



Maine Charter School Commission

Business Meeting

Published on August 6, 2026 at 6:15 PM EDT

Date and Time

Tuesday August 11, 2026 at 10:00 AM EDT

Location

Maine Arts Academy, 310 Cony Road, Augusta OR Zoom

The **Vision** of the Maine Charter School Commission is that ***"Innovative public charter schools will provide Maine students with an equitable opportunity for an excellent education where students are valued, supported and challenged."***

The **Mission** of the Maine Charter School Commission is ***"To authorize, monitor and support innovative public charter schools that provide a dynamic, high-quality 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.

Any person seeking special accommodation for the public meeting should contact Amy Allen at (207)592-6364 or amy@mainecharterschoolcommission.org

Agenda

	Purpose	Presenter
I. Opening Items		
A. Record Attendance		Amy Allen
B. Call the Meeting to Order		Leigh Albert
C. To Consider the Approval of the 6/10/26 Commission Meeting Minutes	Approve Minutes	Leigh Albert
D. To Consider the Appointment of Brian Langley as Chair of the Maine Charter School Commission	Vote	Leigh Albert
E. To Consider the Re-Appointment of Tom Keller as Vice Chair of the Maine Charter School Commission	Vote	Leigh Albert
II. Comments From Commission Chair		
A. Comments	Discuss	Leigh Albert
III. Additions or Adjustments to the Agenda		
A. Additions/Adjustments	Discuss	Commission Chair
IV. Committee Reports		
A. School Performance Committee	FYI	Tom Keller
B. Finance Committee	FYI	James Ford
C. Executive Committee	FYI	Leigh Albert
V. Public Comment*		
A. Public Comment	Discuss	Commission Chair
VI. Presentation(s)		
A. Welcome from Maine Arts Academy	FYI	Heather King
B. Baxter Academy for Technology and Science's "Center for Innovation and Technology"	FYI	Anna Klein-Christie

	Purpose	Presenter
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VII. Executive Director/Commission Staff Report

- | | | | |
|-----------|------------------------|---------|------------|
| A. | School Updates | Discuss | Lana Ewing |
| B. | Organizational Updates | Discuss | Lana Ewing |

- *2026 Charter Renewal Summaries*
 - *Community Regional Charter School*
 - *Maine Academy of Natural Sciences*
- *Reflection on SY2025-26 Commission Priorities*

- | | | | |
|-----------|---------------|-----|------------|
| C. | Media Updates | FYI | Lana Ewing |
|-----------|---------------|-----|------------|

- ***Community Regional Charter School Blends Technology and Nature Through “Innovation Inside and Out”***

VIII. Monthly School Portfolio/Data Report

- | | | | |
|-----------|---|---------|-----------|
| A. | Spring 2026 Panorama School Climate Results | Discuss | Amy Allen |
| B. | SY2025-26 Year End Enrollment/Unenrollment | Discuss | Amy Allen |

IX. Unfinished Business

- *None*

X. New Business Requiring Approval and/or Acceptance

- | | | | |
|-----------|---|------|------------------|
| A. | To Consider the Approval of the Commission's SY2026-27 Priorities | Vote | Commission Chair |
| B. | To Consider the Approval of MOXIE's Performance Framework Requirements for Year 1 (SY2026-27) | Vote | Commission Chair |
| C. | To Consider the Revisions to the Commission's Payment and Signatory Policy | Vote | Commission Chair |

	Purpose	Presenter
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- | | | | |
|-----------|---|------|------------------|
| D. | To Consider Revision to the Travel and Expense Reimbursement Policy | Vote | Commission Chair |
|-----------|---|------|------------------|

XI. New Business Requiring Notification to the Commission (No formal action to be taken by Commission)

- | | | | |
|-----------|-----------------------------|-----|------------------|
| A. | New Governing Board Members | FYI | Commission Chair |
|-----------|-----------------------------|-----|------------------|

- *None*

- | | | | |
|-----------|--|-----|------------------|
| B. | Board Member Resignations/Left the Board | FYI | Commission Chair |
|-----------|--|-----|------------------|

- *Ecology Learning Center (Donyse Babin)*

- | | | | |
|-----------|------------------------|-----|------------------|
| C. | Board Member Term Outs | FYI | Commission Chair |
|-----------|------------------------|-----|------------------|

- *Fiddlehead School of Arts & Sciences (Roger Preston)*
- *Fiddlehead School of Arts & Sciences (William Doughty)*

XII. Future Topics

- | | | | |
|-----------|---------------|-----|------------------|
| A. | Future Topics | FYI | Commission Chair |
|-----------|---------------|-----|------------------|

September

- Review Annual Calendar
- SY2024-25 Financial Metrics Addendum

October

- To Consider the Approval of Community Regional Charter School's Renewal Application
- To Consider the Approval of Maine Academy of Natural Sciences' Renewal Application

November

- To Receive and Place on File SY2025-26 Annual Monitoring Reports

Purpose

Presenter

- To Receive and Place on File SY2025-26 Annual Charter School Report

XIII. Announcements

A. Important Dates

FYI

Commission Chair

Professional Development

- *Tuesday, September 8th (12:30-2:30pm)/Commission PD - "Launching The Year - Authorizing, Vision, Mission, and Strategic Plan"/In Person (Location TBD)*
- *Wednesday, September 23rd (10:00am-12:00pm)/Panorama PD - "Launching the Year Right"/Zoom*
- *Thursday, October 22nd (10:00-11:30am)/BoardOnTrack PD - "Governance and Fiduciary Duties"/Zoom*
- *Thursday, November 5th (10:00-11:30am)/PLT Strategies - "Communications and Advocacy 101"/Zoom*

B. Upcoming Business Meeting(s)

FYI

Commission Chair

- Tuesday, September 8th (10:00am-12:00pm) - Location TBD
- Tuesday, October 13th (10:00am-12:00pm) - Location TBD
- Tuesday, November 10th (10:00am-12:00pm) - Location TBD

XIV. Closing Items

A. Adjourn Meeting

Vote

Commission Chair

* 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.

As of September 24, 2025, state law reclassified the Maine Charter School Commission as "a public body corporate and politic and an incorporated public instrumentality of the State." This means the Commission is

now its own legal entity within state government. It can act in its own name — entering into contracts, managing state, federal, and private funds, and employing its own staff — while remaining a public body that performs essential government functions and stays accountable to the State.

Coversheet

To Consider the Approval of the 6/10/26 Commission Meeting Minutes

Section:	I. Opening Items
Item:	C. To Consider the Approval of the 6/10/26 Commission Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Monthly Commission Meeting on June 10, 2026

APPROVED



Maine Charter School Commission

Minutes

Monthly Commission Meeting

Date and Time

Wednesday June 10, 2026 at 1:00 PM

Location

Maine Academy of Natural Sciences, 13 Easler Drive, Hinckley or via Zoom

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Directors Present

Brian Langley (remote), James Ford (remote), Jeremy Ray (remote), Jim Handy (remote), Leigh Albert, Tom Keller (remote), Victoria Cohen

Directors Absent

None

Guests Present

Amy Allen (remote), Lana Ewing, Susan Whipkey

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Leigh Albert called a meeting of the board of directors of Maine Charter School Commission to order on Wednesday Jun 10, 2026 at 1:07 PM.

C. To Consider the Approval of the 5/13/26 Commission Meeting Minutes

Jim Handy made a motion to approve the minutes from Monthly Commission Meeting on 05-13-26.

James Ford seconded the motion.

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

Roll Call

Victoria Cohen Aye

James Ford Aye

Tom Keller Aye

Brian Langley Aye

Jeremy Ray Absent

Jim Handy Aye

Leigh Albert Aye

II. Comments From Commission Chair

A. Comments

Leigh's comments included the following:

- A thank you to all as this is her last in person meeting. Leigh is stepping down after four years on the Commission.

- An introduction of new Commission members Vicky Cohen and Jeremy Ray. Vicky has joined the School Performance Committee and Jeremy has joined the Finance Committee.
- A reminder the Ad-hoc Nominating Committee will provide an update later in this meeting.

III. Additions or Adjustments to the Agenda

A. Additions/Adjustments

Agenda item X. New Business Requiring Approval and/or Acceptance was moved ahead of Agenda item VI. Presentation - MEANS to allow Brian's participation.

IV. Committee Reports

A. School Performance Committee

Tom reported the School Performance Committee discussed the following:

- Innovation Fund Grant proposals from Fiddlehead School of Arts and Sciences, MOXIE Public Schools, Maine Academy of Natural Sciences and Maine Connections Academy.
- NWEA and the differences and value of administering both the through-year and the MAP Growth assessments. Both tests operate from the same item bank.
- The upcoming school year meeting schedules for the Commission and the School Performance Committee.

B. Finance Committee

Brian reported the Finance Committee discussed the following:

- Maine Charter School Commission Monthly Financials - tracking very close to budget at this time.
- Community Regional Charter School Request to Incur Debt to enable it to bring its meal service in house. The Finance Committee recommends approval.
- 3rd Quarter School Financial Metric Reports.
- The Reserve Fund Investment Policy.
- Commission and Professional Development Calendars.

C.

Executive Committee

Leigh reported the Committee reviewed the Commission policies to be voted on later in this meeting.

D. Ad-Hoc Election of Officers Committee

Jim Handy and James Ford served as the Ad-Hoc Election of Officers Committee. Jim reported that they met and recommend Brian Langley as Chair of the Commission and Tom Keller as Vice Chair of the Commission for the upcoming year.

Lana reminded the members that the formal vote will take place in August.

V. Public Comment*

A. Public Comment

- *None*

VI. Presentation(s)

A. MEANS

Head of School Ryan Anthony and Director of Curriculum and Instruction Evan Coleman presented an overview of school operations.

Mission - The MEANS mission is twofold:

- 1) to provide project based, student-centered instruction immersed in the natural sciences of Maine including agriculture, forestry and the environment.
- 2) to provide a relationship based program where students are challenged to connect with their education in order to grow as individuals, interact with their communities, and lead fulfilling lives.

MEANS operates two programs:

- Campus with 125 students in grades 9-12. The program provides experiential learning with intensives and a strong advisory component.
- Threshold with 55 students in grades 11 & 12. Teachers in this program provide personalized instruction, meeting with students one on one in their homes.

Four areas of strength highlighted:

- Natural Science Intensives which are two week instructional units held each season with each grade. The inter-disciplinary curriculum has evolved over 5 years and provides a balance of academic content, skill and place-based projects. An overnight experience is offered for each grade. The intensives are the backbone of the school mission and weave career opportunities into the program. They have partnered with other schools who have implemented similar programs.

- Restorative Practices - Faculty wide discussions have been held and a professional learning committee was established. There has been family involvement and there has been a dramatic reduction in exclusionary discipline.
- Student & School Data - Efforts to create a climate and culture around raising the academic bar is reflected in student data. On the Accuplacer exam, 92% of seniors met the college preparedness mark in math and 84% in reading. 93% of the campus group is on track to graduate this year. AP Courses are now offered and dual enrollment options are strong.
- Post Secondary Planning - Students made 8 Maine college visits this year and also explored careers as part of the intensive program. The school partners with Gear-up and next year proposes to offer overnight college campus experiences. More students than ever applied to college this year. Two students received a Mitchell scholarship and six received a Worthington scholarship.

Threshold Student Spotlight - A disengaged student dropped out of a traditional public school and became part of the threshold program. She is now a graduating senior and Worthington scholar recipient.

Next year the school is up for renewal and is focused on academic rigor in the classroom.

VII. Executive Director/Commission Staff Report

A. School Updates

Lana provided the following school updates:

- Maine Connections Academy held their graduation ceremony for 92 students. Kate Re, an accomplished motorsports driver and 2022 graduate was the keynote speaker.
- Maine Arts Academy held their 8th grade graduation with performances, awards and certificates. The school also held Day of Caring volunteer events at Viles Arboretum, the Maine Vets Home, and a local nursing home. The 12th grade ceremony will be held at the Augusta Civic Center.

B. Organizational Updates

Two schools are in charter renewal this year and Amy provided the renewal timeline up to the October Commission vote.

- Spring - The schools submit preliminary performance framework outcomes and a self-assessment. The staff then meets with school leadership and board members

in advance of the issuance of the Year-Four Performance Report to the schools by June 30.

- Summer - End of year documentation by the schools is due and the renewal application is released. An on-site end of year visit by staff will be held in August.
- Fall - The schools will submit the renewal application along with any amendment requests. The staff will conduct site visits and focus groups with students, families, teachers and other staff. A public hearing will be held prior to the Commission vote in October.

Lana noted the following:

- The informational binder of Maine Charter School Commission information has been updated and will be set up in a virtual binder in Board on Track. Amy showed the group how to find the documents in Board on Track in the Commissioner Resource area.
- The last Professional Development workshop "How to Make the Most of Summer Months" was held led by Mike Mizzoni of Board on Track.
- The Panorama survey window closes on June 11 at 3 pm. A presentation will be provided in August.

C. Media Updates

VIII. New Business Requiring Approval and/or Acceptance

A. To Consider the Approval of Community Regional Charter School's Request to Make Changes to the Food Service Program/Incur Debt

Brian Langley made a motion to approve Community Regional Charter School's Request to Make Changes to the Food Service Program/Incur Debt.

Jim Handy seconded the motion.

Brian reported that with Joe Drago's analysis supporting the request, the Finance Committee supports approval of the request to incur debt up to \$100,000. Jim asked for clarification on wages for the Chef and the Assistant Chef. Travis noted the Assistant Chef position is already included in the budget.

