

Montgomery Flex Charter School

A proposed North Penn School District Charter School

Application Submitted November, 2012

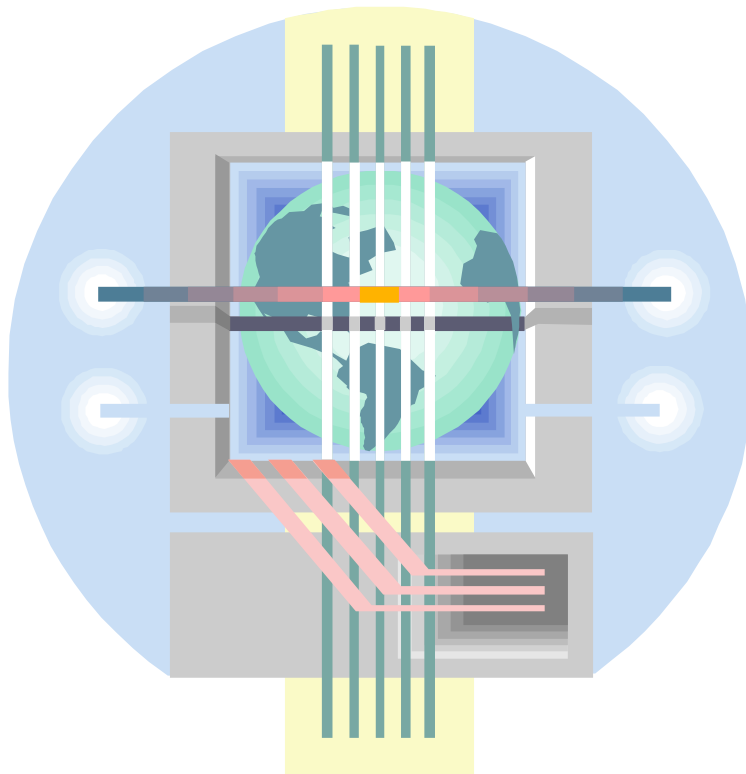


TABLE OF CONTENTS

CHARTER SCHOOL APPLICATION FACT SHEET

I. SCHOOL DESIGN

1. Mission Statement
2. Measurable Goals and Objectives
3. Educational Program
4. School Accountability
5. School Community
6. Extra-curricular activities

II. NEEDS ASSESSMENT

1. Statement of Need
2. School Demographics
3. District Relations/Evidence of Support

III. DESCRIPTION OF THE FOUNDING COALITION AND MANAGEMENT TEAM

1. Profile of Founding Coalition
2. Governance

IV. FINANCE AND FACILITY

1. Financing
2. Facility
3. Liability and Insurance
4. Child Accounting

V. IMPLEMENTATION AND ADMINISTRATION

1. Recruiting and Marketing Plan
2. Admissions Policy
3. Human Resource Information
4. Code of Conduct

Montgomery Flex Charter School

5. Timetable

6. Safety

7. School Health Services

CHARTER TEMPLATE

APPENDICES

APPENDICES

A1. Language Arts Curriculum

A2. Language Arts Curriculum/Common Core Curriculum Alignment

B1. Mathematics Curriculum

B2. Mathematics Curriculum/Common Core Curriculum Alignment

C. Science Curriculum

D. Social Studies Curriculum

E. Art Curriculum

F. Music Curriculum

G. Technology and Business

H. College and Career

I. Spanish and French Language

J. Special Education

K. School Calendar

L. Notification Letters to Districts

M. Pre-enrollments and Notices of Support Received

N. Corporation By-Laws

O. Five-year Budget

P. Letter of Intent to Lease Space

Q. Letter of Insurability

R. Criminal History Record of Individuals with Direct Contact with Students

Montgomery Flex Charter School

S. Child Abuse Record of Individuals with Direct Contact with Students

T. Montgomery Flex Charter School Code of Conduct

U. Internet Acceptable Use Policy

V. Timetable for Steps Leading to Opening

Montgomery Flex Charter School

Charter School Application

APPLICATION FACT SHEET

This application fact sheet is intended to be a "finger-tip" summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Proposed Cyber Charter School Name....**Montgomery Flex Charter School**

School Location (City/Town and Zip Code)....**North Wales, PA 19454**

County.....**Montgomery County**

Intermediate Unit.....**Montgomery County Intermediate Unit**

Proposed Start Date.....**September, 2013**

Date of School Board Approval.....TBD

Federal Employer Identification Number.....**45-3987769**

AUN #.....**TBD**

Contact Person:

First....**Timothy** Middle.....**Charles** Last.....**Sager**

Organization.....

City.....**Glenside** State.....**PA** Zip Code.....**19038**

Telephone.....**215-703-8252** Fax Number.....**215-402-0774**

Email.....**timsager58@gmail.com**

Founding Coalition	Grade and Age Ranges	Projected Student Enrollment Year 1 – 5
Parents.....4 Teachers.....4 Business Partnership... Community Based Org....0 Museum....0 Higher Education....0 Other.....0	Elementary....none Secondary.....7 - 12 Age of Kindergarten...na Age of Beginners...na Kindergarten: Full or Half Day?.....na Circle Appropriate Grades K 1 2 3 4 5 6 7 8 9 10 11 12	1st Year....240 2nd Year...288 3rd Year....330 4th Year....375 5th Year....420 Total Number of Teachers 1st Year...17 5th Year...36

Montgomery Flex Charter School

Does the Charter Application have an existing retirement system? **no**

Does the application group presently have access to a facility suitable for a school? **yes**

School Focus:

In brief terms, please describe the school mission, educational focus, and other essential characteristics of the proposed charter school.

Montgomery Flex Charter School seeks to establish an environment in which the individual needs of each student are recognized and addressed. Our intent is simple. We believe that you improve the academic achievement of a school by focusing on improving the academic achievement of each student, one student at a time. The key elements of the Montgomery Flex Charter School model are:

- *Each grade at Montgomery Flex Charter School will be kept to a relatively small size so that every student is given personalized attention.*
- *The Guidance Counselors at Montgomery Flex Charter School will write Individual Learning Plans for each student based on a specifically developed post-secondary path. The plan will detail specific courses the student will be offered to address this plan.*
- *For math, social studies and language arts, two classes will be taking the same course at the same time in adjacent rooms with the opportunity for the teachers in these rooms to combine their classes at any time in any configuration that works best for all. This will give the teachers in these rooms more flexibility in structuring activities to best address the individual needs of students and the needs of the group as a whole.*

This organizational structure is a departure from the current organization of most schools. However, we believe that this is the best organizational structure to give each student the individual course of instruction and attention he or she deserves.

I. SCHOOL DESIGN 1. Mission Statement

A. Briefly describe the core philosophy or underlying purpose of the proposed school.

Montgomery Flex Charter School will serve students who are not finding sufficient college, career and life direction at North Penn schools. There are a host of reasons why students fall into this classification...perhaps they do not respond to the way North Penn teachers operate their classrooms, perhaps they don't see how the classes they are taking in school align to their future or perhaps they are just overwhelmed by the sheer size of North Penn High School. In any case, public schools, even the best of them, are filled with students who are not achieving at the level they are capable because they do not feel that the education system is meeting their needs.

