinical skills. Certification programs. Fall 2019, and Fall 2020.
- Instructor ABL 6. Clinical Pharmacy Skills training. Spring 2020.

- Instructor PHA 342 IGEP. Interprofessional Teaching, Pharmacy, Medicine, PA, in geriatrics. Fall 2019.
- Course Coordinator PHAX 295 Spring 2020 Independent Study – Interprofessional Research Elective and Methodologies.

## **Presentations-Local and Regional**

“Deprescribing: provider role in reducing polypharmacy”. Interprofessional didactics and case discussion with medicine, nutrition, pharmacy, behavioral health, and social work. Co-presented with Michela Fiori PharmD. Northern Light Eastern Maine Medical Center. January 25<sup>th</sup>, 2023. CME accredited.

“Exploring interprofessional experiences in multiple practice locations”. E. Dornblaser, D Mickool. Preceptor Development from an IPE lens. Maine Pharmacy Association Fall Meeting. October 14<sup>th</sup>, 2022. Portland, Maine.

“Monkeypox! Phew, it’s not COVID but serious”. Husson University campus-wide education. September 8<sup>th</sup>, 2022. Bangor, Maine.

“Leadership and Future Leaders: Let the Transformation Begin!” Phi Lambda Sigma Pharmacy Leadership Society. March 29, 2022. Bangor, Maine.

“Transforming Practice: An Interprofessional Approach to patient care, provider joy, and patient satisfaction.” CUP Scholars Program-Maine AHEC. University of New England Medical School. Biddeford, Maine November 18<sup>th</sup>, 2021.

“CBD use in the Elderly.” Maine Dartmouth Family Residency Geriatrics Department. October 22<sup>nd</sup>, 2020. Augusta, Maine.

“Making Sense of Clinical Guidelines for Diabetes.” Maine Dartmouth Family Residency Augusta, Maine. October 7<sup>th</sup>, 2020. CME accredited.

“Renal dosing of medications- A primer for physicians and residents.” Maine Dartmouth Family Residency February 4<sup>th</sup>, 2020. CME Accredited. Augusta, Maine.

“Ditties by Dan. A Diabetes Update for Physician Residents.” Maine Dartmouth Family Residency. November 19<sup>th</sup>, 2019. CME Accredited. Augusta, Maine.

“A diabetes primer for medical and pharmacy students.” Maine General Hospital. Nov 21<sup>st</sup>, 2018. Augusta, Maine. Didactic session. 1 hr. lecture. Active participation with glucometers, med management, and assessment.

“UNE Online. (2018, November 07). What Can You Do With Your Ed.D.? Retrieved from <https://www.pressherald.com/2018/10/30/what-can-you-do-with-your-ed-d/> An interview and video presentation. Portland, Maine.

“Flu Vaccination Update: 2018-2019.” Maine Dartmouth Family Residency. Faculty Development. CME Accredited. 9-26-18. Podium Speaker. Augusta, Maine.

“IPE at the Family Medicine Institute: The Deep Ecology of Patient Care.” 1 hr. lecture in building IPE into practice and assessing programmatic outcome. Plenary Session. CME Accredited. Abrell D.O., Harmon D.O., Mickool Ed D. Innovation Hall Portland, Maine. September 14<sup>th</sup>, 2018.

“Pain Management Strategies in Outpatient Medicine.” Grand Rounds Physician CME 1hr Live. Maine General Hospital. Augusta, Maine. 8-16-2018. Also accredited for pharmacists through ACPE 1 hr.

“Implications for OTC ibuprofen and acetaminophen in chronic pain. An evaluation of Chang (2017) JAMA and review of studies in chronic pain use.” Delivered to faculty Maine Dartmouth Family Residency 1-31-18.

“Implementing Interprofessional Practice in the Workplace.” Facilitator and Panel Speaker with Drs. Bates, Christie, Michaud. Dr. Kay Annual Alumni Continuing Education. Portland, Maine. 11-18-2017.

“Geriatric Care: A Pharmacist’s Perspective.” Geriatrics Symposium. Maine General Health. Augusta, Maine October 5<sup>th</sup>, 2017.

“Delivering Medication Therapy Management Services.” Maine Pharmacy Association Annual Meeting. October 14<sup>th</sup>, 2017. APhA approved for 8hr live CE. Co-presentation with Deborah Sturpe.

“Continuous Professional Development.” Approved for 1 CE. University of New England College of Pharmacy. April 12<sup>th</sup>, 2017.

“Chapter 488. The Maine Law for Prescribers and Pharmacists. De-prescribing Opioids when necessary and the potential role of medical cannabis.” Martin’s Point 3-29-17 Brunswick, Maine.