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

Roll Call

Brian Langley Aye
 Tom Keller Aye
 Jim Handy Aye
 James Ford Aye
 Jeremy Ray Aye
 Leigh Albert Aye
 Victoria Cohen Aye

B. To Consider the Approval of Fiddlehead School of Arts & Sciences' Innovation Fund Request

Tom Keller made a motion to approve Fiddlehead School of Arts & Sciences' Innovation Fund Request.

Jeremy Ray seconded the motion.

Lana noted there are five Innovation Fund Requests up for vote.

Fiddlehead requests \$8K for a cross-school professional learning initiative, The Regulated Classroom. The school will lead a partnership with RSU 14 and The Friends School to train 55-65 educators in student self-regulation, co-regulation and executive functioning as Tier 1 supports. The partner schools will contribute \$150 per educator to offset the costs. The budget includes \$8.5K for training, \$1K for the venue less \$1.5K for the partner contributions.

Tom reported the School Performance Committee recommends approval of the grant, is excited for the collaboration, and looks forward to a summary when the project is finished.

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

Roll Call

James Ford	Aye
Leigh Albert	Aye
Tom Keller	Aye
Brian Langley	Aye
Jim Handy	Aye
Victoria Cohen	Aye
Jeremy Ray	Aye

C. To Consider the Approval of Maine Academy of Natural Sciences' Innovation Fund Request

Jeremy Ray made a motion to approve Maine Academy of Natural Sciences' Innovation Fund Request for a Community School Coordinator focused on Chronic Absenteeism.

Brian Langley seconded the motion.

Lana noted this \$4,750 request is to fund a staff stipend with travel (\$3,500), attendance initiatives (\$500) and a student support fund (\$750) for a community school coordinator focused on chronic absenteeism. Home visits, family engagement and root cause problem solving will be part of the work in MEANS' rural, high-poverty area.

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

Roll Call

Leigh Albert	Aye
Jim Handy	Aye
Brian Langley	Aye

Roll Call

Victoria Cohen Aye
James Ford Aye
Jeremy Ray Aye
Tom Keller Aye

D. To Consider the Approval of Maine Academy of Natural Sciences' Innovation Fund Request

Victoria Cohen made a motion to approve Maine Academy of Natural Sciences' Innovation Fund Request to the Woodshop Project.

Jim Handy seconded the motion.

\$4,750 for wall panels and heating.

Jim reported the School Performance Committee did not recommend the proposal. Vicky suggested it may be a good project to tackle with Community partners.

The motion did not carry.

Roll Call

Victoria Cohen No
Jeremy Ray Aye
Leigh Albert Aye
James Ford No
Jim Handy No
Tom Keller No
Brian Langley No

E. To Consider the Approval of Maine Connections Academy's Innovation Fund Request

Jim Handy made a motion to approve Maine Connections Academy's Innovation Fund Request to Support the Establishment of an Multi-Tiered System of Support Coordinator Position.

Victoria Cohen seconded the motion.

Lana explained MCA's proposal is for a stipend to fund an MTSS coordinator to review and build support plans for entering students with low math performance scores. The School Performance Committee did not recommend the proposal.

The motion unanimously did not carry.

Roll Call

Brian Langley No
Victoria Cohen No
Jim Handy No
James Ford No
Jeremy Ray No
Tom Keller No
Leigh Albert No

F.

To Consider the Approval of MOXIE Public Schools' Innovation Fund Request

Tom Keller made a motion to approve the MOXIE Public Schools' Innovation Fund Request to pilot OKO in SY2026-27.

Victoria Cohen seconded the motion.

Lana summarized that MOXIE Public Schools is requesting \$9,320 to pilot OKO which is an AI powered school-wide small group math discourse program. The budget includes \$5K for the license, \$3.3K for equipment, \$520 for mini-whiteboards and \$500 for PD materials.

Tom reported that the School Performance Committee supports the proposal.

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

Roll Call

James Ford	Aye
Jeremy Ray	Aye
Jim Handy	Aye
Victoria Cohen	Aye
Brian Langley	Aye
Tom Keller	Aye
Leigh Albert	Aye

G. To Consider the Recommendation to Make NWEA MAP Growth an Opt-In Assessment for Charter Schools

Tom Keller made a motion to allow schools to opt in or out of administering the NWEA Map Growth Assessment for the upcoming school year.

Jim Handy seconded the motion.

Lana explained the Commission currently requires that students in grades 3-8 take the NWEA Map Growth along with the Maine Through Year Assessment which increases testing time. She researched the results with a NWEA team and found the platform records just one assessment, generally the Maine Through Year, so schools do not see scores from both. In light of this, this is a proposal to make the NWEA Map assessment optional for the schools.

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

Roll Call

James Ford	Aye
Jim Handy	Aye
Victoria Cohen	Aye
Brian Langley	Aye
Tom Keller	Aye
Leigh Albert	Aye
Jeremy Ray	Aye

H. To Consider the Approval of the Commission's SY2026-27 Calendar

Jim Handy made a motion to approve the Commission's SY2026-27 Calendars including the Full Commission Calendar, the Professional Development (PD) Calendar and the Commission Member Calendar.

Tom Keller seconded the motion.

Lana noted the SY2026-27 Commission meetings will be held on the 2nd Tuesday of the month beginning at 10 am. The Committee meetings will all be meeting on the Tuesday prior to the Commission meetings.

No meetings will be held in December and July and the November and April Commission meetings will be extended to include PD.

The PD Calendar includes one School Leader meeting each month and the following:

- Accelerate Education will facilitate an opt-in leadership development program for 5-6 executive directors.
- PLT Strategies will focus on charter school communications strategies.
- BoardOnTrack will offer board development workshops.
- Panorama Education will help schools delve into school climate data.

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

Roll Call

Jim Handy	Aye
James Ford	Aye
Victoria Cohen	Aye
Tom Keller	Aye
Leigh Albert	Aye
Jeremy Ray	Aye
Brian Langley	Absent

I. To Consider the Approval of the Commission's Conflict of Interest Policy

Jim Handy made a motion to adopt the Commission's Conflict of Interest Policy.

Victoria Cohen seconded the motion.

Lana noted that as part of the Commission's transition to on of a Public Instrumentality of the State, policies are being written to guide internal operations. The Executive Committee has reviewed all four and the Finance Committee reviewed the Investment and Reserve Policy. Joe Drago and Sarah Forster, Maine's Assistant District Attorney also provided comment.

The Conflict of Interest Policy establishes the ethical standards and disclosure procedures for Commission members and staff and addresses three main statutes as follows:

Chapter 20A - Dual role prohibition bars members and staff from simultaneously serving as an employee, trustee, vendor or contractor of a charter school the Commission oversees.

Title V, Section 18 - Prohibits members from substantial participation in any matter where the member, immediate family or partner of the member, or an affiliated organization has a direct financial interest.

Title V, Section 18-A Prohibits members from any direct or indirect financial interest in any contract to which the Commission is a part.

Jim requested amended language to clarify that in all cases no Commission member or staff may serve on a charter school board that the Commission oversees. Lana read all the proposed adjustments for vote.

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

Roll Call

Tom Keller	Aye
Victoria Cohen	Aye
James Ford	Aye
Jeremy Ray	Aye
Jim Handy	Aye
Leigh Albert	Aye

J. To Consider the Approval of the Commission's Data Privacy/FERPA Policy

Tom Keller made a motion to approve the Commission's Data Privacy/FERPA Policy.

Jim Handy seconded the motion.

Lana noted this policy covers proper handling of information the Commission holds and receives including student records, personnel files, applications, vendor records, and public correspondence. The policy aligns with FERPA, Maine Student Privacy and Records Confidentiality Statutes and the Freedom of Access Act.

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

Roll Call

Tom Keller	Aye
Jim Handy	Aye
Leigh Albert	Aye
Jeremy Ray	Aye
James Ford	Aye
Victoria Cohen	Aye

K. To Consider the Approval of the Commission's Investment & Reserve Policy

Victoria Cohen made a motion to approve the Commission's Investment & Reserve Policy.

Jim Handy seconded the motion.

Lana noted the policy contains guiding principles as follows:

- Risk Free Investment - safety first.
- Funds are invested with enough liquidity and flexibility to ensure enough cash on hand to meet operational needs.
- Invest funds to achieve best yield possible.

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

Roll Call

Leigh Albert	Aye
Jim Handy	Aye
Victoria Cohen	Aye
Jeremy Ray	Aye
Tom Keller	Aye
James Ford	Aye
Brian Langley	Absent

L. To Consider the Approval of the Commission's Records Retention & Document Management Policy

Jim Handy made a motion to approve the Commission's Records Retention & Document Management Policy.

Tom Keller seconded the motion.

This policy supersedes the Commission's current policy and establishes the official records retention policy. It will also have to be submitted to the Maine Archives Advisory Board for approval.

The policy is organized by record type and specifies the retention period, the legal authority dictating the period and whether it is to be destroyed or archived at the end of the period.

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

Roll Call

Jeremy Ray	Aye
Victoria Cohen	Aye
Tom Keller	Aye
Jim Handy	Aye
Brian Langley	Absent
Leigh Albert	Aye
James Ford	Aye

IX. New Business Requiring Notification to the Commission (No formal action to be taken by Commission)

A. New Governing Board Members

- None

B. Board Member Resignations/Left the Board

Bruce Woodard - Fiddlehead School of Arts & Sciences

C. Board Member Term Outs

- None

X. Future Topics

A. Future Topics

July

- No Meeting

August

- Election of Officers
- Panorama Survey Results Presentation

XI. Announcements

A. Important Dates

Graduation

- *Friday, June 12th at 5:00pm - Fiddlehead School of Arts and Sciences (Norumbega Cidery, New Gloucester)*
- *Friday, June 12th at 6:00pm - Overman Academy (Skowhegan Opera House, 225 Water Street, Skowhegan)*
- *Friday, July 10th at 6:00pm - Maine Academy of Natural Sciences/Threshold (13 Easler Road, Hinckley)*
- *Friday, July 17th at 6:00pm - Maine Academy of Natural Sciences/Campus (13 Easler Road, Hinckley)*

B. Upcoming Business Meeting(s)

- *July - No Meeting*
- *August - will be held in person in Augusta*
- *September*

XII. Closing Items

A.

Adjourn Meeting

Jim Handy made a motion to adjourn.

James Ford seconded the motion.

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

Roll Call

Leigh Albert Aye

Jim Handy Aye

Victoria Cohen Aye

James Ford Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:45 PM.

Respectfully Submitted,
Leigh Albert

Documents used during the meeting

- ME Career Connected Learning ELO Profiles of Students Success.pdf
- Kennebec Savings Report 2025 (1).pdf
- Request for Approval to Incur Debt - Line of Credit (Part 2).pdf
- FSAS_Innovation_Fund_Request_Form.pdf
- MeANS_Innovation_Fund_2026___Chronic_Absenteeism.docx.pdf
- MeANS_Innovation_Fund_2026_Responses.pdf
- MeANS_Innovation_Fund_2026___Woodshop_Yurt.docx.pdf
- MCA_Innovation_Fund_Request_Form.pdf
- MOXIE_Fund_Request_Form.pdf
- SPC_Memo_MAP_Growth_v2.docx.pdf
- SPC_Presentation_MAP_Growth_v2.pptx.pdf
- MCSC-MTYA-MAPG-Comparison_05.29.2026.pdf
- MCSC_FULLL_Calendar_26_27_FINAL.pdf
- MCSC_PD_Calendar_FY27_FINAL.pdf
- MCSC_Commission_Member_Calendar_SY2627_FINAL.pdf
- DRAFT Conflict of Interest Policy.pdf
- DRAFT Data Privacy and FERPA Policy.docx.pdf
- DRAFT Investment + Resolve Policy .pdf
- DRAFT Record Retention + Document Management Policy.pdf

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Coversheet

Organizational Updates

Section:	VII. Executive Director/Commission Staff Report
Item:	B. Organizational Updates
Purpose:	Discuss
Submitted by:	
Related Material:	CRCS 2026 Renewal Summary.pdf MeANS 2026 Renewal Summary.pdf Reflection SY2025-26 and Draft Priorities SY2026-27.pdf

MAINE CHARTER SCHOOL COMMISSION

182 State House Station, Augusta, Maine 04333-0182 | www.mainecharterschoolcommission.org

2026 Charter Renewal Summary — Community Regional Charter School

Prepared for the Commission | July 2026

The School and Where It Stands

Community Regional Charter School (CRCS) is a PreK–12 school operating across three campuses. CRCS is completing its 15th year of operation and its current 5-year charter term, making 2026 its third renewal cycle. The school has received the full monitoring sequence for this term — administration, board, and document-review visits in years 11–13, the Year 14 end-of-year visit alongside the Performance Report, and will receive the Year 15 renewal visit and public hearing — and is completing a two-year intervention plan, summarized below.

Statutory Basis (20-A M.R.S. §2411)

Renewal is governed by 20-A M.R.S. §2411 and MCSC Rule Chapter 3 (90-668). A charter may be renewed for successive 5-year terms (up to 15 years where performance warrants), and may be renewed with conditions. The Commission must issue a Performance Report and Renewal Application Guidance by June 30 of the fourth year of the term; the application must be filed by September 30 of the final year; and the Commission must rule by resolution within 45 days of filing. The decision must be grounded in evidence of performance over the term, measured against the §2409 Performance Framework and the charter contract — not on promises of future improvement.