In a traditional high school structure such as the one at North Penn High School, students rotate among classes in a matrix fashion so that there is not one group of teachers and guidance counselors who care over a single group of students. In addition, guidance counselors are typically responsible for 300 or more students, so that few students take advantage of all of the services that the guidance department has to offer. The result is students who are held back by a traditional school environment in meeting their potential

Nationwide, only 42% of young people who enroll in college complete a bachelor's degree by age 26. And only half of recent college graduates are in jobs which require a college degree. Plus, the number of people with college debt and the overall size of the college debt in the U.S. has grown astronomically.

We are faced with a contradiction. While many students are going to college, far fewer are finding success in college. Yet it has never been more important to secure a college education. It is forecast that by 2018, 63% of jobs in the U.S. will require some form of college education.

The mission of Montgomery Flex Charter School directly addresses this issue. Our mission is to:

- *meet or exceed the key metrics that typical suburban middle schools and high schools in the State are measured against (AYP, 4-year graduation rate, % going to 2- and 4-year colleges, SAT scores, and*
- *prepare each student for a specific course of study in college (which directly leads to a 21st - century occupation) and help them to identify and become accepted to a college which specializes in this specific course of study.*

We believe that the key to accomplishing this task is through proper guidance throughout secondary school. This is based on the following structural changes that we think are critical to changing the success rate of students in college....

Montgomery Flex Charter School

- *We are challenging the notion that it is okay to have 300 students for every Guidance Counselor. There is simply not enough time for a Guidance Counselor with this case load to come close to providing individual college and career guidance to each student.*
- *We believe that, if students are given a purpose, i.e. they know the reason why they are in high school, why they are taking the courses that they are taking and why these have a direct and clear relationship to the careers and college aspirations that they have, that they will be considerably more motivated to excel in secondary school.*

The Montgomery Flex Charter School model will be built on the following pillars:

- *Each student should have a truly unique individual learning plan, that takes into account the student's capabilities, interests and passions, and future career, trade school and college aspirations to deliver a high school program that has the potential to be engaging and meaningful.*
- *We are proposing an innovative approach in which each course is taught simultaneously in two different adjacent classrooms.....with a certificated teacher in each room. We believe this approach offers more potential for students to receive differentiated instruction as the teachers can combine the classes in a variety of student configurations to best deliver on the needs of individual students and the group as a whole.*
- *One possible configuration is for one of the teachers to work with students who need more time to build skills while the other teacher works with students who quickly acquire skills and then can move to discussion of the topic. Discussion is the best part of teaching, and rarely boring for students. It allows students to stretch intellectually. Our model can allow those students who are ready to engage in discussion while those who need more skill development have the flexibility to spend the extra time they need.*

The model that we propose has new room configurations, new job descriptions, new furniture arrangements and a new budgeting approach. We believe our model can only be executed within a new charter school structure without the constraints of existing buildings and existing employee contracts.

B. What is your overarching vision of the school?

We believe the primary reason that schools do not meet the needs of certain students is that those students lack a sense of purpose in their schooling. The reasons for a lack of purpose in students are varied:

- *Some students feel "beaten down" by a lack of academic success and positive feedback.*
- *Some have unfulfilling personal relationships (i.e. Peer Pressure, Harassment and Bullying) in school making the school experience unpleasant.*

Montgomery Flex Charter School

- *Some fail to see the links between academic achievement in secondary school, college acceptance and completion, and successful career attainment and advancement.*
- *Some fail to see how the coursework in high school has anything to do with success as an adult.*
- *Some do not have family experience in attending college and therefore do not understand the requirements to become accepted into a post-secondary program.*

It is our overarching vision that the students in this school will be more purposeful in their studies than students in public schools. Our vision is that we will accomplish this using the following tactics:

- *We are limiting school size so that every student is cared for, and more importantly, bullying or other unwanted personal relationships are immediately recognized and dealt with.*
- *Our guidance counselors will analyze students' academic strengths and weaknesses, their personality profiles and their values to come up with a career, trade school and college plan for each student. After meeting with the student and parents to go over this information and get agreement on the conclusions, this plan will form the foundation for what courses, units within courses, extra-curricular activities and internships will be undertaken by the student.*
- *We will run two classrooms of each course concurrently. We believe this format will give us more flexibility in structuring individual courses of study for students while providing the classroom oversight that is necessary in order to maintain effective classroom management.*

One of the major issues in all schools is that students are pushed to move ahead in the curriculum even if they have not mastered what they have previously learned. The result is students who are not in a position to master more complex tasks when they have not properly mastered basic tasks. Our vision is that students will not move ahead without mastering previously learned concepts. We will do this with the following tactics:

- *We will set a higher bar for passing courses. Students will need a grade of 70% or higher in order to pass courses. Grades in courses will be set based on quizzes, papers, projects and tests and will not be set based on in-class participation or homework completion, so that the grade is a true indication of the student's mastery of the subject material..*
- *We will provide time for students to do extra studying during the normal school hours if they need more time to complete in-class assignments or if they fail to complete homework assignments. There will be time during classes for students who need more time to complete work and there will be time at the end of day,*

called homework club, for students who have not completed homework assignments for the previous day.

- *We will make sure that all courses conform to their description, that the content taught is at the same level of challenge as described, so that courses are not "watered down" to ensure that every student passes.*
- *We will take all measures necessary to ensure that parents and guardians understand the need for rigor in curriculum and to support our efforts to make sure their children exert a sufficient amount of effort in their schoolwork.*
- *We will hold school-wide tests every 6 weeks in all courses to measure whether students are achieving course objectives.*
- *We will reserve the right not to accept transfer credit for a full course or a summer school course if we do not believe that the students work in this course matches the effort and rigor expected of courses at Montgomery Flex Charter School.*

Montgomery Flex Charter School

Assessment to perform this function. Subsequent growth measurement assessments will be administered throughout the students' tenure at the school, to monitor each child's progress, provide teachers with critical data and enable the school to provide targeted interventions to students struggling in one or more academic areas. This will allow teachers and coaches to hone in on individual student needs.

Evidence that each student is meeting the attendance requirements of the State

Our goal is to have 100% of the students who are required to take the PSSAs complete the assessments during the testing window. We also expect the average daily attendance in the school to be above the State average of 94%.

Evidence that each student is achieving the college, career and other post-secondary goals uniquely established by and for them.

A key component of satisfaction is whether students and families believe that the school is delivering on its promise to help all students advance toward meeting their personal career and college goals, and thus, we expect students will graduate from Montgomery Flex Charter School and move to higher education at a rate that meets or exceeds the standard set in the State (75%). All of the Montgomery Flex Charter School students will participate in a post-secondary preparatory program while they are in high school.

As evidence that the school is addressing each student's college aspirations, our goal is for our students to achieve (on average) SAT and ACT scores comparable to or better than the scores achieved by Students in the State (473 Verbal, 481 Math and 450 Writing in 2011 for the SAT).

B. What are the school's measurable non-academic goals and objectives to promote student performance?

1) Students and Families have a high degree of satisfaction with the educational services that are provided by the school.

In a traditional public school, students and parents have little power in influencing the services that the school is providing. In a Charter School, students and parents will literally "vote with their feet" by withdrawing from the Charter School if their needs are not met. We therefore will set an expectation of high student and family satisfaction with our services and will annually poll students and families to identify areas where we can improve.