“PharmTalk-Innovative Practice in Diabetes Management.” APhA Annual Meeting 3-23-17. San Francisco, California. <http://aphameeting.pharmacist.com/apha2017/sessions/pharmtalk-innovative-practices-diabetes-care>.

“Opioid Management. A team immersion case from an IPE perspective.” 1hr ACPE accredited. Given at the Dr Kay Symposium 11-5-16. UNE College of Pharmacy.

“Best Practice in Interprofessional Practice in Geriatric Care- It Takes a Team!” IPE Panel discussion. Maine General Medical Center. Augusta, Maine. 11-1-2016.

“Motivational Interviewing and smoking cessation.” 10-11-16, 10-18-16, 10-25-16. A three-part series. Maine General Health. Augusta, Maine.

“Medication Reconciliation and Patient Safety.” USM Patient Safety Academy. Portland, Maine. 9-23-15. A co-presentation with Lisa Pagnucco PharmD. Portland, Maine.

Preceptor Development UNE College of Pharmacy. Live Continuing Education with streaming for online audience. 2 CEU awarded for attending pharmacists. Co-presentation with Kenneth McCall Pharm D. October 21<sup>st</sup>, 2014.

“A Pharmacist Perspective on Collaboration with Social Work in Patient Care.” Delivered 10-18-14 for the Maine Chapter Society of Social Work Leadership in HealthCare Conference. Augusta, Maine. Co-Presenter with Dr Shelley Cohen Konrad. PhD Social Work.

“Medication Reconciliation. A Case-Based Approach.” USM Patient Safety Academy. 9-5-14. Portland, Maine. Co-presentation with Lisa Pagnucco PharmD.

## **Presentations-National and International**

“Let's Go Further! Inter-professional Education in a Family Medicine Residency.” 90-minute co-presentation. Dan Mickool, Corey Smith. Society of Teachers of Family Medicine. May 6<sup>th</sup>, 2018. Washington, D.C.

“Special Session: Making Interprofessional Education Intentional: Reframing Activities in Existing Advanced Pharmacy Practice Experiences.” AACP Annual Meeting Nashville, Tennessee. July 18, 2017. Speakers: Leila Islam PhD, Katy Pinkus PharmD, Dan Mickool Ed.D. Approved for 1.5 CE hrs. Application based activity.

“A discussion and review of building a collaborative practice in order to optimize patient outcomes and teach learners interprofessional communication skills.” Peer reviewed. Oxford University. Oxford, U.K. 9-7-16.

“Continuing Professional Development-Getting to Know You, Getting to Know All About You.” Pharmacy Times Webinar. Peer reviewed. ACPE accredited. Release Date 4-26-16.

“Interprofessional Teaching and Collaboration in a Rural Family Practice Setting.” AACOM/AODME Joint Meeting Ft Lauderdale 4-21-2015 Speaker panel. Mickool, St.Pierre.

Associations of Departments of Family Medicine: “Interprofessional Education.” A webinar 9-22-2014. Speaker on interprofessional education and how to build a practice collaborative among disciplines.

“Campus to Community Partnerships: Building Interprofessional Collaborative Practice Learning Experiences.” ATBH VII (All Together for Better Health) Co- Presentation with Sue St Pierre DO, Andrea Abrell DO. June 6<sup>th</sup>, 2014. The University of Pittsburgh. Pittsburgh, Pennsylvania.

## **Research Posters-Peer Reviewed**

“An Interprofessional approach to medication renal dose adjustment in a family medicine clinic.” Peer reviewed research poster and oral presentation. National Kidney Foundation. April 12, 2023. Austin, Texas.

“Measuring the Impact of a Three-Year Interprofessional Collaboration of Pharmacy Services on Diabetes Care in a Primary Care Setting.” American Pharmacy Association. Mickool, D., Richardson, M., Cheng, May 4<sup>th</sup>, 2020. National Harbor, MD. <https://www.youtube.com/watch?v=CyWZO2-bafE&feature=youtu.be> (virtual presentation due to COVID 19).

“From Campus to Practice-Making the Transition to Lifelong Learning. An Interprofessional Journey.” 2020 Society for Academic Continuing Medical Education Annual Meeting, Mickool D, Rose E. Miami, FL, February 2020.

“A pharmacist-led renal dosing service in a family practice clinic.” American Pharmacy Association. Mickool, D., Dipierro S., Frost T. March 23<sup>rd</sup>, 2019, Seattle, Washington.