The Review Team

The Review Team is Executive Director Lana Ewing and external expert David Hartman of Venn Education, who has led hundreds of high-stakes charter site visits and renewal reviews for authorizers nationally. Following the Commission's Site Visit Manual, they will conduct the one-day Renewal Site Visit — classroom observations and focus groups with students, families, and staff — and come to consensus on a Renewal Recommendation for the Commission. Venn is also supporting updates to the Commission's renewal tools ahead of the fall visits.

Independent Academic Evaluation (Momentum Strategy & Research)

MCSC engaged Momentum Strategy & Research in April 2026 for an independent read on CRCS's academic picture. Dr. Jody Ernst is analyzing three years of NWEA MAP data to answer four questions: whether longer-enrolled students show stronger outcomes; how far behind students arrive and whether incoming deficits explain state test results despite moderately strong MAP performance; whether a combined growth-and-achievement metric gives a clearer picture; and how CRCS compares to similar rural and alternative schools. The report has been received and speaks directly to the growth-versus-proficiency tension in the school's data.

Two-Year Intervention Plan (Level 2)

In spring 2024, MCSC and CRCS jointly developed a two-year improvement plan addressing proficiency and growth, high chronic absenteeism, and elevated attrition, with goals due by the end of SY25–26 — timed so results are in hand before the October renewal vote. In January 2026, the Commission designated CRCS as Level 2 under its Intervention Protocol, citing failure to satisfactorily remedy previously identified concerns and failure to meet multiple performance targets, with progress updates required at least every three months. The school's end-of-year results against these goals will come to the Commission as part of the renewal evidence packet.

Category under review	Goal by end of SY25–26
Student proficiency	NWEA MAP reading and math proficiency up at least 10 points overall and by subgroup, grades 3–8 and 10, Spring 2024 to Spring 2026
Student growth	NWEA MAP reading and math growth up at least 5 points overall and by subgroup, grades 3–8, Spring 2024 to Spring 2026
Chronic absenteeism	Dimensions Academy down 5 points (33% → 28%); Overman Academy down 7 points (48% → 41%)
Student persistence	95 or fewer student withdrawals per fiscal year by the end of June 2026

2026 Renewal Timeline

Date	Milestone
May 22, 2026	Preliminary Performance Framework outcomes and school Self-Assessment submitted via Epicenter
June 3, 2026	Renewal check-in with the school's board and administration (Zoom)
June 30, 2026	MCSC issues the Performance Report and Renewal Application Guidance (statutory deadline: June 30 of Year 4 of the current term)
July 10, 2026	End-of-year data due to MCSC via Epicenter
July 13, 2026	MCSC issues the Renewal Application to the school
August 12, 2026	On-site end-of-year visit with board and administration
September 4, 2026	Renewal Application and any amendment requests for substantial changes due to MCSC
September 10, 2026	One-day Renewal Site Visit: classroom observations and focus groups with students, families, and staff
September 2026	Review Team submits the Renewal Site Visit Report and Renewal Recommendation to the Commission
September 24, 2026	Public hearing
October 13, 2026	Renewal vote (and any separate amendment votes) at the MCSC Business Meeting — 39 days after filing, within the 45-day statutory window
By June 30, 2027	Contract review and signing for the new charter term

If the Commission renews with conditions, a timeline of tasks will be developed in October 2026, reviewed at the November Business Meeting, with completion reports running November 2026 through May 2027.

The Evidence Before the Commission

Evidence	What it provides
Year 4 Performance Report	Issued June 30, 2026; the school's academic, financial, and organizational record over the term, with any concerns flagged and the school's response
Momentum Strategy & Research report	Independent three-year NWEA MAP evaluation: outcomes by length of enrollment, incoming deficits, a combined growth-and-achievement metric, and peer-school comparisons
Intervention Plan results	Final outcomes of the two-year Level 2 improvement plan, measured at the SY25–26 end-of-year meeting
Renewal Application	The school's case for renewal, due September 4 — supplemental evidence, improvements, and next-term plans, scored on the four-level rubric, which includes financial evaluation
Focus Group and Site Visit Summary	Findings from the one-day September visit — classroom observations and focus groups
Public testimony	Comments from community members, students, and teachers at the public hearing
Renewal Recommendation	The Review Team's consensus recommendation, drawing on all of the above and the historical record

Decision Points for the Commission

At the October 13 Business Meeting, the Commission may renew for a standard 5-year term, renew for a longer term (up to 15 years) where results warrant, renew with conditions, or non-renew. Any requested amendments for substantial changes — grade span, program delivery, or target population — are voted separately and require additional data analysis and research-based evidence. The renewed contract must be reviewed and signed no later than June 30, 2027.

MAINE CHARTER SCHOOL COMMISSION

182 State House Station, Augusta, Maine 04333-0182 | www.mainecharterschoolcommission.org

2026 Charter Renewal Summary — Maine Academy of Natural Sciences

Prepared for the Commission | July 2026

The School and Where It Stands

Maine Academy of Natural Sciences (MeANS) is completing its 15th year of operation and its current 5-year charter term, making 2026 its third renewal cycle. The school has received the full monitoring sequence for this term — administration, board, and document-review visits in years 11–13, and the Year 14 end-of-year visit alongside the Performance Report — and will receive the Year 15 renewal visit and public hearing this fall.

Statutory Basis (20-A M.R.S. §2411)

Renewal is governed by 20-A M.R.S. §2411 and MCSC Rule Chapter 3 (90-668). A charter may be renewed for successive 5-year terms (up to 15 years where performance warrants), and may be renewed with conditions. The Commission must issue a Performance Report and Renewal Application Guidance by June 30 of the fourth year of the term; the application must be filed by September 30 of the final year; and the Commission must rule by resolution within 45 days of filing. The decision must be grounded in evidence of performance over the term, measured against the §2409 Performance Framework and the charter contract — not on promises of future improvement.

The Review Team

The Review Team is Executive Director Lana Ewing and external expert David Hartman of Venn Education, who has led many high-stakes charter site visits and renewal reviews for authorizers nationally. Following the Commission's Site Visit Manual, they will conduct the one-day Renewal Site Visit — classroom observations and focus groups with students, families, and staff — and come to consensus on a Renewal Recommendation for the Commission. Venn is also supporting updates to the Commission's renewal tools ahead of the fall visits.

2026 Renewal Timeline

Date	Milestone
May 22, 2026	Preliminary Performance Framework outcomes and school Self-Assessment submitted via Epicenter
June 1, 2026	Renewal check-in with the school's board and administration (Zoom)
June 30, 2026	MCSC issues the Performance Report and Renewal Application Guidance (statutory deadline: June 30 of Year 4 of the current term)
July 10, 2026	End-of-year data due to MCSC via Epicenter
July 13, 2026	MCSC issues the Renewal Application to the school
August 12, 2026	On-site end-of-year visit with board and administration
September 4, 2026	Renewal Application and any amendment requests for substantial changes due to MCSC
September 9, 2026	One-day Renewal Site Visit: classroom observations and focus groups with students, families, and staff
September 2026	Review Team submits the Renewal Site Visit Report and Renewal Recommendation to the Commission
September 23, 2026	Public hearing
October 13, 2026	Renewal vote (and any separate amendment votes) at the MCSC Business Meeting — 39 days after filing, within the 45-day statutory window
By June 30, 2027	Contract review and signing for the new charter term

If the Commission renews with conditions, a timeline of tasks will be developed in October 2026, reviewed at the November Business Meeting, with completion reports running November 2026 through May 2027.

The Evidence Before the Commission

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Renewal Application	The school's case for renewal, due September 4 — supplemental evidence, improvements, and next-term plans, scored on the four-level rubric, which includes financial evaluation
Focus Group and Site Visit Summary	Findings from the one-day September visit — classroom observations and focus groups
Public testimony	Comments from community members, students, and teachers at the public hearing
Renewal Recommendation	The Review Team's consensus recommendation, drawing on all of the above and the historical record

Decision Points for the Commission

At the October 13 Business Meeting, the Commission may renew for a standard 5-year term, renew for a longer term (up to 15 years) where results warrant, renew with conditions, or non-renew. Any requested amendments for substantial changes — grade span, program delivery, or target population — are voted separately and require additional data analysis and research-based evidence. The renewed contract must be reviewed and signed no later than June 30, 2027.



ANNUAL PRIORITIES

Reflection on SY 2025–2026

and Draft Priorities for SY 2026–2027

Maine Charter School Commission

Reflection on SY 2025–2026 Annual Priorities

All four SY 2025–2026 priorities were completed. The reflection below records what was accomplished under each priority and what the Commission carries forward into the coming year.

PRIORITY 1 New School Launch Support MOXIE Public Schools through its pre-operational year so the school is fully prepared to open.	OUTCOME BY CLOSE OF SY 2025–2026 MOXIE is fully prepared for a successful launch in Fall 2026. Executive tasks tracked in the Pre-Opening Tracker. STATUS: COMPLETE
WHAT WENT WELL • Fulfilled all Maine DOE requirements for a new charter school entering its operational year. • Exceeded fundraising goals: at \$1,171,000 raised against a \$1,000,000 goal. In addition, raised \$1,000,000 for SY26-27 fiscal year in July 2026 towards future years' goals. • Met the Year 1 enrollment goal: 115 students enrolled against a 90% target of 108 (100% = 120) • Met the Year 1 staffing goal: 11 of 11 positions filled, including all instructional roles • Acquired and renovated a facility ready for Fall 2026 occupancy. LESSONS LEARNED & CARRY-FORWARD • MCSC coordination with Maine DOE across IT, finance, and enrollment functions needs to begin earlier and run through a single point of contact. Handoffs between MDOE units were a common source of delay this year. • Build a standing pre-opening coordination checkpoint into the authorizer calendar so MDOE dependencies are surfaced on a predictable cycle rather than reactively. • Capture what worked in the MOXIE pre-opening process as a reusable template for the next applicant cohort.	

PRIORITY 2**Communications**

Strengthen communications and charter school messaging capacity across the Commission, staff, school leaders, and school boards.

OUTCOME BY CLOSE OF SY 2025–2026

Participants demonstrate improved skills in messaging, policymaker engagement, media relations, and hosting policymaker visits through development sessions delivered by PLT Strategies.

STATUS: COMPLETE — CONTINUES INTO SY 2026–2027

WHAT WENT WELL

- Strong participation across four PLT Strategies professional development sessions.
- 7/9 School Boards participated in the March 10 School Board PD focused on communications and hosting policymakers.
- 5/9 schools opted into additional consultancy hours with PLT Strategies for school-specific communications support.
- The majority of schools hosted policymaker visits during the year.
- New Commission website launched with Ezra Smith Designs.
- The majority of schools adopted or refreshed their own website and media strategy.

LESSONS LEARNED & CARRY-FORWARD

- This is not a one-year priority. Communications capacity compounds, and the work carries forward into SY 2026–2027 as an ongoing priority.
- The PLT Strategies scope is being revised for next year to add a social media training component, responding directly to school-leader demand.
- Ensuring policymakers understand facts about charter public schools and are able to engage directly with members of the charter public school community remains a priority. Ensuring leaders invite policymakers for school visits and disseminate fact-based information throughout the year will support this long-term work.

PRIORITY 3**Public Instrumentality Status**

Implement the Commission's new organizational structure as an independent public instrumentality.

OUTCOME BY CLOSE OF SY 2025–2026

Finance, employment, and IT systems are fully operational and aligned to public instrumentality status.

STATUS: COMPLETE — RESIDUAL ITEMS OPEN

WHAT WENT WELL

- All core systems — finance, payroll, employment, and IT — are operating at increased efficiency under the new structure.
- Commission funds moved to Bangor Savings, where balances now accrue interest.
- Payroll transitioned to Bangor Payroll and the staffing agency relationship — along with its associated fees — was dissolved.
- IT is now managed by Adam Murray at Tech Resolve, with new hardware and software purchased and fully operational.
- Implemented additional AI tools that measurably increased staff capacity and effectiveness.
- Successfully navigated the evolving technical and administrative relationship with maine.gov.
- Launched a new Commission website with Ezra Smith Designs.

LESSONS LEARNED & CARRY-FORWARD

- “Public instrumentality” needs a clear definition the Commission can use consistently with vendors, state partners, and schools, which we have now generated.. Ambiguity about the Commission's legal status was a challenge.
- Insurance procurement remains in process and should carry into SY 2026–2027 as an open item.

PRIORITY 4**Charter School Board Development**

Expand governance capacity for charter school boards and leaders.

OUTCOME BY CLOSE OF SY 2025–2026

Strong participation and improved governance capacity through near-monthly in-person and virtual trainings on critical governance topics, including:

- Using MAP Growth data
- Roles and responsibilities of charter boards
- Communication and advocacy
- Board recruitment, retention, and training
- Strategic planning
- School leader evaluation
- The annual board cycle — meetings, officer elections, committee assignments, recruitment, and onboarding

STATUS: COMPLETE — CONTINUES INTO SY 2026–2027

WHAT WENT WELL

- Delivered 6 board professional development sessions across the year. (6/9, 7/9, 5/9, 7/9, 6/9, 4/9)
- 8 of 9 schools participated in at least one professional development session.
- 6 of 9 schools participated in each session on average.
- Consistently strong participant feedback on session quality and relevance.
- Most - if not all (data pending) boards met their required professional development obligations under the Performance Framework, which is a substantial increase from last year.

LESSONS LEARNED & CARRY-FORWARD

- Governance capacity is built over years, not in a single cycle. This priority carries forward into SY 2026–2027 with outcomes that build on this year's foundation rather than repeating it.
- Near-monthly cadence worked. Schools engaged more consistently with a predictable schedule than with clustered or ad hoc sessions.
- Sequencing matters: foundational governance topics should precede advanced ones such as strategic planning and leader evaluation.