2) Students have a clear sense of purpose in what they are seeking to accomplish in school.

We have stated clearly that our mission is to give students a greater sense of purpose in their education pursuit. We will accomplish this by helping students identify their career and college interests and linking these to their academic plan. In addition, we will accomplish this by creating an environment in which students feel connected to the

school, through the small size of each Learning Center and the way we are structured to provide individual attention.

3) Students' goals and aspirations for college, trade school and career are identified and aligned to what courses students complete, what extra-curricular activities they engage in, what internships or jobs they undertake while they students and what the theme and purpose is for their culminating senior project.

We believe that student performance is correlated highly with whether students find value in what they are doing. Our goal is to consistently reinforce that education is inextricably tied to an outcome. If students do not understand the value of the education they are receiving, then they will simply underperform. It is therefore our goal that we give each student individual direction for his or her learning and demonstrate the value of each and every activity in school as the foundation for that student's individual plan. It is our intent for each student to become a master of at least one specific area of interest while they are in school, to devote significant time in a single-minded pursuit of something meaningful and career-and-college aligned so that they graduate from secondary education with clear direction.

I. SCHOOL DESIGN 3. Educational Program

A. Describe the educational program of the school, providing an overview of the curriculum and the content in all subject areas.

1. The development of the Individual Learning Plan

When a student is enrolled at Montgomery Flex Charter School, the first major educational activity will be the development of an individual learning plan. Prior to starting the year, each student will take a series of assessments that will help in the creation of the individual learning plan. These will consist of an academic growth measurement (NWEA Map), personality profile (Myers-Briggs), an Interest Inventory (Strong) and a Career and College Exploration (ACT "Plan" and "Explore"). These will be combined to create a plan for the student, listing career choices of interest, post-graduate programs that prepare the student for these professions, and the secondary school academic results that will be needed to qualify for these post-graduate programs. On a regular basis, some or all of these assessments will be repeated to assess academic growth and to gauge any changes in career and college interest.

In addition, the Individual Learning Plan will list those courses offered by the school that will best address this student's goals, including any supplements to these courses specific to the student's interests. The individual learning plan will also list extra-curricular activities and internships that the student might consider to put him or her in a better position to gain acceptance into his or her desired college and career program.

2. The Daily Schedule

Students will attend classes on a block schedule, which will consist of four 1-1/2 hour classes per day, a 1/2 hour lunch period and a 1 hour activities/homework club/tutoring period. The students will rotate to classes in a traditional manner.

The students will be grouped in cohorts. The cohort will remain together throughout the day, meaning the same students will rotate classes together. The benefit of this is that each cohort will be overseen by a single Guidance Counselor, so that the Counselor gets to know each student well, and makes sure that the student's individual learning plan and the student's daily activities are in alignment. What this system will avoid is the possibility that a student could rotate among a group of teachers with no one seeing the "big picture" of his or her academic plan.

3. Oversight – The Staff assigned to support the educational process

In each class, there will be a certificated teacher who is providing supervision and instruction. For math, social studies, English and middle school science classes, the teacher in the room next door will be teaching a cohort of students in the same course.

The value of this arrangement is that it offers the potential of the teachers working together to serve both classes. For instance, the teachers might be working on a unit that some students in each of the classrooms are finding difficult to master. Rather than

Montgomery Flex Charter School

having both teachers move ahead without achieving full classroom mastery, one teacher may take all of the students who have not mastered the topic and remediate while the other teacher takes the students who have mastered the topic and give them an enrichment project.

Another example might be when the teachers schedule a test on a given day. One of the teachers may proctor the test for those students who were prepared for it, while the other teacher might work with those students who did not master the review work in order to be prepared for the test.

As an example in a Language Arts class, both classes might work with their assigned teacher on the core curriculum, but then might be split into a group which works on reading comprehension while another group works on a writing assignment, based on the students' individual needs identified through MAP testing.

We have put together the following pro-forma schedule to illustrate how this might work for 7th grade scheduling once the school has achieved full capacity.

7th Grade Staffing and Classes

1st Semester				
	Cohort A	Cohort B	Cohort C	Cohort D
1st Period	Math 7 Math Teacher 1 Special Ed Teacher 1	Math 7 Math Teacher 2	History 7 History Teacher 1	History 7 History Teacher 2
2nd Period	English 7 English Teacher 1 Special Ed Teacher2 ELL Teacher 1	English 7 English Teacher 2	Science 7 Science Teacher 2 (HS Chem Cert.)	Science 7 Science Teacher 4 (Earth Sci. Cert.)
3rd Period	Spanish 7 Spanish Teacher 1	French 7 French Teacher 1	Even Days - Art 7 (Art Teacher 1) Odd Days–Music 7 (Music Teacher 1)	Even Days-Music 7 (Music Teacher 1) Odd Days - Art 1 (Art Teacher 1)
4th Period	Even Days-Phys Ed Phys Ed Teacher 1 Odd-Bus/Tech 7 Bus/Tech Teacher1	Even-Bus/Tech 7 Bus/Tech Teacher1 Even Days-Phys Ed Phys Ed Teacher 1	Career Journey 7 Guidance 1	Career Journey 7 Guidance 2
2nd Semester				
	Cohort A	Cohort B	Cohort C	Cohort D
1st Period	History 7 History Teacher 1	History 7 History Teacher 2	Math 7 Math Teacher 1	Math 7 Math Teacher 2

Montgomery Flex Charter School

			Special Ed Teacher 1	
2nd Period	Science 7 Science Teacher 2 (HS Chem Cert.)	Science 7 Science Teacher 4 (Earth Sci. Cert.)	English 7 English Teacher 1	English 7 English Teacher 2
			Special Ed Teacher2 ELL Teacher 1	
3rd Period	Even Days - Art 7 (Art Teacher 1) Odd Days–Music 7 (Music Teacher 1)	Even Days-Music 7 (Music Teacher 1) Odd Days - Art 1 (Art Teacher 1)	Spanish 7 Spanish Teacher 1	French 7 French Teacher 1
4th Period	Career Journey 7 Guidance 1	Career Journey 7 Guidance 2	Even Days-Phys Ed Phys Ed Teacher 1 Odd-Bus/Tech 7 Bus/Tech Teacher1	Even-Bus/Tech 7 Bus/Tech Teacher1 Even Days-Phys Ed Phys Ed Teacher 1

Based on our plan for year 5, there will be 28 subject-specific teachers in the building...four mathematics, four English Language Arts, four social studies, four science, four world languages, two Art, two Business and Technology, two Music and two Physical Education. Plus, there will be six guidance counselors. All teachers will be properly certificated in their subject area and will meet the highly qualified teacher status.

4. At a minimum, the following courses will be taught and mastered, providing each student the preparation necessary to meet the State standards and to cover the material required by Pennsylvania State Law.