“A Pharmacist led initiative to reduce opioid utilization in an ambulatory care setting.” American Pharmacy Association. Hutchinson, C. Mickool, D., March 17<sup>th</sup>, 2018. Nashville, Tennessee.

“Evaluating pharmacist interventions in reducing healthcare costs through claims data analysis on metformin products in an ambulatory care setting.” ASHP Midyear. December 2017. Kennelly, McMahan, Mickool.

“A three-year evaluation of collaborative care between pharmacy and medicine.” Mickool D, McCaffrey J, Tyburski S. American Pharmacist Association Annual Meeting. San Francisco, California March 25<sup>th</sup>, 2017.

“A Guidance Document for Family Practitioners for OTC Medication in Pregnancy and Lactation.” Mickool D, Crawford R, Hodges J. 3/5/2016 American Pharmacists Association Annual Meeting & Exposition. Baltimore, MD, March 4 – 7, 2016. AphA04444.

“An Evaluation of Student and Preceptor Perceptions of Feedback in Pharmacy Experiential Education.” Daniel A. Mickool, Am J Pharm Educ. 2013 June 12; 77(5): 109.

## **Dissertation**

*An Evaluation of Interprofessional Education: The Pharmacy and Medical Student Experience.*  
Doctoral Dissertation. August 2017. The University of New England. <http://dune.une.edu/theses/140/>

## **Certifications**

- Immunization Provider Certificate. The American Pharmacy Association 2013 to present.
- Train the Trainer Faculty Immunization Certificate. The American Pharmacy Association. 2015 to present.
- Medication Management Therapy (MTM) Certificate. The American Pharmacy Association. 2014 to present.
- Medication Therapy Management (MTM)- Faculty Train the Trainer. The American Pharmacy Association. 2016 to present.
- Basic Life Support. The American Red Cross. Current through April 2022.
- Naloxone administration certification July 2018 to present.
- Diabetes educator certificate. The American Pharmacy Association. 2019 to present.

## **Service**

- Maine AHEC advisory committee. Committee Member. June 2022 to present.
- Husson PEC (evaluation and assessment committee). Committee member. Fall 2021 to present
- Husson Health and Safety Committee. Committee member. Fall 2021 to present.
- Husson IPE committee. Spring 2022 to present. Chair
- Husson Handbook Committee Fall 2022 to present.
- Workforce Policy Development group for Interprofessional Education and Practice commissioned by the World Health Organization. Jan 2019 to present. Planned presentation at WHO/ATBH Qatar Oct 2023.
- State of Maine Governor Mill’s Task Force for Drug Importation. Procedure review and implementation committee. Feb 1, 2020, to April 1, 2020.
- Kappa Psi. Professional Service fraternity. Advisor. Fall 2011 to May 2021. UNE Founding faculty member.

- Kappa Psi Professional Service Fraternity Fall 2021 to present. Husson University
- National Community Pharmacy Association Chapter Advisor. Fall 2014 to June 2020
- Accreditation Council for Pharmacy Education. Continuing Education Field Reviewer 2015 to August 2021.
- Maine Pharmacy Association Executive Board Member. Educational oversight and planning for Maine Pharmacy association. Fall 2013 to present. President Elect confirmed Sept 2018. President Sept 2019 to Sept 2021. Immediate Past President Sept 2021 to Sept 2022.
- American Pharmacists Association House of Delegates 2014,2015, 2016, 2017, 2018, 2019, 2020, 2021, and 2022.
- Organist and Music Director. St Paul's Anglican Church Portland, Maine October 2018 to present.
- School Board Member Baxter Academy for Science and Technology. Portland, Maine Jan 2022 to present.

### **Professional Memberships**

- American Pharmacists Association (APhA).
- Society of Teachers of Family Medicine (STFM).
- Society of Academic Continuing Medical Education (SACME).
- Maine Pharmacy Association- Executive Board- See above for dates. Education Coordinator, 2014-2019.
- Kappa Psi Professional Service Organization.

### **Licensure**

- Licensed Pharmacist: Active Maine, Massachusetts. Inactive/Withdrawn- Florida, Kentucky, Virginia.

### **Past Committee Service University of New England**

- Assessment and Evaluation Committee UNE –Portland Campus Summer 2011 to Summer 2016, Summer 2018 to May 2021.
- UNE Interprofessional Education Committee (University wide) Fall 2012 to Nov 2018.
- UNE Spring Symposium 2014 Chair-Interprofessional Education Committee.
- Interprofessional Education and Practice Committee Chair Fall 2015 to Spring 2016
- Microcredentialing and Badging Committee Feb 2018 to December 2020.