Draft Annual Priorities — SY 2026–2027

The four priorities below build directly on this year's work. Priorities 1 through 3 are new or newly sharpened; Priority 4 sustains the multi-year efforts that this year's reflection identified as ongoing. Outcome statements are drafted for Commission discussion and are not yet final.

DRAFT PRIORITY 1

School Leader Development

Build instructional leadership capacity across all authorized schools through the Accelerate partnership, with targeted support for schools that need it.

DRAFT OUTCOME BY CLOSE OF SY 2026–2027

- All school leaders in the inaugural cohort participate in the Accelerate leadership development sequence. 88% attendance across all sessions, with each leader missing no more than 1 session.
- 100% attendance for in-person gatherings (launch and site visit).
- Schools identified as needing targeted support (if any) receive a documented support plan with named milestones and a mid-year checkpoint.
- Leading indicator: 100% of schools show growth on their identified instructional leadership goal by spring.

DRAFT PRIORITY 2**Policymaker Engagement**

Position the Commission to engage effectively with state policymakers, with a clear policy agenda and an intentional strategy for policymaker education and outreach.

DRAFT OUTCOME BY CLOSE OF SY 2026–2027

- A prioritized legislative agenda — statutory and rule changes — is drafted, vetted with counsel, and approved by the Commission.
- A policymaker engagement strategy is in place, including a mapped target list, a school-visit calendar, and defined roles for Commissioners, staff, and school leaders.
- All schools host at least one policymaker visit.
- A defined engagement approach with the Education and Cultural Affairs Committee, including timing for testimony and informational briefings.

DRAFT PRIORITY 3**MOXIE Year One**

Support MOXIE Public Schools through a successful first operational year and hold the school to Performance Framework expectations from the outset.

DRAFT OUTCOME BY CLOSE OF SY 2026–2027

- MOXIE meets the majority of applicable Year 1 Performance Framework targets.
- The majority of financial metrics on the Performance Framework are low to moderate risk.
- A first-year oversight cadence is established — site visits, data checkpoints, and board touchpoints — and documented for use with future new schools.
- Enrollment does not fall below the enrollment range in the charter contract.

DRAFT

DRAFT PRIORITY 4**Ongoing Priorities**

Sustain and deepen the multi-year work established in SY 2025–2026: board development, communications, and public instrumentality operations.

DRAFT OUTCOME BY CLOSE OF SY 2026–2027**BOARD TRAINING AND DEVELOPMENT**

- Near-monthly training cadence continues, with a sequence that advances beyond foundational governance into strategic planning, leader evaluation, and succession.
- 100% of boards meet their full Performance Framework professional development requirement, up from this year's baseline.

COMMUNICATIONS

- Revised PLT Strategies scope delivered, including the new social media training component and quarterly consultancy meetings with Victoria Criado, PLT Strategies.
- Schools move from skill-building to independent execution — each school maintains an active communications presence without direct Commission support.

PUBLIC INSTRUMENTALITY

- First independent audit completed with a clean opinion and any management letter items addressed.
- A fund investment approach is adopted by the Commission and implemented, with reserve balances placed to earn a defined return.
- Insurance coverage finalized, closing the last open item from SY 2025–2026.

Coversheet

Media Updates

Section: VII. Executive Director/Commission Staff Report

Item: C. Media Updates

Purpose: FYI

Submitted by:

Related Material:

Community Regional Charter School Blends Technology and Nature Through “Innovation Inside and Out” – Maine DOE Newsroom.pdf

Maine DOE Newsroom

Community Regional Charter School Blends Technology and Nature Through "Innovation Inside and Out"



Community Regional Charter School (CRCS) is redefining what modern learning can look like by intentionally blending advanced technology with outdoor, nature-based education. Through its "Innovation Inside and Out" approach, CRCS ensures learners develop technological fluency while building deep connections with the natural world. At CRCS, the philosophy is simple: It's not technology or nature—it's both.

Learners regularly engage with proven and emerging technologies as they grow into confident problem solvers and design thinkers. Through the Maine Department of Education's (DOE) Maine Learning Technology Initiative (MLTI), CRCS has long provided one-to-one Apple devices for all learners. In recent years, additional MLTI Teach with Tech grant funding has expanded access to digital storytelling tools, including 360-degree cameras, action video equipment, and livestreaming technology. The same grant enhanced wide-format printing capabilities, introduced AR/VR workstations, and brought a 30-learner-capacity mobile planetarium to the school community.



Most recently, CRCS was awarded a competitive federal grant to upgrade its 3D printing fleet, establish a mobile PC lab, and begin developing virtual reality environments to support remote learning and mental health access in rural communities. These opportunities are further supported by full access to Adobe Creative Cloud, Wacom Art Displays, Unreal Engine, Unity, Fusion 360, and other industry-standard tools.

At the same time, learners benefit from robust outdoor learning and nature-based education. Whether working with the outdoor learning facilitator or the school garden coordinator, learners explore local ecosystems through tree observations, weather and climate studies, and hands-on garden work. These experiences cultivate empathy and stewardship while strengthening science learning.



In the school garden, learners connect life science concepts to real-world skills, such as growing whole foods, preparing healthy meals, and building lasting knowledge about wellness and nutrition.

This year, Director of Design and Innovation Dan Ryder and Coordinator of Garden-Based Education and Experiential Learning Selina Greene Warren began collaborating to intentionally weave together technology and nature-based education. Their two-pathway framework, known as Compass and Canvas, guides the work.

The Compass Pathway focuses on mentoring learners to discover their interests, strengths, and areas for growth. Through guided exploration, learners develop strategies for self-regulation, resilience, and perseverance while discovering their “true north.”



The Canvas Pathway emphasizes creativity and expression. Whether working in visual arts, music and movement, graphic design, or nature art, learners are encouraged to explore ideas across a wide range of mediums—from paper and cardboard to computer screens and garden plots. The goal is to help learners communicate ideas, express creativity, and strengthen problem-solving skills.

To support this work, Ryder established RavenWorks Problem-Solving Studios at both the Overman and Dimensions Academy campuses. Based on the award-winning Success and Innovation Center model he co-founded, RavenWorks blends makerspace practices with social-emotional support and flexible learning environments.

Meanwhile, Warren is expanding the school garden program at Dimensions Academy to include a perennial garden and a therapy garden—spaces designed to support self-regulation, inspiration, and creative thinking. Additionally, a play-based garden is being developed at the Creative Children's Academy, ensuring CRCS's youngest learners can begin exploring the Compass and Canvas pathways.

"When facilitators model innovation, learners become more confident problem solvers," Ryder said.

"By balancing the Compass and the Canvas, we help learners recognize and celebrate differences while working toward both individual and collective growth," Warren said.

Ryder and Warren presented their collaborative work at the Every Teacher a Leader Conference at Thomas College on July 30-31, 2026.

*This story was submitted by Community Regional Charter School. To submit a good news story to the Maine DOE, please fill out the **good news submission form** (https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.office.com%2FPages%2FResponsePage.aspx%3Fid%3Dq6g_QX0gYkubzeoajy-GTiGF60qzFrBEIcy-PhPoPLtUNUwREtITjg0UURURjdNWURJWjNRUTNKUC4u&data=05%7C02%7CMichael.Hardy%40maine.gov%7Cdc26138cf6a24250415f08dedc374162%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0)*

Coversheet

Spring 2026 Panorama School Climate Results

Section:	VIII. Monthly School Portfolio/Data Report
Item:	A. Spring 2026 Panorama School Climate Results
Purpose:	Discuss
Submitted by:	
Related Material:	Spring 2026 Panorama Survey Results.pdf

		Spring 2026 Panorama Survey Results								
		School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9
Family		35% Participation	39% Participation	37% Participation	43% Participation	42% Participation	35% Participation	35% Participation	41% Participation	54% Participation
	School Climate	90th Percentile	80th Percentile	99th Percentile	80th Percentile	70th Percentile	20th Percentile	60th Percentile	99th Percentile	99th Percentile
	School Safety	99th Percentile	99th Percentile	99th Percentile	99th Percentile	80th Percentile	50th Percentile	80th Percentile	99th Percentile	99th Percentile
	School Fit	80th Percentile	70th Percentile	99th Percentile	90th Percentile	80th Percentile	40th Percentile	80th Percentile	99th Percentile	99th Percentile
Student (Grades 3-5)					91% Participation	91% Participation		98% Participation		
	School Rigorous Expectations				10th Percentile	70th Percentile		70th Percentile		
	School Teacher-Student Relationships				10th Percentile	90th Percentile		80th Percentile		
	School Safety				40th Percentile	90th Percentile		80th Percentile		
	School Climate				10th Percentile	90th Percentile		50th Percentile		
Student (Grades 6-12)		77% Participation	78% Participation	79% Participation	93% Participation	78% Participation	80% Participation	96% Participation	87% Participation	81% Participation
	School Safety	99th Percentile	99th Percentile	90th Percentile	80th Percentile	80th Percentile	70th Percentile	20th Percentile	90th Percentile	90th Percentile
	School Rigorous Expectations	80th Percentile	50th Percentile	80th Percentile	60th Percentile	99th Percentile	10th Percentile	40th Percentile	90th Percentile	60th Percentile
	School Teacher-Student Relationships	90th Percentile	70th Percentile	90th Percentile	50th Percentile	90th Percentile	20th Percentile	30th Percentile	99th Percentile	60th Percentile
	School Climate	99th Percentile	99th Percentile	90th Percentile	80th Percentile	99th Percentile	40th Percentile	50th Percentile	99th Percentile	70th Percentile
Teacher		100% Participation	100% Participation	96% Participation	100% Participation	100% Participation	100% Participation	90% Participation	100% Participation	92% Participation
	School Climate	90th Percentile	80th Percentile	99th Percentile	60th Percentile	80th Percentile	80th Percentile	20th Percentile	99th Percentile	99th Percentile
	School Leadership	70th Percentile	80th Percentile	50th Percentile	20th Percentile	90th Percentile	60th Percentile	20th Percentile	70th Percentile	90th Percentile
	Professional Learning	90th Percentile	90th Percentile	80th Percentile	40th Percentile	99th Percentile	60th Percentile	10th Percentile	70th Percentile	99th Percentile
	Feedback and Coaching	90th Percentile	80th Percentile	10th Percentile	30th Percentile	80th Percentile	40th Percentile	10th Percentile	60th Percentile	70th Percentile
Staff		100% Participation	100% Participation	75% Participation	100% Participation	88% Participation	92% Participation	77% Participation	100% Participation	82% Participation
	School Climate	70th Percentile	80th Percentile	99th Percentile	60th Percentile	99th Percentile	99th Percentile	30th Percentile	99th Percentile	99th Percentile
	School Leadership	80th Percentile	99th Percentile	90th Percentile	50th Percentile	80th Percentile	90th Percentile	40th Percentile	99th Percentile	99th Percentile
	Professional Learning	99th Percentile	99th Percentile	90th Percentile	90th Percentile	99th Percentile	99th Percentile	30th Percentile	99th Percentile	99th Percentile
	Feedback and Coaching	90th Percentile	99th Percentile	80th Percentile	40th Percentile	90th Percentile	90th Percentile	20th Percentile	99th Percentile	99th Percentile

Coversheet

SY2025-26 Year End Enrollment/Unenrollment

Section:	VIII. Monthly School Portfolio/Data Report
Item:	B. SY2025-26 Year End Enrollment/Unenrollment
Purpose:	Discuss
Submitted by:	
Related Material:	SY2025-26 Year End Unenrollment-Enrollment Data.pdf

	July	August	September	October	November	December	January	February	March	April	May	June	Totals
Number of Students Enrolled	268	1547	147	13	5	1	63	16	5	4	2	2	2073
Number of Students Exited	47	32	37	62	30	24	52	29	25	22	12	91	463
Grade Breakdown													
Pre-K	0	2	1	4	1	0	0	0	0	0	0	3	11
KG	6	0	0	4	0	1	0	3	1	0	1	5	21
1st Grade	4	0	2	2	1	0	0	0	1	0	1	2	13
2nd Grade	4	0	1	5	0	1	1	1	1	0	1	1	16
3rd Grade	3	1	0	2	0	0	0	0	1	1	1	2	11
4th Grade	5	1	0	1	0	2	2	0	2	0	0	3	16
5th Grade	4	0	0	2	0	0	0	1	1	1	1	3	13
6th Grade	6	0	0	2	0	0	1	3	1	1	0	1	15
7th Grade	3	3	7	4	4	1	4	2	1	2	0	7	38
8th Grade	0	3	6	9	3	3	6	4	4	3	2	29	72
9th Grade	5	4	8	7	4	4	11	0	3	4	3	13	66
10th Grade	2	10	5	9	8	7	9	10	5	3	0	9	77
11th Grade	3	5	4	9	6	4	14	4	3	4	1	13	70
12th Grade	2	3	3	2	3	1	4	1	1	3	1	0	24
Gender Breakdown													
Male	26	14	10	31	18	13	16	10	10	10	5	43	206
Female	21	18	27	31	12	11	36	19	15	12	7	48	257
Not Selected	0	0	0	0	0	0	0	0	0	0	0	0	0
Race/Ethnicity													
American Indian or Alaska Native	0	1	0	0	0	0	3	0	0	1	0	0	5
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	1	0	1	0	0	2	0	0	0	0	2	6
Hispanic/Latino	0	2	0	0	1	4	1	5	2	0	0	4	19
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or More Races	2	0	1	4	3	2	2	3	2	4	1	5	29
White	45	28	36	57	26	18	44	21	21	17	11	80	404
504 Plan													
Yes	0	5	3	2	1	1	2	2	1	2	0	7	26
No	47	27	34	60	29	23	50	27	24	20	12	84	437
Special Education													
Yes	11	1	6	18	8	10	6	8	5	3	2	27	105
No	36	31	31	44	22	14	46	21	20	19	10	64	358
Economically Disadvantaged													
Yes	30	20	21	40	18	15	35	19	16	16	5	46	281
No	17	12	16	22	12	9	17	10	9	6	7	45	182
Returning Student													
1st Year Student	47	15	15	25	9	7	22	14	12	7	3	49	225
	0	17	22	37	21	17	30	15	13	15	9	42	238
End Status Reason													
Transfer to a Maine private school	2	1	2	0	1	0	1	0	2	1	0	7	17