Course	Related Law	Teacher Support	School Program
Middle School Language Arts	<p>§4.22 Middle School Education</p> <p>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the middle level program.</p> <p>- Language arts, integrating reading, writing, listening, speaking , literature and grammar.</p> <p>(6) Information skills,</p>	English 7 -12 Certificated teacher	Students will be required to take a language arts class every year while they are in 7 th and 8 th grade. The curriculum offered through the curriculum provider will be aligned with the Pennsylvania standards for 7 th and 8 th grade. Any areas of the standards which are not addressed using in the

Montgomery Flex Charter School

	<p><i>including access to traditional and electronic information sources, computer use and research.</i></p>		<p><i>curriculum will be addressed through supplemental instruction by the teacher.</i></p>
<p><i>Middle School Mathematics</i></p>	<p><i>§4.22 Middle School Education</i></p> <p><i>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the middle level program.</i></p> <p><i>- Mathematics, including mathematical reasoning, algebra and problem-solving.</i></p> <p><i>(6) Information skills, including access to traditional and electronic information sources, computer use and research.</i></p>	<p><i>Mathematics 7 – 12 Certificated teacher</i></p>	<p><i>Students will be required to take a mathematics course every year while they are in 7th and 8th grade. The standard course will be Pre-algebra in 7th grade and Algebra 1 in 8th grade with modifications to this plan based on student need. Any areas of the standards which are not addressed using the curriculum will be addressed through supplemental instruction by the teacher.</i></p>
<p><i>Middle School Science</i></p>	<p><i>§4.22 Middle School Education</i></p> <p><i>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the middle level program.</i></p> <p><i>- Science and technology, which involves active learning experiences and which may include laboratory experiments and</i></p>	<p><i>Biology 7 – 12 or Chemistry 7 – 12 Certificated Teacher.</i></p> <p><i>The Family and Consumer Science curriculum will be taught by the Science teacher. We will seek to find a science teacher who also has a Family and Consumer Science Certification. If we cannot, we will use</i></p>	<p><i>Students will be required to take a science course every year while they in 7th and 8th grade. Any areas of the standards which are not addressed using the curriculum will be addressed through supplemental instruction by the face-to-face teacher.</i></p>

Montgomery Flex Charter School

	<p><i>instruction in agriculture and agricultural science</i></p> <ol style="list-style-type: none"> 1. <i>Environment and ecology, including social, political and economic aspects of ecology, and instruction in agriculture and agricultural science.</i> 2. <i>Information skills, including access to traditional and electronic information sources, computer use and research.</i> <p><i>(11) Family and consumer science, including principles of consumer behavior and basic knowledge of child health and child care skills.</i></p>	<p><i>the Charter School “75% Certificated Rule.” This does not fall under the NCLB HQT legislation as this is not a core content area.</i></p>	<p><i>The 8th grade science teacher will create an instructional unit to teach Environment and Ecology.</i></p> <p><i>Principles of consumer behavior and basic knowledge of child health and child care skills will be taught as part of the 7th grade science curriculum.</i></p>
<p><i>Middle School Social Studies</i></p>	<p><i>§4.22 Middle School Education</i></p> <p><i>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the middle level program.</i></p> <ul style="list-style-type: none"> <i>- Social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth, and the world).</i> <i>- Information skills,</i> 	<p><i>Social Studies 7 – 12 Certificated Teacher</i></p>	<p><i>Students will be required to take at least one social studies course every year while they are in 7th and 8th grade.</i></p> <p><i>Instruction will be in World History in 7th grade and American History in 8th grade. An additional unit will be developed by the 8th grade teacher to teach the History of the Commonwealth of Pennsylvania.</i></p>

Montgomery Flex Charter School

	<p><i>including access to traditional and electronic information sources, computer use and research.</i></p>		
<p><i>Middle School Health and Physical Education</i></p>	<p><i>§4.22 Middle School Education</i> <i>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the middle level program.</i></p> <p><i>- Health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skills development, safety in physical activity settings, and the prevention of alcohol, chemical and tobacco abuse.</i></p> <p><i>§4.27 Physical Education and Athletics</i></p> <p><i>(b) The physical education program must be adapted for students who are medically unable to participate in the regular physical education program.</i></p> <p><i>(c) The physical education program shall provide coeducational</i></p>	<p><i>The teacher who teaches the Health Curriculum will be Certificated in Health/Physical Education k – 12.</i></p>	<p><i>Every student will be required to take Health and Physical Education each year in 7th and 8th grade. Any areas of the standards which are not addressed in the curriculum will be addressed through supplemental instruction by the face-to-face teacher.</i></p> <p><i>Health/Physical Education teachers at Montgomery Flex Charter School will teach a unit regarding the prevention of HIV and AIDS for all 7th and 10th grade students.</i></p> <p><i>Brochures outlining the content of instruction will be made available at a kiosk at the front desk of the school and will be available for the parents of 7th and 10th grade students at parent/teacher conferences.</i></p>

	<p><i>instruction, except that separation by sex may be permitted in courses involving contact sports. Separation by sex may not be used to exclude students of either sex from participating in any physical education instruction.</i></p> <p><i>§4.29 Instruction regarding prevention of human immunodeficiency virus (HIV) infection/acquired immunodeficiency syndrome (AIDS) and other life-threatening and communicable diseases shall be given for primary, intermediate, middle school and high school education and shall follow the requirements of subsections (b) and (c).</i></p> <p><i>(b) Educational materials and instruction shall be determined by the local school district and be appropriate to the age group being taught.</i></p> <p><i>(c) A school entity shall excuse a pupil from HIV/AIDS instruction when the instruction conflicts with the religious beliefs....A school district shall publicize that detailed curriculum outlines and curricular materials used in conjunction with the instruction are available to parents and guardians</i></p>		<p><i>HIV instruction will follow the regulation regarding notification and excused attendance for those parents who believe this instruction interferes with religious beliefs.</i></p>
--	--	--	--

Montgomery Flex Charter School

	<i>during school hours or at teacher-parent conferences.</i>		
<i>Middle School World Language</i>	<i>There is no requirement for Middle School World Languages</i>	<i>Middle School Spanish and French classes will be taught by Certificated Teachers in Foreign Language k – 12.</i>	<i>Every student will be required to take a world language course each year in middle school.</i>
<i>Middle School Visual Arts</i>	<i>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the middle level program.</i> <i>- The arts, including art, music, dance and theatre.</i>	<i>There will be a Certificated teacher in Art Education k – 12 at the School.</i>	<i>Every student in 7th and 8th grade will be required to take a studio art course each year.</i>
<i>Middle School Performing Arts</i>	<i>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the middle level program.</i> <i>- The arts, including art, music, dance and theatre.</i>	<i>There will be a Certificated teacher in Music Education k – 12 at the School.</i>	<i>Every student in 7th and 8th grade will be required to take a Performing Arts course in Middle School.</i>
<i>High School Language Arts</i>	<i>§4.23. High School Education</i> <i>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a</i>	<i>High School Language Arts classes will be taught by Certificated teacher in English 7 – 12.</i>	<i>Every student in high school will be required to pass four courses in Language Arts in order to graduate and will meet all the State requirements of the Composition and Literature Keystone Examinations.</i>