### **Awards**

2003 Cardinal Health “Pharmacist of the Year”.

2010 University of New England College of Pharmacy Outstanding Service Award.

2015 UNE Teacher of the Year award.

2021 NCPA Presidential leadership award for exemplary service to the Maine Pharmacy Association.



## **Other Work Experience, Academic**

### **Coordinator, Clinical Experiential Pharmacy - University of New England College of Pharmacy, Mar 2011 to Nov 2013**

- Coordinated clinical/experiential pharmacy education for Pharm D students.
- Licensure process for preceptors and students.
- Participated in accreditation process.
- Leadership and mentored for students interested in pharmacy management.
- Mentored for external preceptors for student learning opportunities.

## **Other Work Experience, Clinical/Managerial**

### **Clinical Staff Pharmacist**

#### **Kennebec Professional Pharmacy and Homecare, full time August 2010 to Mar 2011, and April 2011 to Mar 2012 as per diem**

- Clinical services for Home Infusion
- Outpatient retail pharmacy
- Specialty compounding lab for human and veterinary medications
- Supervision of technicians
- Hospice services including pain control and palliative care
- Physician and nursing consultation
- Policy revision/accreditation preparedness

#### **Director of Pharmacy, Mercy Health System of Maine Portland, Maine April 2007 to August 2010**

- Management of 25 FTEs at 3 campuses
- Medication management for 15 offsite Physician Office Practices
- \$38 Million Revenue Budget, \$13 Million Operational Budget
- Successful Joint Commission Accreditation Survey for Inpatient Hospital System 2009
- Successful Joint Commission Accreditation for Behavioral Health Hospital in Westbrook 2008
- Technology implementation of Pyxis, Bedside Medication Scanning, eMAR, CPOE in ER
- Process Re-design of workflow to achieve efficiencies for multiple campuses
- Preceptor URI, MCP, ACP, UConn, UNE
- Blue Ribbon Status for State required Medication Spotlight Safety Survey (93%- 4<sup>th</sup> highest in state)

#### **Clinical Pharmacist, Mountain View Regional Medical Center Norton, Virginia. Aug 2006 to Mar 2007**

- Clinical Order Review
- Antibiotic Dosing Management
- Inpatient Warfarin Management
- Drug Use Evaluation for P and T Presentations
- Preceptor for Appalachian College of Pharmacy

#### **Pharmacy Manager, Food City Pharmacy, Lebanon, Virginia. November 2004 to Aug 2006.**

- Community Pharmacy Practice
- Management of 6 FTEs
- Preceptor Appalachian College of Pharmacy

**Director of Pharmacy, Assistant Director of Pharmacy, Clinical Pharmacist**

**Cardinal Health (multiple locations as listed below) March 1997 to Nov 2003**

- Russell County Medical Center Lebanon, Virginia Asst Director of Pharmacy, Dec 2003 to Nov 2004
- Smyth County Medical Center Marion Virginia Clinical Pharmacist, Interim Director, Nov 2001 to Dec 2003
- King's Daughter Medical Center Ashland, Kentucky, Director of Pharmacy Aug 2000 to Nov 2001
- East Pointe Hospital Lehigh Acres, Florida Director of Pharmacy March 1997 to Aug 2000

**Pharmacy Manager, Home Infusion Therapy and Retail Pharmacy Services**

**Suncoast Hospital Group New Bedford, Massachusetts. March 1996 to March 1997**

- Ground up pharmacy service for an Acute Care Community Hospital to provide community pharmacy service and home infusion therapy. Duties included design, licensure, contracting and software implementation. Hiring and training staff. Successful Joint Commission Accreditation 1996

**Owner and President, Therapeutic Consultants Ft Myers, Florida. September 1994 to March 1996**

- Clinical Dosing and Billing service for 5000 Long Term Care patients
- First paid providers for clinical pharmacy services for private insurance, Medicare and FL Medicaid in Florida

**Director of Pharmacy Services, Option Care of SW Florida. November 1989 to September 1994**

- Management of 12 FTEs in 4 locations (Naples, Ft Myers, Port Charlotte, Tampa)
- Successful Joint Commission Accreditations with Commendation
- Clinical Preceptor for Nova Southeastern College of Pharmacy.
- Budget development and implementation
- Successful certificate completion of Management training course through National Franchised Option Care Inc.

**Staff Pharmacist**

**Lee Memorial Health System Ft Myers, Florida. Sept 1988 to November 1989**

- Staff Pharmacist with designated clinical duties
- Inpatient order review
- IV room duties for neonatal and adult nutrition
- Clinical management of Aminoglycosides and Vancomycin
- Preceptor for University of Florida