Transfer to a Maine public school in same LEA	2	3	0	0	0	0	1	2	0	0	0	0	8
Transfer to a public school in a different LEA	31	18	20	36	16	11	24	13	11	9	2	58	249
Transferred to home schooling	10	5	9	25	12	11	17	13	12	11	9	7	141
Transferred to a charter school	1	0	4	0	0	0	2	1	0	0	0	17	25
Expelled	0	0	0	0	0	0	0	0	0	0	0	0	0
Reached maximum age for services	0	0	0	0	0	0	0	0	0	0	0	0	0
Discontinued schooling (student formally withdrew)	0	1	0	0	1	0	7	0	0	0	0	0	9
Withdrawn; under the age for compulsory attendance	0	2	0	1	0	0	0	0	0	0	0	1	4
Withdrew & enrolled in ABE, Adult Ed, or Adult ESL Program	1	2	2	0	0	2	0	0	0	1	1	0	9
Enrolled in a postsecondary early admission program	0	0	0	0	0	0	0	0	0	0	0	1	1
Language													
Arabic	0	0	0	0	0	0	1	0	0	0	0	0	1
Creole and Pidgins	0	0	0	0	0	0	0	0	0	0	0	1	1
English	47	32	37	62	30	24	51	29	25	22	12	88	459
Indonesian	0	0	0	0	0	0	0	0	0	0	0	1	1
Kinyarwanda	0	0	0	0	0	0	0	0	0	0	0	1	1
Somali	0	0	0	0	0	0	0	0	0	0	0	0	0
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0
Portugeuse	0	0	0	0	0	0	0	0	0	0	0	0	0
English Learner													
Yes	0	0	0	0	0	0	0	0	0	0	0	2	2
No	47	32	37	62	30	24	52	29	25	22	12	89	461
End Status Reason "Other"													
Transferred to a school in a different state	5	4	2	7	0	2	5	8	1	3	5	7	49
Transferred to a school in a different country	0	4	0	0	0	0	0	0	1	0	0	1	6
Transferred to an institution	1	0	1	0	0	0	0	0	0	0	0	1	3
Unenrolled due to lack of required vaccinations	0	2	0	0	0	0	1	1	0	0	0	4	8
Graduated	0	0	0	12	0	7	19	0	5	1	79	373	496

Coversheet

To Consider the Approval of the Commission's SY2026-27 Priorities

Section:	X. New Business Requiring Approval and/or Acceptance
Item:	A. To Consider the Approval of the Commission's SY2026-27 Priorities
Purpose:	Vote
Submitted by:	
Related Material:	Reflection SY2025-26 and Draft Priorities SY2026-27.pdf



ANNUAL PRIORITIES

Reflection on SY 2025–2026

and Draft Priorities for SY 2026–2027

Maine Charter School Commission

Reflection on SY 2025–2026 Annual Priorities

All four SY 2025–2026 priorities were completed. The reflection below records what was accomplished under each priority and what the Commission carries forward into the coming year.

PRIORITY 1 New School Launch Support MOXIE Public Schools through its pre-operational year so the school is fully prepared to open.	OUTCOME BY CLOSE OF SY 2025–2026 MOXIE is fully prepared for a successful launch in Fall 2026. Executive tasks tracked in the Pre-Opening Tracker. STATUS: COMPLETE
WHAT WENT WELL • Fulfilled all Maine DOE requirements for a new charter school entering its operational year. • Exceeded fundraising goals: at \$1,171,000 raised against a \$1,000,000 goal. In addition, raised \$1,000,000 for SY26-27 fiscal year in July 2026 towards future years' goals. • Met the Year 1 enrollment goal: 115 students enrolled against a 90% target of 108 (100% = 120) • Met the Year 1 staffing goal: 11 of 11 positions filled, including all instructional roles • Acquired and renovated a facility ready for Fall 2026 occupancy. LESSONS LEARNED & CARRY-FORWARD • MCSC coordination with Maine DOE across IT, finance, and enrollment functions needs to begin earlier and run through a single point of contact. Handoffs between MDOE units were a common source of delay this year. • Build a standing pre-opening coordination checkpoint into the authorizer calendar so MDOE dependencies are surfaced on a predictable cycle rather than reactively. • Capture what worked in the MOXIE pre-opening process as a reusable template for the next applicant cohort.	

PRIORITY 2**Communications**

Strengthen communications and charter school messaging capacity across the Commission, staff, school leaders, and school boards.

OUTCOME BY CLOSE OF SY 2025–2026

Participants demonstrate improved skills in messaging, policymaker engagement, media relations, and hosting policymaker visits through development sessions delivered by PLT Strategies.

STATUS: COMPLETE — CONTINUES INTO SY 2026–2027

WHAT WENT WELL

- Strong participation across four PLT Strategies professional development sessions.
- 7/9 School Boards participated in the March 10 School Board PD focused on communications and hosting policymakers.
- 5/9 schools opted into additional consultancy hours with PLT Strategies for school-specific communications support.
- The majority of schools hosted policymaker visits during the year.
- New Commission website launched with Ezra Smith Designs.
- The majority of schools adopted or refreshed their own website and media strategy.

LESSONS LEARNED & CARRY-FORWARD

- This is not a one-year priority. Communications capacity compounds, and the work carries forward into SY 2026–2027 as an ongoing priority.
- The PLT Strategies scope is being revised for next year to add a social media training component, responding directly to school-leader demand.
- Ensuring policymakers understand facts about charter public schools and are able to engage directly with members of the charter public school community remains a priority. Ensuring leaders invite policymakers for school visits and disseminate fact-based information throughout the year will support this long-term work.

PRIORITY 3**Public Instrumentality Status**

Implement the Commission's new organizational structure as an independent public instrumentality.

OUTCOME BY CLOSE OF SY 2025–2026

Finance, employment, and IT systems are fully operational and aligned to public instrumentality status.

STATUS: COMPLETE — RESIDUAL ITEMS OPEN

WHAT WENT WELL

- All core systems — finance, payroll, employment, and IT — are operating at increased efficiency under the new structure.
- Commission funds moved to Bangor Savings, where balances now accrue interest.
- Payroll transitioned to Bangor Payroll and the staffing agency relationship — along with its associated fees — was dissolved.
- IT is now managed by Adam Murray at Tech Resolve, with new hardware and software purchased and fully operational.
- Implemented additional AI tools that measurably increased staff capacity and effectiveness.
- Successfully navigated the evolving technical and administrative relationship with maine.gov.
- Launched a new Commission website with Ezra Smith Designs.

LESSONS LEARNED & CARRY-FORWARD

- “Public instrumentality” needs a clear definition the Commission can use consistently with vendors, state partners, and schools, which we have now generated.. Ambiguity about the Commission's legal status was a challenge.
- Insurance procurement remains in process and should carry into SY 2026–2027 as an open item.

PRIORITY 4**Charter School Board Development**

Expand governance capacity for charter school boards and leaders.

OUTCOME BY CLOSE OF SY 2025–2026

Strong participation and improved governance capacity through near-monthly in-person and virtual trainings on critical governance topics, including:

- Using MAP Growth data
- Roles and responsibilities of charter boards
- Communication and advocacy
- Board recruitment, retention, and training
- Strategic planning
- School leader evaluation
- The annual board cycle — meetings, officer elections, committee assignments, recruitment, and onboarding

STATUS: COMPLETE — CONTINUES INTO SY 2026–2027

WHAT WENT WELL

- Delivered 6 board professional development sessions across the year. (6/9, 7/9, 5/9, 7/9, 6/9, 4/9)
- 8 of 9 schools participated in at least one professional development session.
- 6 of 9 schools participated in each session on average.
- Consistently strong participant feedback on session quality and relevance.
- Most - if not all (data pending) boards met their required professional development obligations under the Performance Framework, which is a substantial increase from last year.

LESSONS LEARNED & CARRY-FORWARD

- Governance capacity is built over years, not in a single cycle. This priority carries forward into SY 2026–2027 with outcomes that build on this year's foundation rather than repeating it.
- Near-monthly cadence worked. Schools engaged more consistently with a predictable schedule than with clustered or ad hoc sessions.
- Sequencing matters: foundational governance topics should precede advanced ones such as strategic planning and leader evaluation.

Draft Annual Priorities — SY 2026–2027

The four priorities below build directly on this year's work. Priorities 1 through 3 are new or newly sharpened; Priority 4 sustains the multi-year efforts that this year's reflection identified as ongoing. Outcome statements are drafted for Commission discussion and are not yet final.

DRAFT PRIORITY 1

School Leader Development

Build instructional leadership capacity across all authorized schools through the Accelerate partnership, with targeted support for schools that need it.

DRAFT OUTCOME BY CLOSE OF SY 2026–2027

- All school leaders in the inaugural cohort participate in the Accelerate leadership development sequence. 88% attendance across all sessions, with each leader missing no more than 1 session.
- 100% attendance for in-person gatherings (launch and site visit).
- Schools identified as needing targeted support (if any) receive a documented support plan with named milestones and a mid-year checkpoint.
- Leading indicator: 100% of schools show growth on their identified instructional leadership goal by spring.

DRAFT PRIORITY 2**Policymaker Engagement**

Position the Commission to engage effectively with state policymakers, with a clear policy agenda and an intentional strategy for policymaker education and outreach.

DRAFT OUTCOME BY CLOSE OF SY 2026–2027

- A prioritized legislative agenda — statutory and rule changes — is drafted, vetted with counsel, and approved by the Commission.
- A policymaker engagement strategy is in place, including a mapped target list, a school-visit calendar, and defined roles for Commissioners, staff, and school leaders.
- All schools host at least one policymaker visit.
- A defined engagement approach with the Education and Cultural Affairs Committee, including timing for testimony and informational briefings.

DRAFT PRIORITY 3**MOXIE Year One**

Support MOXIE Public Schools through a successful first operational year and hold the school to Performance Framework expectations from the outset.

DRAFT OUTCOME BY CLOSE OF SY 2026–2027

- MOXIE meets the majority of applicable Year 1 Performance Framework targets.
- The majority of financial metrics on the Performance Framework are low to moderate risk.
- A first-year oversight cadence is established — site visits, data checkpoints, and board touchpoints — and documented for use with future new schools.
- Enrollment does not fall below the enrollment range in the charter contract.

DRAFT

DRAFT PRIORITY 4**Ongoing Priorities**

Sustain and deepen the multi-year work established in SY 2025–2026: board development, communications, and public instrumentality operations.

DRAFT OUTCOME BY CLOSE OF SY 2026–2027**BOARD TRAINING AND DEVELOPMENT**

- Near-monthly training cadence continues, with a sequence that advances beyond foundational governance into strategic planning, leader evaluation, and succession.
- 100% of boards meet their full Performance Framework professional development requirement, up from this year's baseline.

COMMUNICATIONS

- Revised PLT Strategies scope delivered, including the new social media training component and quarterly consultancy meetings with Victoria Criado, PLT Strategies.
- Schools move from skill-building to independent execution — each school maintains an active communications presence without direct Commission support.

PUBLIC INSTRUMENTALITY

- First independent audit completed with a clean opinion and any management letter items addressed.
- A fund investment approach is adopted by the Commission and implemented, with reserve balances placed to earn a defined return.
- Insurance coverage finalized, closing the last open item from SY 2025–2026.

Coversheet

To Consider the Approval of MOXIE's Performance Framework Requirements for Year 1 (SY2026-27)

Section: X. New Business Requiring Approval and/or Acceptance
Item: B. To Consider the Approval of MOXIE's Performance Framework
Requirements for Year 1 (SY2026-27)
Purpose: Vote
Submitted by:
Related Material: MOXIE Performance Framework Year One SY2026-27.pdf

Maine Charter School Commission

Adapted from the Commission-approved Performance Framework (2.11.26)

PERFORMANCE FRAMEWORK

MOXIE Public Schools — Year One Edition (SY2026-27)

MOXIE Public Schools opens in School Year 2026-27 serving grades 6–9, adding a grade level each year through grade 12. This edition of the Maine Charter School Commission's Performance Framework applies the Commission-approved framework to MOXIE's first year of operation. All indicators, targets, and ratings are unchanged from the approved framework except where noted; a Year One Status column has been added to each criterion to make clear which measures MOXIE will be rated on in Year 1, which will be reported as baseline data, and which begin in a later year as the school grows.

YEAR ONE APPLICABILITY KEY

RATED IN YEAR 1	The criterion applies in full in SY2026-27 and MOXIE will receive a rating.
BASELINE IN YEAR 1	MOXIE reports the data in SY2026-27, but no rating is assigned. Year 1 results establish the school's baseline; ratings begin the following year.
BEGINS LATER	The measure cannot yet be calculated (e.g., graduation rates, multi-year financial measures). The status column states the school year in which measurement begins.
OPTIONAL IN YEAR 1	MOXIE may choose to establish this element in Year 1 or defer it to Year 2.
NOT APPLICABLE	The criterion does not apply to the grade levels MOXIE serves.