Montgomery Flex Charter School

	<p><i>separate course or as an instruction unit within a course or other interdisciplinary instruction activity.</i></p> <p><i>- Language arts, integrating reading, writing, listening, speaking, literature and grammar.</i></p> <p><i>(7) Use of applications of microcomputers and software, including word processing, database, spreadsheets and telecommunications; and information skills, including access to traditional and electronic information sources, computer use and research.</i></p>		<p><i>The Keystone Examination in Composition will serve as the final examination for English in 9th grade. The Keystone Examination in Literature, once completed and introduced, will serve as the final examination for English in 10th grade.</i></p> <p><i>The school will offer enough courses for students to engage in English Language Arts during four years of high school at varying levels of difficulty based on ability.</i></p>
<p><i>High School Mathematics</i></p>	<p><i>§4.23. High School Education</i></p> <p><i>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instruction unit within a course or other interdisciplinary instruction activity.</i></p>	<p><i>High School Mathematics will be taught by Certificated teachers in Mathematics 7 - 12</i></p>	<p><i>Every student in high school will be required to pass three courses in Mathematics in order to graduate and will meet the State requirements of the Algebra 1 Keystone Examination.</i></p> <p><i>The school will offer enough courses for students to engage in mathematics during four years of high school at</i></p>

Montgomery Flex Charter School

	<p>- Mathematics, including problem-solving, mathematical reasoning, algebra, geometry and concepts of calculus.</p>		<p>varying levels of ability and interest.</p>
<p>High School Science</p>	<p>§4.23. High School Education</p> <p>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instruction unit within a course or other interdisciplinary instruction activity.</p> <p>- Science and technology, including participation in hand-on experiments and at least one laboratory science chosen from life sciences, earth and space sciences, chemical sciences, physical sciences and agricultural sciences.</p> <p>- Environment and ecology, including scientific, social, political and economic aspects of ecology.</p> <p>- Family and consumer science, including principles of consumer behavior and basic knowledge of child health, child care and</p>	<p>There will be a Certificated teacher in Science – Biology 7 – 12</p> <p>There will be a Certificated teacher in Science – Chemistry 7 – 12</p> <p>There will be a Certificated teacher in Science – Physics 7 – 12.</p>	<p>Every student in high school will be required to pass two courses in Laboratory Science in order to graduate.</p> <p>All students will be required to take Earth Science in 9th grade. This will be taught by the Chemistry 7 – 12 or Biology 7 – 12 certified teacher (who are able to teach all courses in grades 7 – 9). Earth science will include a unit on Environment and ecology.</p> <p>All students will be required to take Biology in 10th Grade and to meet the requirements of the Biology Keystone exam. A unit on Family and Consumer Science will be included in the Biology curriculum.</p> <p>The school will offer more than enough courses for</p>

Montgomery Flex Charter School

	<i>early literacy skill development.</i>		<i>students to engage in Science during four years of high school at varying levels of difficulty based on ability.</i>
<i>High School Social Studies</i>	<p>§4.23. High School Education</p> <p>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instruction unit within a course or other interdisciplinary instruction activity.</p> <p>- Social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth and the world).</p>	<i>Social Studies 7 – 12 onsite Certificated Teacher</i>	<p><i>High School Students will be required to pass two courses in History/Social Science.</i></p> <p><i>All students will be required to take a course in United States History during 9th grade. This course will include a unit covering Pennsylvania history.</i></p> <p><i>All students will be required to take a course in World History.</i></p> <p><i>The school will offer more than enough courses for students to engage in social studies during four years of high school at varying levels of difficulty based on ability.</i></p>
<i>High School World Languages</i>	<p>§4.23. High School Education</p> <p>(d) The following planned instruction shall</p>	<i>High School Spanish and French classes will be taught by Certificated</i>	<i>Montgomery Flex Charter School will offer 4-year sequences of courses for both</i>

Montgomery Flex Charter School

	<p><i>be made available to every student in the high school program:</i></p> <p><i>(3) World languages under § 4.25 (relating to languages).</i></p>	<p><i>Teachers in Foreign Language k – 12.</i></p>	<p><i>Spanish and French using on-site teachers.</i></p>
<p><i>High School Visual Arts</i></p>	<p><i>§4.23. High School Education</i></p> <p><i>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instruction unit within a course or other interdisciplinary instruction activity.</i></p> <p><i>(6) The arts, including art, music, dance, theatre and humanities.</i></p>	<p><i>High School Art courses will be taught by an Certificated Teacher in Art Education k - 12</i></p>	<p><i>Students will be required to take one course in Studio Art as a graduation requirement.</i></p> <p><i>Montgomery Flex Charter School will offer 4 courses in Studio Art, and courses in Art History, AP Art History, Digital Photography, Web Design 1, Web Design 2 and Game Design.</i></p>
<p><i>High School Performing Arts</i></p>	<p><i>§4.23. High School Education</i></p> <p><i>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instruction unit within a course or other interdisciplinary instruction activity.</i></p>	<p><i>High School music courses will be taught by an Certificated teacher in Music Education k – 12</i></p>	<p><i>Montgomery Flex Charter School will offer a variety of courses in Performing Arts for high school students.</i></p>

Montgomery Flex Charter School

	<p><i>(6) The arts, including art, music, dance, theatre and humanities.</i></p>		
<p><i>High School Health, Safety and Physical Education</i></p>	<p><i>§4.23. High School Education</i></p> <p><i>(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instruction unit within a course or other interdisciplinary instruction activity.</i></p> <p><i>(8) Health safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical and tobacco abuse.</i></p>	<p><i>High School Health and Physical Education will be taught by an onsite teacher certified in Health and Physical Education k - 12</i></p>	<p><i>Physical Education (1/2 credit) must be completed every year while in school.</i></p> <p><i>A unit on Health Education structured to meet State requirements will be included in each Physical Education course.</i></p>
<p><i>High School Technology Education</i></p>	<p><i>(d) The following planned instruction shall be made available to every student in the high school program:</i></p> <p><i>(4) Technology</i></p>	<p><i>Business and Technology courses will be taught by a teacher Certified in Business, Computer and</i></p>	<p><i>Courses to be offered are: Introduction to Computers and Applications, Business Keyboarding,</i></p>

Montgomery Flex Charter School

	<p><i>education, incorporating technological problem-solving and the impacts of technology on individuals and society.</i></p>	<p><i>Information Technology k – 12</i></p>	<p><i>Business Systems Technology, Emergent Computer Technology</i></p>
<p><i>Vocational Education</i></p>	<p><i>(d) The following planned instruction shall be made available to every student in the high school program:</i></p> <p><i>(1) Vocation-technical education under § § 4.3 and 4.31 – 4.35</i></p> <p><i>From the Basic Education Circular 24 P.S. §17-1701-A issued October 1, 2004:</i></p> <p><u>16. Career and Technical Education</u></p> <p><i>Charter schools are not party to the negotiated agreements between school districts and career and technical schools. It is the responsibility of the charter school to decide whether or not to make a career-technical school curriculum available to the student and, if so, to contract with a career and technical school for the provisions of these</i></p>		<p><i>Montgomery Flex Charter School will not be offering career and technical education.</i></p> <p><i>If a Montgomery Flex Charter School student wishes to engage in career and technical education, Montgomery Flex Charter will contact the North Montco AVTS to arrange a student's enrollment in the program.</i></p> <p><i>Montgomery Flex will pay North Montco AVTS Technical High School directly (not through the local school district) for the opportunity to send one of its students to the Career Center at a price consistent with what is charged for other students from its member districts.</i></p>

	<p><i>services. When a student chooses to attend a charter school the student chooses the charter school's educational offerings, which may or may not include a career and technical education. A charter school may contract with a career and technical school to provide a career and technical education option for its students, but a charter school is not required to provide such an option unless it becomes part of a student's IEP. The charter school and the career and technical school must establish an appropriate charge for charter school students receiving a career and technical education.</i></p>		
--	--	--	--

5. Curriculum

English – Students will take an English course every year at Montgomery Flex Charter School. The course will meet daily for one semester in a 1-1/2 hour block scheduling format. Each course will include a combination of literature and Language Arts curriculum. All students will be required to pass the Keystone examination in Literature in order to graduate. Textbooks for these courses are:

Montgomery Flex Charter School

Grade	Textbooks
7 th Grade	<i>Glencoe Literature, Course 2, Glencoe, 2007</i> <i>Writing with Power, Perfection Learning Corporation</i>
8 th Grade	<i>Glencoe Literature, Course 3, Glencoe, 2007</i> <i>Writing with Power (Red), Perfection Learning Corporation</i>
9 th Grade	<i>Pathways: Literature for Readers and Writers, Perfection Learning Corporation, 2008</i> <i>The Essential Guide to Language, Writing & Literature, Perfection Learning Corporation, 2007</i> <i>Writing with Power (Gold), Perfection Learning Corporation</i> <i>Romeo and Juliet, Prestwick House, 2004</i> <i>The Call of the Wild, Simon and Brown, 2011</i>
10 th Grade	<i>Reading the World, Perfection Learning Corporation, 2010</i> <i>Writing with Power (Yellow), Perfection Learning Corporation, 2012</i> <i>The Adventures of Huckleberry Finn, Dover Publications, 1994</i> <i>The Importance of Being Earnest, Simon & Brown, 2012</i>
11 th Grade	<i>American Short Stories, Perfection Learning Corporation, 2010</i> <i>A Multicultural Reader, Collection 2, Perfection Learning Corporation, 2008</i> <i>Writing with Power (Green), Perfection Learning Corporation, 2012</i>
12 th Grade	<i>British Literature, Perfection Learning Corporation, 2010</i> <i>Writing with Power, Perfection Learning Corporation, 2012</i> <i>Frankenstein, Dover Publications, 1994</i>

Math – We will offer and expect all students to take math courses each year they are at Montgomery Flex Charter School. Graduation requirements are that the students must pass at least three of these courses, and must pass the Keystone examination in Algebra 1 in order to graduate. All math courses will meet daily for one semester in a 1-1/2 hour block scheduling format.

Grade	Textbooks
7 th Grade	<i>Prentice Hall Mathematics, Course 2</i>
8 th Grade	<i>Pre-Algebra, Prentice-Hall, 2004</i>
9 th Grade	<i>Mathematics, Algebra 1, Prentice Hall, 2011</i>
10 th Grade	<i>Mathematics, Geometry, Prentice Hall, 2011</i>
11 th Grade	<i>Mathematics, Algebra 2, Prentice Hall, 2007</i>

Montgomery Flex Charter School

12 th Grade	<i>Advanced Mathematical Concepts: Pre-calculus with Applications, Glencoe," 2006</i>
------------------------	---

Science – We will offer and expect all students to take science courses each year. Graduation requirements are that the students must pass at least two of these courses and must pass the Keystone examination in Biology in order to graduate. All science courses will meet daily for one semester in a 1-1/2 hour block scheduling format. In science classrooms, there will be labs in the school for students to undertake science experiments.

Grade	Textbooks
7 th Grade	<i>Science, Level Green, Glencoe, 2005</i>
8 th Grade	<i>Science, Level Blue, Glencoe, 2005</i>
9 th Grade	<i>Earth Science, Prentice Hall, 2009</i>
10 th Grade	<i>Biology: The Dynamics of Life, Glencoe, 2004</i>
11 th Grade	<i>Chemistry: Prentice Hall, 2008</i>
12 th Grade	<i>Physics, Holt McDougal, 2006</i>

Social Studies – We will offer and expect all students to take social studies courses each year. Graduation requirements are that the students must pass at least two of these courses. Social Studies courses will meet daily for one semester in a 1-1/2 hour block scheduling format.

Grade	Textbooks
7 th Grade	<i>World Studies: Medieval Times to Today, Prentice Hall, 2005</i> <i>World Studies: Western Hemisphere, Prentice Hall, 2005</i>
8 th Grade	<i>The American Republic to 1877: Glencoe, 2005</i>
9 th Grade	<i>United States Government: Democracy in Action, Glencoe, 2006</i>
10 th Grade	<i>United States History: Prentice Hall, 2010</i>
11 th Grade	<i>World History: Modern Times, Glencoe, 2005</i>

Montgomery Flex Charter School

12 th Grade	<i>Economics: Principles in Action, Prentice Hall, 2007</i>
------------------------	---

Studio Art - Studio Art at Montgomery Flex Charter School will be taught in a traditional manner, using a traditional art studio. Courses will be offered in art history, drawing, painting, print-making and sculpture. In order to graduate, students must take one course in visual arts.

Physical Education - Montgomery Flex Charter School will have an innovative approach to Physical Education. The school will house a state-of-the-art fitness facility with fitness machines and an aerobics area. The area will be overseen by a certified Physical Education teacher. The students will be expected to complete 135 hours of exercise each school year. The fitness machines will record the amount of time the students engage in exercise activity and the students will be expected to meet their exercise goal weekly. In this way, all students will get genuine physical activity, in a way that is aligned to how many people in the U.S. get physical activity during adulthood. In addition, since these are not skill-based activities and are done individually, no student will need to go through the painful peer-pressure-filled team sport experience that is the fear of less athletically coordinated young adults. Students will complete a course in Physical Education each year they are at Montgomery Flex Charter School.

Career Journey - Career Journey Courses will cover testing MAP, and personality testing, investigation of different career options, investigations of different college and career school programs, preparation for the SATs and ACTs, writing college applications and the development of 12th grade students' culminating projects. Students will be required to take a Career Journey course each year they are at Montgomery Flex.

Music - Music courses will cover Music theory, Music history, and Different musical styles.

Business/Technology – Business/Technology courses will cover Microsoft Office applications, basic Web Design and Game Design.

World Languages – Spanish and French. World Language courses will provide students with the skills to read and speak other languages as well as immersion in the countries and cultures who speak these languages.

6. Specific Course Outlines

Please see the appendices for outlines of courses to be offered at Montgomery Flex Charter School.

B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Describe your projections for special education instructional programs that will be operated directly by the charter school or operated by others under contract with your charter school. List any support staff and related service providers that might be employed directly by the charter school or provided under contract, who will provide required support for students with disabilities receiving special education.

Montgomery Flex Charter School will meet the needs of students with disabilities by complying with all applicable federal and state laws and regulations, including: Chapter 711 of Title 22 of the Pennsylvania Code regarding "Charter School And Cyber Charter School Services And Programs For Children With Disabilities;" applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), 20 U.S.C.A. §§ 1400 et. seq. and the applicable implementing regulations at Title 34 CFR Part 300; applicable provisions of Section 504 of the Rehabilitation Act, 29 U.S.C.A. § 794, and its applicable implementing regulations at 34 CFR Part 104; as well as those provisions of the Charter School Law that pertain to the education of students with disabilities, 24 P.S. §§ 17-1701-A, et. seq., and those provisions of the Public School Code of 1949 incorporated therein.