SECTION 1: STUDENT ACHIEVEMENT

Student Performance: The school consistently makes progress in student academic achievement for all students.

Framing Questions: Is the school an academic success? Is the school adequately preparing students for their desired post-secondary outcomes?

Note for Year 1: The Maine Through Year Assessment is administered in grades 3–8 and 10. In SY2026-27, MOXIE students in grades 6–8 participate; grade 9 is not assessed on the MTYA. Grade 10 is added when MOXIE serves grade 10 in SY2027-28.

Criterion	Indicator	Target Rating	Year One Status
1.1a Student Academic Proficiency – Maine Through-Year	Students perform at or above state expectations annually on the Maine Through Year Assessment. Schools will report the following at the grade and campus (if applicable) levels:	Exceeding Expectations ≥5% of state average of schools at or above state expectations Meeting Expectations	BASELINE IN YEAR 1 Report only in SY2026-27; Year 1 results establish MOXIE's

Criterion	Indicator	Target Rating	Year One Status
Assessment, Reading (Grades 6–8 in Year 1)	1. Percentage of students assessed on the Maine Through Year Assessment; and 2. Percentage of students at or above state expectations on the Maine Through Year Assessment	Between $\geq$ -5% and $<$ 5% of state average of schools at or above state expectations Approaching Expectations Between $\geq$ -15% and $<$ -5% of state average of schools at or above state expectations Not Meeting Expectations $<$ -15% of state average of schools at or above state expectations	baseline. Rated beginning SY2027-28.
1.1b Student Academic Proficiency – Maine Through-Year Assessment, Math (Grades 6–8 in Year 1)	Students perform at or above state expectations annually on the Maine Through Year Assessment. Schools will report the following at the grade and campus (if applicable) levels: 1. Percentage of students assessed on the Maine Through Year Assessment; and 2. Percentage of students at or above state expectations on the Maine Through Year Assessment	Exceeding Expectations $\geq$ 5% of state average of schools at or above state expectations Meeting Expectations Between $\geq$ -5% and $<$ 5% of state average of schools at or above state expectations Approaching Expectations Between $\geq$ -15% and $<$ -5% of state average of schools at or above state expectations Not Meeting Expectations $<$ -15% of state average of schools at or above state expectations	BASELINE IN YEAR 1 Report only in SY2026-27; Year 1 results establish MOXIE's baseline. Rated beginning SY2027-28.
1.1c Subgroup Academic Proficiency – Maine Through-Year Assessment, Reading (Grades 6–8 in Year 1)	Schools will report the following at the campus (if applicable) and district levels: 1. Percentage of students assessed in each reportable subgroup on the Maine Through Year Assessment; and 2. Percentage of students at or above state expectations in each reportable subgroup on the Maine Through Year Assessment Reportable subgroups include: Special Education, Multilingual Learners, Economically Disadvantaged, Gender, and Student Ethnic Group. To be reported, subgroups must have at least 10 students.	Exceeding Expectations $\geq$ 5% of state average of schools at or above state expectations Meeting Expectations Between $\geq$ -5% and $<$ 5% of state average of schools at or above state expectations Approaching Expectations Between $\geq$ -15% and $<$ -5% of state average of schools at or above state expectations Not Meeting Expectations $<$ -15% of state average of schools at or above state expectations	BASELINE IN YEAR 1 Report only in SY2026-27; Year 1 results establish MOXIE's baseline. Rated beginning SY2027-28.

Criterion	Indicator	Target Rating	Year One Status
1.1d Subgroup Academic Proficiency – Maine Through-Year Assessment, Math (Grades 6–8 in Year 1)	Schools will report the following at the campus (if applicable) and district levels: 1. Percentage of students assessed in each reportable subgroup on the Maine Through Year Assessment; and 2. Percentage of students at or above state expectations in each reportable subgroup on the Maine Through Year Assessment Reportable subgroups include: Special Education, Multilingual Learners, Economically Disadvantaged, Gender, and Student Ethnic Group. To be reported, subgroups must have at least 10 students.	Exceeding Expectations ≥5% of state average of schools at or above state expectations Meeting Expectations Between ≥-5% and <5% of state average of schools at or above state expectations Approaching Expectations Between ≥-15% and <-5% of state average of schools at or above state expectations Not Meeting Expectations <-15% of state average of schools at or above state expectations	BASELINE IN YEAR 1 Report only in SY2026-27; Year 1 results establish MOXIE's baseline. Rated beginning SY2027-28.
1.2 Reading on Grade Level – 3rd Grade	Students will read on grade level as measured by the school's assessment tool by the end of third grade.		NOT APPLICABLE MOXIE does not serve grade 3. Criterion number retained for alignment with the Commission-approved framework.
1.3a Student Academic Growth – NWEA MAP Growth, Reading (Grades 6–8) (Growth measured by MTYA if school does not take NWEA MAP Growth)	School will meet the goal of at least 45% of eligible students (having both a fall and spring score) meeting their projected growth on NWEA MAP Growth reading. Participation below 95% may prompt an MCSC review to identify interventions.	Exceeding Expectations 55% or above Meeting Expectations Between 45%–54.9% Approaching Expectations Between 35%–44.9% Not Meeting Expectations Below 35%	RATED IN YEAR 1 Fall-to-spring growth is measurable and attributable to the school in Year 1.
1.3b Student Academic Growth – NWEA MAP Growth, Math (Grades 6–8)	School will meet the goal of at least 45% of eligible students (having both a fall and spring score) meeting their projected growth on NWEA MAP Growth math. Participation below 95% may prompt an MCSC review to identify interventions.	Exceeding Expectations 55% or above Meeting Expectations Between 45%–54.9% Approaching Expectations Between 35%–44.9%	RATED IN YEAR 1 Fall-to-spring growth is measurable and attributable to the school in Year 1.

Criterion	Indicator	Target Rating	Year One Status
(Growth measured by MTYA if school does not take NWEA MAP Growth)		Not Meeting Expectations Below 35%	
1.4a Subgroup Academic Growth – NWEA MAP Growth, Reading (Grades 6–8) (Growth measured by MTYA if school does not take NWEA MAP Growth)	Subgroups will meet the goal of at least 45% of eligible students meeting their projected growth on NWEA MAP Growth reading. Reportable subgroups include Special Education, Gender, Economically Disadvantaged, Multilingual Learners, Student Ethnic Group, and 504. To be reported, subgroups must have at least 10 students. Participation below 95% may prompt an MCSC review to identify interventions.	Exceeding Expectations 55% or above Meeting Expectations Between 45%–54.9% Approaching Expectations Between 35%–44.9% Not Meeting Expectations Below 35%	RATED IN YEAR 1
1.4b Subgroup Academic Growth – NWEA MAP Growth, Math (Grades 6–8) (Growth measured by MTYA if school does not take NWEA MAP Growth)	Subgroups will meet the goal of at least 45% of eligible students meeting their projected growth on NWEA MAP Growth math. Reportable subgroups include Special Education, Gender, Economically Disadvantaged, Multilingual Learners, Student Ethnic Group, and 504. To be reported, subgroups must have at least 10 students. Participation below 95% may prompt an MCSC review to identify interventions.	Exceeding Expectations 55% or above Meeting Expectations Between 45%–54.9% Approaching Expectations Between 35%–44.9% Not Meeting Expectations Below 35%	RATED IN YEAR 1
1.5 4-Year High School Graduation	4-year high school graduation rate (current cohort). Schools will meet annual goals; the state of Maine goal is a 90% graduation rate by the end of 2030. MOXIE's first 4-year cohort (entering grade 9 in SY2026-27) graduates in 2030. Annual target: 2030 – 90%.	Exceeding Expectations Exceeds annual target Meeting Expectations Meets annual target Approaching Expectations Less than 5% below target Not Meeting Expectations 5% or more below target	BEGINS LATER Measurement begins SY2029-30, when MOXIE's first 4-year cohort reaches graduation.
1.5a	5-year high school graduation rate (current cohort). To be reported, the graduating cohort must have at least 10 students.	Exceeding Expectations Exceeds annual target	BEGINS LATER

Criterion	Indicator	Target Rating	Year One Status
5-Year High School Graduation		Meeting Expectations Meets annual target Approaching Expectations Less than 5% below target Not Meeting Expectations 5% or more below target	Measurement begins SY2030-31 (one year after MOXIE's first 4-year cohort).
1.5b 6-Year High School Graduation	6-year high school graduation rate (current cohort). To be reported, the graduating cohort must have at least 10 students.	Exceeding Expectations Exceeds annual target Meeting Expectations Meets annual target Approaching Expectations Less than 5% below target Not Meeting Expectations 5% or more below target	BEGINS LATER Measurement begins SY2031-32 (two years after MOXIE's first 4-year cohort).
1.6a College and Career Readiness	To be considered college and career ready, students must meet at least one of the following benchmarks by the end of 12th grade. The goal is for at least 75% of students to be college or career ready: – Accuplacer scores of 239 or above in reading and 226 or above in math; or – SAT scores of 530 or above in evidence-based reading and writing and 520 or above in math; or – ASVAB score of 31 or higher Participation below 95% may prompt an MCSC review to identify interventions.	Exceeding Expectations More than 85% of students meet or exceed the benchmarks on at least one assessment Meeting Expectations 75%–85% of students meet or exceed the benchmarks on at least one assessment Approaching Expectations 60%–74.9% of students meet or exceed the benchmarks on at least one assessment Not Meeting Expectations Fewer than 60% of students meet or exceed the benchmarks on at least one assessment	BEGINS LATER Measurement begins SY2029-30, when MOXIE first serves grade 12.
1.6b College and Career Readiness: Subgroups	The goal is for at least 75% of the students in the following subgroups to be college or career ready – English Learner, Special Education, Sex, Economically Disadvantaged, 504, and Race/Ethnicity – using the benchmarks in 1.6a. To be reported, subgroups must have at least 10 students.	Exceeding Expectations All reportable subgroups meet or exceed the benchmarks on at least one assessment Meeting Expectations	BEGINS LATER Measurement begins SY2029-30, when MOXIE first serves grade 12.

Criterion	Indicator	Target Rating	Year One Status
		50%–99.9% of reportable subgroups meet or exceed the benchmarks on at least one assessment Approaching Expectations 25%–49.9% of reportable subgroups meet or exceed the benchmarks on at least one assessment Not Meeting Expectations Fewer than 25% of reportable subgroups meet or exceed the benchmarks on at least one assessment	
1.6c College and Career Readiness: Activity	At the end of their graduating year, 70% or more students successfully participate in at least one college and career readiness activity, such as (and not limited to) a college course, Advanced Placement course, certificate program, career technical coursework or internship. Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.	Exceeding Expectations 80% or more students successfully participate in at least one activity Meeting Expectations 70%–79.9% of students successfully participate in at least one activity Approaching Expectations 60%–69.9% of students successfully participate in at least one activity Not Meeting Expectations Fewer than 60% of students successfully participate in at least one activity	BEGINS LATER Measurement begins SY2029-30, MOXIE's first graduating year.
1.6d College and Career Readiness: FAFSA	The Commission will monitor the school's ability to support students and families with FAFSA completion. Schools will report annual rates and school-supported opportunities for FAFSA support.	Meeting Expectations School has provided opportunities for FAFSA support and reported annual rates as required Not Meeting Expectations School did not provide opportunities for FAFSA support and/or report annual rates as required	BEGINS LATER Measurement begins SY2029-30, when MOXIE first serves grade 12.
1.7 Chronic Absenteeism	Schools demonstrate lower chronic absenteeism than the state average.	Exceeding Expectations	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
		School's chronic absenteeism rate is more than 5 percentage points below the state average Meeting Expectations School's chronic absenteeism rate is up to 5 percentage points below the state average Approaching Expectations School's chronic absenteeism rate is at or up to 5 percentage points above the state average Not Meeting Expectations School's chronic absenteeism rate is more than 5 percentage points above the state average	

SECTION 2: SCHOOL CLIMATE

The school creates a safe and welcoming learning environment that cultivates authentic and positive student, families and teacher relationships.

Framing Question: Does the school provide the conditions for students to be successful?

Note for Year 1: All climate criteria apply in full in SY2026-27. A strong, positive climate is foundational in a school's founding year, and Year 1 results also establish MOXIE's baseline for future comparison.