Students with disabilities who are enrolled at Montgomery Flex Charter School shall be entitled to a Free Appropriate Public Education (FAPE), including appropriate related services and all of the procedural safeguards guaranteed to them by applicable state and federal laws and regulations.

Montgomery Flex Charter School will comply with Section 711.5 of Title 22 of the Pennsylvania Code regarding personnel at the School.

Persons who provide special education or related services to children with disabilities at Montgomery Flex Charter School shall be required to have appropriate certification, notwithstanding section 24 P. S. § 17-1724-A.

To the extent they may be required for a particular student or students, Montgomery Flex Charter School shall ensure that appropriate educational interpreters are available for students to the extent required by applicable federal and state regulations. To serve as an educational interpreter at Montgomery Flex Charter School, consistent with the Sign Language Interpreter/Transliterators State Registration Act (63 P. S. §§ 1725.1—1725.12), an individual shall: (1) Achieve and provide evidence of a score of 3.5 on the Educational Interpreter Performance Assessment (EIPA) for the appropriate grade level to which the person has been assigned; (2) Be a qualified sign language interpreter or qualified transliterator under the Sign Language Interpreter or Transliterator State Registration Act and its implementing regulations; (3) Provide evidence of a minimum of 20 hours of staff development activities relating to interpreting or transliterating services annually.

Montgomery Flex Charter School

Montgomery Flex Charter School shall ensure that paraprofessionals are available as set forth in applicable state and federal laws and regulations and as needed based upon individual student IEPs. An instructional paraprofessional will work under the direction of a certificated staff member to support and assist in providing instructional programs and services to students with disabilities. This support and assistance includes one-on-one or group review of material taught by certificated staff, classroom management and implementation of positive behavior support plans. Services may be provided in a special education class, regular education class or other instructional setting as provided in the student's IEP. Special education instructional paraprofessionals shall meet one of the following qualifications: (a) Have completed at least 2 years of postsecondary study; (b) Possess an associate degree or higher; (c) Meet a rigorous standard of quality as demonstrated through a State or local assessment. Each school year, instructional paraprofessionals shall be required to provide evidence of 20 hours of staff development activities related to their assignment.

Montgomery Flex Charter School will ensure that personal care assistants are available to meet student needs as required in student IEPs and/or Section 504 plans to the extent consistent with applicable regulations. A personal care assistant provides one-to-one support and assistance to a student, including support and assistance in the use of medical equipment (for example, augmentative communication devices; activities of daily living; and monitoring health and behavior). Personal care assistants shall provide evidence of 20 hours of staff development activities related to their assignment each school year. The 20 hours of training may include training required by the school-based access program.

The Special Education Director will coordinate Special Education programs and supervise Special Education teachers and professionals providing special education services at the school, related service providers (i.e. OT, PT, Speech), paraprofessionals, educational interpreters, school psychologists, personal care assistants, and other staff or contractors to the extent consistent with applicable state and federal laws and regulations and to the extent required under student IEPs.

Montgomery Flex Charter School shall ensure that in-service trainings are appropriately and adequately provided to address the special knowledge required to serve unique needs of children with disabilities. These trainings will be part of the Professional Development Plan and Act 48 credits will be available. Completion of training of personnel will be documented on a regular basis and an opportunity for staff to request specific training will be available.

When required pursuant to a student's IEP, parent training opportunities and staff training opportunities will also be available consistent with the student's IEP.

Montgomery Flex Charter School will have a staffing level at the opening of school based on anticipated enrollment projections of needs and parent questionnaires. As needed, Montgomery Flex Charter School will add additional staff and services and/or

Montgomery Flex Charter School

contract with qualified individuals or organizations to meet specific student needs that may include, by way of example, psychological services, speech, occupational, or physical therapy or other services based on a student's needs, IEP or 504 agreement.

Montgomery Flex Charter School plans to open with students in Grades 7-12. Of those students, approximately fifteen percent are expected to qualify for special education services. The administration and staff will provide regular education teachers, special education teachers, paraprofessionals, personal care assistants, educational interpreters, school psychologists, related service providers and qualified contracted professionals based on enrollment and the specific needs of students. Administration will monitor needs and provide what is legally mandated and necessary to provide students with a free and appropriate public education.

Montgomery Flex Charter School shall comply with all applicable state and federal laws and regulations regarding the enrollment of students with disabilities, including but not limited to: Section 24 P.S. Section 17-1723-A, Enrollment and Chapter 711.7 of Title 22 of the Pennsylvania Code.

Montgomery Flex Charter School shall not deny enrollment or otherwise discriminate in its admission policies or practices on the basis of a child's status as a person with a disability or any other basis that would be illegal if used by a school district. 24 P.S. § 17-1723-A.

Children with disabilities shall have access to the general curriculum, and participate in State and local assessments as required in Chapter 4 of Title 22 of the Pennsylvania Code or subsequent regulations promulgated by the Department of Education and made applicable to charter schools (relating to academic standards and assessment).

Montgomery Flex Charter School will comply with Chapter 711.21 of Title 22 of the Pennsylvania Code regarding Child Find activities that lead to the identification, location and evaluation of children enrolled in a charter school. Montgomery Flex Charter School shall establish written policies and procedures to ensure that all children with disabilities who are enrolled in the charter school, and who are in need of special education and related services, are identified, located and evaluated. The written policy will include: (1) Public awareness activities sufficient to inform parents of children applying to or enrolled in the charter school of available special education services and programs and how to request those services and programs. Written information will be published in the charter school handbook and website; and (2) Systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school. 22 Pa. Code § 711.21.

In addition to Child Find procedures, the staff at the charter school will have a Student Assistance Program to the extent required by applicable regulations such as by Title 22 Pa. Code Chapter 12.42 to supplement these efforts for all students.

Montgomery Flex Charter School

Systematic screening of Montgomery Flex Charter School students will be ongoing and will lead to the identification, location and evaluation of those needing special education and/or Section 504 services or accommodations. The Special Education staff will be thoroughly trained to understand their responsibilities concerning Child Find. If any staff member has a suspicion that a child may need an evaluation, they will refer them to the Special Education Director who will comply with applicable procedures.

Montgomery Flex Charter School will provide information on Child Find Activities in keeping with Chapter 711 regulations. The Special Education Director will determine the posting of Child Find notices and policies within the building and in accordance with Chapter 711. The Child Find policy and notice posted on the School's website and in the Parent/Student Handbook.

Both FERPA and the Special Education Notifications will be posted and visible in the school's main office, on the school's main website, in the school handbook, and in the Special Education Director's office.

Montgomery Flex Charter School will comply with Section 711.23 of Title 22 of the Pennsylvania Code regarding Screening.

Montgomery Flex Charter School will establish a system of screening which may include pre-referral intervention services to accomplish the following: Identification and provision of initial screening for students prior to referral for a special education evaluation, including those services outlined below and the provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.

The screening process will include: (1) Hearing and vision screening in accordance with section 1402 of the Public School Code of 1949 (24 P. S. § 14-1402) for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education and (2) Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

The School may also develop a program of pre-referral intervention services. Screening or pre-referral intervention activities will not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities and Montgomery Flex Charter School will comply with applicable provisions of the law relating to parental requests for evaluations.

Screening procedures may include but are not limited to ongoing analysis of the student's response to research-based quality instruction; performance on statewide assessments; reviews of enrollment records, health records and transcripts/report cards, etc. Activities designed to gain the participation of parents will be utilized.