Criterion	Indicator	Target Rating	Year One Status
2.1 Panorama School Climate Survey: Family	Results on all three required scales of the Panorama Survey meet or exceed 50%, compared to similar schools (FRL %, grade band, and urban/non-urban setting). Required Scales: School Climate, Safety, and School Fit. Participation below 35% will result in "Not Meeting Expectations".	Exceeding Expectations 3 of the 3 required scales meet or exceed 50% when compared to similar schools Meeting Expectations 2 of the 3 required scales meet or exceed 50% when compared to similar schools Approaching Expectations 1 of the 3 required scales meet or exceed 50% when compared to similar schools Not Meeting Expectations	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
		Fewer than 1 of the required scales meet or exceed 50% when compared to similar schools OR participation is below the required minimum	
2.2 Panorama School Climate Survey: Student	Results on all four required scales of the Panorama Survey meet or exceed 50%, compared to similar schools (FRL %, grade band, and urban/non-urban setting). Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships. Participation below 75% will result in "Not Meeting Expectations".	Exceeding Expectations 4 of the 4 required scales meet or exceed 50% when compared to similar schools Meeting Expectations 3 of the 4 required scales meet or exceed 50% when compared to similar schools Approaching Expectations 2 of the 4 required scales meet or exceed 50% when compared to similar schools Not Meeting Expectations Fewer than 2 of the required scales meet or exceed 50% when compared to similar schools OR participation is below the required minimum	RATED IN YEAR 1
2.3 Panorama School Climate Survey: Teacher	Results on all four required scales of the Panorama Survey meet or exceed 50%, compared to similar schools (FRL %, grade band, and urban/non-urban setting). Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching. Participation below 75% will result in "Not Meeting Expectations".	Exceeding Expectations 4 of the 4 required scales meet or exceed 50% when compared to similar schools Meeting Expectations 3 of the 4 required scales meet or exceed 50% when compared to similar schools Approaching Expectations 2 of the 4 required scales meet or exceed 50% when compared to similar schools Not Meeting Expectations Fewer than 2 of the required scales meet or exceed 50% when compared to similar schools OR participation is below the required minimum	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
2.4 Panorama School Climate Survey: Staff	Results on all four required scales of the Panorama Survey meet or exceed 50%, compared to similar schools (FRL %, grade band, and urban/non-urban setting). Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching. Participation below 75% will result in "Not Meeting Expectations".	Exceeding Expectations 4 of the 4 required scales meet or exceed 50% when compared to similar schools Meeting Expectations 3 of the 4 required scales meet or exceed 50% when compared to similar schools Approaching Expectations 2 of the 4 required scales meet or exceed 50% when compared to similar schools Not Meeting Expectations Fewer than 2 of the required scales meet or exceed 50% when compared to similar schools OR participation is below the required minimum	RATED IN YEAR 1
2.5 Panorama Survey Action Plan	Each year, the school will review its Panorama Survey results, develop an action plan, and submit the plan to the Commission.	Meeting Expectations School developed and submitted the action plan Not Meeting Expectations School did not develop and submit the action plan	RATED IN YEAR 1

SECTION 3: ORGANIZATIONAL SUSTAINABILITY

Effective Governing Boards: Board members understand and fulfill their legal responsibilities as public officials. They provide strong, appropriate oversight that supports the school's success and long-term stability. They show evidence of improvement by creating strategic priorities and meeting annual, measurable goals.

Facilities: The school provides a safe, well-maintained facility that supports its mission and helps students thrive.

Framing Question: Is the school an effectively run and sustainable organization?

Note for Year 1: All organizational criteria apply in full from day one. Strong governance, compliance, and facility readiness are non-negotiable in a launch year.

Criterion	Indicator	Target Rating	Year One Status
3.1 Governing Board Effectiveness	A charter public school's governing board responsibilities include: Strategic and Operational Oversight — hire the school leader; evaluate the school leader annually; define and uphold the school's	Low Risk The board consistently fulfills its core responsibilities effectively	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
	mission, vision, and strategic plan; set and review policies to ensure mission alignment and legal compliance; oversee school performance and identify areas for improvement; monitor data regularly to inform decisions and planning. Financial and Legal — approve and oversee the annual budget to ensure financial stability; maintain strong financial management and accountability practices; ensure compliance with state and federal laws and the charter contract; uphold legal and ethical accountability across the organization. Academic and Community Roles — monitor academic performance and ensure programs align with mission and charter goals; analyze Panorama survey results to inform an annual action plan; engage with the community, communicate the school's mission, and support advocacy and fundraising; establish and track goals for academics, finance, and compliance.	Moderate Risk The board fulfills many responsibilities, but demonstrates inconsistent practice in one or more areas High Risk The board fails to carry out key responsibilities	
3.2 Board Meeting Compliance and Transparency	The board holds at least six meetings per year in accordance with its bylaws and Maine Freedom of Access Act (FOAA), publishes agendas and approved minutes on time, and ensures minutes accurately reflect attendance, discussions and decisions.	Exceeding Expectations Board holds ≥ 6 meetings, follows FOAA and bylaws, publishes agendas and approved minutes on time, and minutes fully capture attendance, discussions, and decisions Meeting Expectations Board holds ≥ 6 meetings, follows FOAA and bylaws, publishes no more than 2 agendas or minutes late, and minutes accurately reflect attendance, discussions and decisions Approaching Expectations Board holds 4–5 meetings, follows FOAA and bylaws, and/or publishes 3–4 agendas or minutes late Not Meeting Expectations Board holds < 5 meetings, and/or fails to comply with FOAA or bylaws, and/or publishes > 4 agendas or minutes late or incomplete	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
3.3 Reporting	80%–90% of required reports are submitted on time and are accurate and complete.	Exceeding Expectations More than 90% of reports are submitted on time and are accurate and complete Meeting Expectations 80%–89.9% of reports are submitted on time and are accurate and complete Approaching Expectations 70%–79.9% of reports are submitted on time and are accurate and complete Not Meeting Expectations Fewer than 70% of reports are submitted on time and are accurate and complete	RATED IN YEAR 1
3.4 Board Training	The Board is required to provide evidence to the Maine Charter School Commission that 100% of board members complete at least one professional development opportunity related to governance each year.	Exceeding Expectations 100% of board members complete more than one professional development opportunity Meeting Expectations 100% of board members complete at least one professional development opportunity Approaching Expectations 80%–99.9% of board members complete at least one professional development opportunity Not Meeting Expectations Less than 80% of board members complete at least one professional development opportunity	RATED IN YEAR 1
3.5 Facility Meets Local and State Requirements	The school confirms that its building (or buildings) meet all state and local requirements for public school facilities. This includes having a current Certificate of Occupancy and a plan for ongoing maintenance and long-term improvements. These requirements follow all applicable Maine laws and Maine DOE rules consistent with: 20-A M.R.S. §§1001(2), 4001, 4502(5)(C), 6302, 6501; Maine DOE Rule Chapter 125.5.03 and 125.5.10; and the Public School Approval Requirements and Citation Chart.	Meeting Expectations The school certified that the facility meets all required state and local standards, including a current Certificate of Occupancy and an active maintenance and improvement plan Not Meeting Expectations	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
		The school has not certified that its facility meets required standards, or the building may be out of compliance — for example, missing a current Certificate of Occupancy or not having a sufficient maintenance and improvement plan	
3.6 Facility Supports Programming	The facility is safe, clean, and welcoming, creating an environment that supports learning, teaching, and working for all students and staff.	Meeting Expectations The facility is safe, clean, and welcoming, providing an environment that fully supports learning, teaching, and working for all students and staff Approaching Expectations The facility is mostly safe, clean, and functional, but some areas could be improved to better support learning, teaching, or working conditions Not Meeting Expectations The facility is unsafe, poorly maintained, or not conducive to learning, teaching, or working for students and staff	RATED IN YEAR 1

SECTION 4: SCHOOL MISSION AND STUDENT PERSISTENCE

Mission and Core Approaches: The school stays true to its mission and puts into practice the core approaches described in its application and subsequent amendments.

Enrollment: The school provides access to all students who are eligible to attend. Enrollment and retention are important signs of the school's overall health.

Framing Question: Is the school fulfilling its mission and serving all eligible students effectively?

Criterion	Indicator	Target Rating	Year One Status
4.1 Mission and Core Approaches	1. The school actively fulfills its approved mission (what the school aims to achieve). 2. The school implements the core approaches (how the school achieves it) described in its approved charter application and any approved amendments, in ways that serve all students.	Meeting Expectations The school is implementing the mission and core approaches as outlined in the charter application and any approved amendments Approaching Expectations	RATED IN YEAR 1 Year 1 evaluation focuses on faithful implementation of the approved charter application.

Criterion	Indicator	Target Rating	Year One Status
	3. The Board and Administration share a clear and consistent understanding of the school's mission and its core approaches.	The school is partially implementing the mission and core approaches. Some areas could be strengthened to better align with the charter application and amendments Not Meeting Expectations The school is not implementing most of the mission or core approaches as outlined in the charter application and amendments	
4.2 Student Persistence – School Year	Persistence throughout the school year: 85% or more of eligible students (residing in the state of Maine) enrolled on the last day of school will be the same students who were enrolled on State Student Count Day (October 1).	Exceeding Expectations 90% or more Meeting Expectations 85%–89.9% Approaching Expectations 75%–84.9% Not Meeting Expectations Fewer than 75%	RATED IN YEAR 1 Within-year persistence is fully measurable in Year 1 and is an important early indicator for a new school.
4.3 Student Persistence – Year-to-Year	Recurrent enrollment from one year to the next: 85% or more of eligible students enrolled on the last day of school will be enrolled on 10/1 of the following school year.	Exceeding Expectations 90% or more Meeting Expectations 85%–89.9% Approaching Expectations 75%–84.9% Not Meeting Expectations Fewer than 75%	BEGINS LATER First data point is October 1, 2027 (SY2026-27 to SY2027-28). Measurement begins with SY2027-28 reporting.

SECTION 5: FINANCIAL MANAGEMENT AND VIABILITY

The school maintains financial viability and operates in a fiscally responsible and transparent manner.

Framing Question: Is the school financially viable?

Note for Year 1: All near-term measures (5.1a–5.1d) apply in full in Year 1. Sustainability measures requiring multi-year history phase in as data accrues; the status column states when each begins. Enrollment variance (5.1c) is a critical Year 1 indicator for a new school, since first-year funding depends on enrollment materializing as budgeted.

Criterion	Indicator	Target Rating	Year One Status
5.1a Current Ratio (Near-Term Measure)	The school has enough readily available funds to pay all of its obligations due within one year. The school's current ratio will be at least 1.0, meaning it has sufficient current assets to cover current liabilities. Calculation: $\text{Current Assets} \div \text{Current Liabilities}$	Low Risk Greater than 1.5 Moderate Risk 1.0–1.5 High Risk Less than 1.0	RATED IN YEAR 1
5.1b Unrestricted Days Cash on Hand (Near-Term Measure)	The school will keep enough unrestricted cash to cover a minimum of 30 days of expenses. Calculation: $\text{Unrestricted Cash} \div ((\text{Total Expenses} - \text{Depreciation}) \div 365)$	Low Risk 60 or more days Moderate Risk 30–59 days High Risk Fewer than 30 days	RATED IN YEAR 1
5.1c Enrollment Variance (Near-Term Measure)	Actual enrollment is no more than 5% below the enrollment projected in the school's budget, ensuring the school receives the funding it planned for and can operate sustainably. Calculation: $(\text{Actual Enrollment} - \text{Budgeted Enrollment}) \div \text{Budgeted Enrollment}$	Low Risk Enrollment variance is either positive or not more than 2% below the budget projection Moderate Risk Variance is between 2% and 5% below budget projection High Risk Variance is more than 5% below the budget projection	RATED IN YEAR 1
5.1d Financial Obligations Default (Near-Term Measure)	The school will be current (not more than 30 days past due) on all debt payments and real estate lease payments. Financial Obligation Default occurs when the school fails to meet a debt or contractual obligation, such as missing a loan or lease payment, which can harm its credit, increase borrowing costs, and threaten financial stability.	Low Risk Not in default and not delinquent Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors High Risk In default and/or delinquent and has not obtained waivers from lenders and/or lessors	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
5.2a 3-Year Total Margin (Sustainability Measure)	The school's three-year total margin and the most recent year's total margin are both positive. A positive 3-year margin shows the school is generating more revenue than expenses, demonstrating financial health and sustainability over time. Calculation: 3-Years Net Surplus ÷ 3-Years Revenue, where Net Surplus = (Revenue – Expense)	Low Risk 3-year total margin $\geq 1.5\%$ and current year is positive Moderate Risk 3-year total margin $\geq 0\%$ and current year total margin is better than -10% High Risk 3-year total margin $< 0\%$ or current year total margin worse than -10%	BEGINS LATER 3-year measurement begins SY2028-29. In SY2026-27 and SY2027-28, MOXIE reports current-year total margin only.
5.2b Debt to Asset Ratio (Sustainability Measure)	Less than 90% of the school's assets are financed by debt. A lower ratio ($< 90\%$) means the school owns more of its assets outright and is less leveraged, which generally indicates financial stability. Calculation: Total Liabilities ÷ Total Assets	Low Risk Less than 90% Moderate Risk 90 to 100% High Risk Greater than 100%	RATED IN YEAR 1
5.2c 2-Year Cash Flow (Sustainability Measure)	The school's unrestricted cash balance has increased over the past two years. Cash Flow = Unrestricted Cash at End of Year – Unrestricted Cash at Start of Year	Low Risk Positive 2-year cash flow and in the current year Moderate Risk Positive 2-year cash flow High Risk Does not have a positive 2-year cash flow	BEGINS LATER Measurement begins SY2027-28. In SY2026-27, MOXIE reports current-year cash flow only.
5.2d Financial Obligations Coverage Ratio (Sustainability Measure)	The school is able to pay current debt principal, interest and lease payments from the current year surplus. Coverage Ratio = (Net Surplus + Depreciation + Interest + Lease Expense) ÷ (Annual Principal + Interest + Lease Payments)	Low Risk Exceeds 1.1 Moderate Risk Is 1.0 to 1.1 High Risk Is less than 1.0	RATED IN YEAR 1
5.3 Financial Planning and Budgeting	The board publishes a three-year plan that includes a one-year budget for the upcoming fiscal year and two additional years of projections.	Meeting Expectations The board publishes a three-year plan that includes a one-year budget for the	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
		upcoming fiscal year and two additional years of projections Not Meeting Expectations The board does not publish a three-year plan, or the plan does not include a one-year budget and two additional years of projections	

SECTION 6: SCHOOL CUSTOMIZATION

Schools will collaborate with the Commission to design and implement customized criteria that reflect each school's context and align with its mission.

Criterion	Indicator	Target Rating	Year One Status
6.1 Customized Criteria	MOXIE will collaborate with the Commission to design and implement customized criteria that reflect the school's context and align with its mission. Customized criteria may address launch-year priorities such as enrollment build-out against charter targets, staffing, or curriculum implementation milestones.	Exceeding Expectations Meeting Expectations Approaching Expectations Not Meeting Expectations	OPTIONAL IN YEAR 1 MOXIE may establish customized criteria in Year 1 or defer to SY2027-28. Ratings apply once criteria are established.

Ratings and evaluation in this section are dependent on performance in the previous sections.

ADDITIONAL EVIDENCE OF PERFORMANCE

If a school does not meet expectations in one or more Performance Framework criteria, the Maine Charter School Commission may require the school to submit additional evidence of performance. This may include a self-assessment, or classroom observations, interviews or focus groups, and document reviews conducted by the Commission or a third party retained by the Commission. Additional criteria for assessment may include the following:

Indicator	Target
Curriculum	The school's documented curriculum is aligned to the Maine Learning Results; is aligned vertically between grades and horizontally across classrooms at the same grade level; provides lessons and materials that represent a variety of cultures and perspectives; and supports opportunities for all students to master these skills and concepts. The curriculum is regularly reviewed and revised.
Instruction	The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students and reflect cultural proficiency. Instruction fosters student engagement. Classroom environments are conducive to learning.

Indicator	Target
Assessment	Teachers and administrators use disaggregated qualitative and quantitative data to modify instruction to improve academic and non-academic outcomes for all students and subgroups. School staff and administrators use disaggregated data to evaluate the quality and effectiveness of its program to serve all students and modify the program in order to improve student outcomes.
Support for All Learners	The school has a proactive system (such as MTSS/RTI) to effectively identify and address all students' strengths and needs for academic, behavioral, and social-emotional development through a tiered support model, as well as providing Special Education and English Learner services as required by law. Data and progress monitoring are used to ensure that all students across all subgroups have equal access and equitable support, interventions, and resources to achieve, grow, and advance. The school regularly uses data to evaluate and modify its support programming to ensure student success.
School Systems and Leadership	The school's leadership team implements school academic programming and operations in a manner to meet a clearly defined mission and set of goals. The school defines and delineates clear roles and responsibilities among leaders, staff, management, and board of trustee members. The school has clear and well-understood systems for decision-making and communication processes among all members of the school community. School leadership fosters a culture of accountability, trust, and collaboration with school stakeholders to promote joint responsibility for student learning. Based on data, school leadership takes concrete and ambitious steps to close identified achievement, access, and opportunity gaps. School leadership sets goals and establishes systems and structures for the recruitment, development, and retention of educators. School leadership ensures an inclusive, respectful environment for all staff.
Professional Climate	The school staff frequently collaborate and engage in professional development to improve implementation of the curriculum and instructional practice. The school implements a comprehensive professional learning culture that supports the development of effective educators. The school develops staff capacity to examine and dismantle implicit biases and systemic inequalities in order to create environments in which all students can deeply learn, grow, and thrive. All school staff are provided the tools and resources to perform their responsibilities and meet expectations for performance. An objective and transparent system is in place for monitoring individual staff performance against established expectations, which includes a formal process of evaluation for all employees, including teachers.
Student Recruitment and Enrollment	The school has a recruitment strategy that yields consistent enrollment within the charter's contracted enrollment range.

Acknowledgements for the Maine Charter School Performance Framework appear in the Commission-approved framework (2.11.26), from which this Year One edition is adapted.

Coversheet

To Consider the Revisions to the Commission's Payment and Signatory Policy

Section:	X. New Business Requiring Approval and/or Acceptance
Item:	C. To Consider the Revisions to the Commission's Payment and Signatory Policy
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT Payment and Signatory Policy - Proposed Revisions.pdf

Payment and Signatory Policy

Purpose & Context

The Maine Charter School Commission (MCSC) was recently designated as a public instrumentality of the State of Maine. As a result, MCSC is establishing its own financial controls and signature policy for the first time, rather than relying on the policies of the State Controller's Office or State procurement rules. This policy sets forth the authority, thresholds, and processes for approving and executing payments, including checks, ACH payments, and credit card payments, to ensure proper oversight, internal controls, and alignment with the approved budget.

Scope

This policy applies to all disbursements of MCSC funds, including staff payroll, vendor and contractor payments, Commission member per diem, and other expenses, whether paid by check, ~~direct-deposit~~ electric funds transfers including ACH or wires, or credit card.

1. Authority and Thresholds

A. Budgeted Expenditures

- For expenses included in the MCSC-approved budget (or subsequent approved amendments) and properly authorized (e.g., payroll, vendor/contractor payments, Commission member per diem), the **Executive Director (ED)** may approve and sign the disbursement, whether by check, ACH, or credit card.

B. Non-Budgeted Expenditures

- Amounts up to \$10,000: the **ED** may approve and execute as sole signer.
- Amounts over \$10,000: two signers required — **ED** plus **Chair of the Commission** (or Vice Chair if the Chair is not available). Finance Committee review is recommended.

C. Payments to the Executive Director

- For any payment made to the **ED** (e.g., payroll, reimbursement, or other approved expense), the **Director of Operations** shall serve as the signer (or the Chair of the Commission or designee if the Director of Operations is not available).

D. Special Cases / Additional Signers

- For credit card payments: cardholders must have prior approval from the Executive Director for payments over \$200. ~~The Director of Operations will approve credit card purchases over \$200 made by the Executive Director.~~
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2. Documentation and Approval

- **Payment Authorization and Processing (ACH, Check, and Credit Card):** All payments, regardless of method, must be supported by an approved invoice and documented authorization. Upon receipt of an invoice, the Business Manager will initiate an Invoice Approval Form, which must be routed first to the Operations Director and then to the Executive Director for review and approval. Once the Invoice Approval Form is signed by both parties, payment will be processed by the Business Manager using the appropriate payment method. If payment is made by check, the Business Manager will prepare the check, which will either be signed by the Executive Director or, when applicable, issued using the Executive Director's signature stamp with prior email authorization from the Executive Director. If payment is made by ACH, the Business Manager will initiate the ACH transaction, and the Executive Director must review and approve the ACH transaction prior to release. If payment is made by credit card, the Business Manager must receive initial approval via email from the Executive Director prior to use of the credit card. All credit card transactions must be supported by invoices or receipts, and a monthly credit card statement with all supporting documentation attached must be reviewed, approved, and signed by the Executive Director.
 - Segregation of duties must be maintained: the preparer of a payment may not be the signatory.
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3. Internal Controls and Oversight

- Bank statements, canceled checks, credit card statements, and direct ACH payment reports shall be reviewed monthly by ~~someone not involved in initiating or approving payments, likely a member of~~ the Finance Committee. The Finance Committee will designate a representative to review monthly financial statements and approve items via email. ~~or the full Committee will vote to approve monthly financial statements via monthly Finance Committee vote.~~
- Blank checks ~~will be secured in a locked cabinet~~ and credit card holders ~~must maintain physical security of cards issued to them.~~

- All payments require at least two individuals involved in the process (preparation, authorization, signing).
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4. Enforcement

Failure to comply may result in disciplinary action, audit review, and remedial steps as necessary.

DRAFT

Coversheet

To Consider Revision to the Travel and Expense Reimbursement Policy

Section: X. New Business Requiring Approval and/or Acceptance
Item: D. To Consider Revision to the Travel and Expense Reimbursement Policy
Purpose: Vote
Submitted by:
Related Material: DRAFT Travel & Expense Reimbursement Policy - Proposed Revisions.pdf

Travel & Expense Reimbursement Policy

Purpose

To provide clear guidance to Commission staff, Commission members, and authorized travelers on allowable travel, lodging, meals, and incidental expense reimbursements in the course of official Commission business. The Policy ensures transparency, fiscal responsibility, consistency, and alignment with federal per-diem practices.

Scope

This policy applies to:

- Employees of the Commission
- Commissioners when traveling on official Commission business
- Others approved in advance (e.g., contractors, invited guests) traveling at the Commission's expense

Policy Statement

The Commission will reimburse or directly pay (via Commission credit card) reasonable, necessary, and approved expenses incurred for travel on official business. Whenever possible, travelers should use the Commission credit card. If personal payment is used, reimbursement will follow submission of required documentation. For meals and incidental expenses while traveling, a current per diem allowance based on the federal GSA Meals & Incidental Expenses (M&IE) rate will be used.

1. Travel Authorization & Approval

- All travel must be approved in advance by the Executive Director or the Executive Director's designee via email before any travel is purchased.
- Travel not pre-approved in advance may not be reimbursable unless justification is provided and approved by the Executive Director.

2. Use of Commission Credit Card vs. Personal Payment

- Whenever possible, travelers should use the Commission credit card.
- If not using the Commission card, the traveler may use a personal payment method and request reimbursement.
- Regardless of payment method, all expenditures must comply with this policy and be supported by receipts.
- All itemized receipts (except related to current per diem covered expenses (e.g. meals) should be provided by the traveler within **10 business days** of

return.

3. Lodging

- Hotel/motel expenses must be reasonable and necessary.
- Lodging should be booked at a reasonable rate up to the specific daily maximum allowable lodging rate in effect at the time of travel for the specific area or locality, unless an exception is specifically provided by the Executive Director or designee. Typical exceptions include: a specific lodging recommended by the Conference the traveler is attending near the meeting/conference location, and/or the traveler is unable to find reasonable lodging within the GSA per diem lodging rates.
- The maximum allowable lodging rate shall be based on the U.S. General Services Administration (GSA) per diem lodging rates for the specific travel location and date.
- Lodging taxes are reimbursable and are not included in the nightly lodging cap.
- These rates vary by geographic area and may fluctuate seasonally.
- If a traveler brings a guest or spouse any incremental costs for companion or upgraded room will be borne by the traveler.
- Receipts/invoices must show date(s) stayed, room rate, taxes, and any incidental charges (e.g., room service, mini-bar) must be separately identified and approved if reimbursed.

4. Meals & Incidental Expenses (Per Diem)

- The Commission will reimburse meals and incidentals via the current **per diem allowance** that equals the federal M&IE rate established by GSA for the destination for that travel date. See GSA's lookup tool. ([U.S. General Services Administration](#))
- No separate reimbursement or receipts are required for each meal when the per diem method is used.
- The per diem covers breakfast, lunch, dinner, and other incidental expenses (e.g., meal tips, luggage handling).
- Receipts are not required for meals and incidentals reimbursed at the current GSA per diem rate; receipts are required for lodging and all other travel expenses.

5. Transportation

Airfare / Train / Bus

- Travel bookings should be coach/economy class unless prior authorization is given for upgraded travel.
- Travelers should book the lowest available fare that meets business needs and consider advance booking and cost-effectiveness.
- Receipts must accompany the reimbursement request.

Ground Transportation / Mileage

- When using a personal vehicle for travel, mileage reimbursement will follow the state rate for business-related travel.
- Parking, tolls, ride-share services (Uber/Lyft), taxi, and public transit costs for business travel are reimbursable with receipts.

Rental Cars

- Rental cars may be used if justified (e.g., necessity at destination). Prior authorization required. Costs should align with mid-sized standard vehicle ~~and insurance coverage limitations~~. Gasoline Mileage/toll reimbursement is permitted for rental cars.
- Travelers should accept the rental car agency's insurance coverage, as personal auto insurance may not fully cover rental vehicles.

6. Miscellaneous / Incidentals

- Other reimbursable travel-related expenses include: conference registration fees, internet access fees (if necessary for business), baggage fees (coach class), reasonable gratuities, business phone calls.
- Non-reimbursable expenses include: personal entertainment or sightseeing, spouse/guest travel, mini-bar, in-room movies, fines/parking tickets, personal items, alcohol.

7. Reporting & Documentation

- Travelers must submit all travel related receipts within 10 business days of travel.
- For per diem meals-only claims, no individual meal receipts are required.
- Failure to submit within the time limit may result in forfeiture of reimbursement.
- All travel expense reimbursements are subject to review and audit by the Commission staff and external auditors.

8. Companion/Guest Travel

- Companion/guest travel is the responsibility of the traveler. If a traveler wishes to extend a personal stay (e.g., vacation added to business travel), the Commission will reimburse only the portion of lodging and per diem/proportional costs attributable to official business days.

9. Changes & Cancellations

- If travel plans change after approval, the traveler must notify the Executive Director and Business Manager and receive a revised authorization.
- Nonrefundable costs due to cancellation (e.g., conference fee, airline ticket) may be reimbursed if fully justified, approved in advance, and documented.

10. Exceptions

- Any request to exceed the current per diem must be requested with justification. Such exceptions must be approved by the Executive Director (or designated delegate) in advance.
- The Commission reserves the right to refuse reimbursement for expenses deemed excessive, non-business related, or non-compliant.

11. Policy Review

- This policy will be reviewed upon significant regulatory change by the finance committee to ensure continued alignment with current federal per diem rates, Commission budget, best practices, and audit requirements.
- The Commission's Business Manager will maintain a current link/reference to the GSA per diem rate tables. ([U.S. General Services Administration](#))

Definitions

- **Per Diem** – A fixed daily allowance covering meals and incidental expenses for authorized travel, as defined by current GSA rates.
- **Incidental Expenses** – Minor costs of travel such as tips, baggage handling, in-room phone charges for business calls, etc.
- **Business Purpose** – The reason for travel must directly relate to the Commission's mission and benefit the Commission (e.g., training, meeting, conference).