Montgomery Flex Charter School

If screening activities have produced little or no improvement within specified timelines, the Instructional Support Team (IST) will determine if increased intervention or if a referral for evaluation is warranted.

Montgomery Flex Charter School will comply with Section 711.24 of Title 22 of the Pennsylvania Code regarding Evaluations.

The group of qualified professionals at Montgomery Flex Charter School, which reviews the evaluation materials to determine whether the child is a child with a disability under 34 CFR 300.306 (relating to determination of eligibility), will include a certified school psychologist when evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury or as otherwise determined needed according to applicable laws and team decision.

In addition to the requirements incorporated by reference in 34 CFR 300.301 (relating to initial evaluations), the initial evaluation shall be completed and a copy of the evaluation report presented to the parents no later than 60 calendar days after Montgomery Flex Charter School receives written parental consent for evaluation, except that the calendar days from the day of the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted.

Parents may request an evaluation at any time, and the request must be in writing. The Special Education Director shall make the permission to evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator, that individual shall provide a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request. Copies of the evaluation report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP team unless this requirement is waived by a parent in writing.

Montgomery Flex Charter School shall comply with § 711.22 of Title 22 of the Pennsylvania Code regarding Student Reevaluations.

Montgomery Flex Charter School respects that the parent or teacher of a child with a disability have the right under 34 CFR Part 300.303(b) (relating to reevaluations) to request a reevaluation annually.

More frequent reevaluations at Montgomery Flex Charter School may only occur if the parent and charter school agree. In addition to compliance with the requirements of 34 CFR 300.303 (relating to reevaluation), the reevaluation time line utilized by the School will be 60 calendar days, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted.

Montgomery Flex Charter School shall reevaluate students with disabilities at least once

Montgomery Flex Charter School

every 3 years. Children with disabilities who are identified as intellectually disabled (referred to as mentally retarded in PaTTAN forms) shall be reevaluated at least once every 2 years.

Following are State-level criteria in accordance with Chapter 711.25 of Title 22 of the PA Code for determining the existence of a specific learning disability. The school will develop procedures for the determination of specific learning disabilities that conform to criteria in this section. These procedures shall be included in the school's annual report. To determine that a child has a specific learning disability, the school shall:

(1) Address whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards:

- (i) Oral expression.
- (ii) Listening comprehension.
- (iii) Written expression.
- (iv) Basic reading skill.
- (v) Reading fluency skills.
- (vi) Reading comprehension.
- (vii) Mathematics calculation.
- (viii) Mathematics problem solving.

(2) Use one of the following procedures:

(i) A process based on the child's response to scientific, research-based intervention, which includes documentation that:

- (A) The student received high quality instruction in the general education setting.
- (B) Research-based interventions were provided to the student.
- (C) Student progress was regularly monitored.

(ii) A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

(3) Have determined that its findings under this section are not primarily the result of any of the following:

- (i) A visual, hearing or orthopedic disability.
- (ii) Mental retardation.
- (iii) Emotional disturbance.
- (iv) Cultural factors.
- (v) Environmental or economic disadvantage.
- (vi) Limited English proficiency.

Montgomery Flex Charter School

(4) Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that:

(i) Prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.

(ii) Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Montgomery Flex Charter School will comply with Section 711.41 of Title 22 of the Pennsylvania Code regarding students with IEPs.

When a child with an IEP transfers to Montgomery Flex Charter School, the School will upon enrollment ensure that the child receives special education and related services in conformity with the IEP, either by adopting the existing IEP or by developing a new IEP for the child in accordance with the requirements of IDEA.

For students who are 14 years of age or older, we shall include a transition plan which includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

The IEP of each student shall be implemented as soon as possible but not later than 10 school days after its completion.

Montgomery Flex Charter School shall ensure that the IEP Team for each child with a disability includes:

- (1) The parents of the child;*
- (2) At least one Regular Education Teacher of the child;*
- (3) At least one Special Education Teacher of the child or if appropriate, at least one special education provider of the child;*
- (4) A representative of the school who (a) is qualified to provide, or supervise the provisions of, specially designed instructions to meet the unique needs of children with disabilities; (b) is knowledgeable about the general curriculum; and (c) is knowledgeable about the availability of resources of the charter school;*
- (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the Team described in this section;*
- (6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child including related services personnel as appropriate; and*
- (7) If appropriate, the child.*

Montgomery Flex Charter School

Excusals from attendance at an IEP team meeting must only be made in accordance with Chapter 711 and PaTTAN procedures, including the use of any PaTTAN formats.

In accordance with Chapter 711.41, for students who are 14 years of age or older, Montgomery Flex Charter School shall include a transition plan which includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills. The school shall invite a student with a disability to attend his or her IEP meeting if a purpose of the meeting will be in or for the consideration of: (a) The student's transition services needs; (b) The needed transition services for the student or (c) Both. If the student does not attend the IEP meeting, the school shall take other steps to ensure that the student's preferences and interests are considered. The school also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services. If an agency invited to send a representative to a meeting does not do so the school shall take other steps to obtain participation of the other agency in planning of any transition services. The determination of the knowledge or special expertise of any individual described in this section shall be made by the party who invited the individual to be a member of the IEP Team.

Written progress monitoring will be performed in accordance with each special education student's IEP by all teachers and related service providers. This collaboration will involve indirect services to the child such as consultation and peer coaching to the regular education teacher, and direct services to the child such as team teaching, resource room, learning support, one on one instruction, etc..

Montgomery Flex Charter School shall require that the NOREP be issued and signed by the Parent/Guardian before a placement in Special Education can begin in Special Education. A Notice of Educational Placement is written to reflect the recommended educational placement of the student as indicated by the IEP Team.

Each student is to be educated in the "least restrictive environment" appropriate for the student as contemplated by applicable state and federal regulations. After reviewing the documents, the parents are given several options on the NOREP document to address the placement of their child.

The NOREP will be written in language understandable and be provided in the native language of the Parent/Guardian or other mode of communication used by the Parent/Guardian, unless it is clearly not feasible to do so. If the native language or other mode of communication of the Parent/Guardian is not a written language, the school shall take steps to ensure: that the notice is translated orally or by other means to the parent in his other native language or other mode of communication; that the parent/guardian understands the context of the notice; that there is written evidence that the requirements of this section have been met.

Montgomery Flex Charter School shall comply with § 711.44 related to the provision of

Montgomery Flex Charter School

extended school year services (ESY).

The NOREP shall be issued to the parent no later than March 31 of the school year for students with severe disabilities as defined by the regulations and to the extent required by the regulations. Eligibility for ESY services of all students with disabilities will be made at the IEP meeting. ESY determinations shall be made in a timely manner in accordance with the regulations. If the parents disagree with the charter school's recommendation on ESY, the parents will be afforded an expedited due process hearing.

Montgomery Flex Charter School shall comply with § 711.42 of Title 22 of the Pennsylvania Code regarding the transportation of students with disabilities.

Montgomery Flex Charter School shall comply with Section 711.45 of Title 22 of the Pennsylvania Code. To ensure the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities, Montgomery Flex Charter School shall adopt the NIMAS. The NIMAS refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials.

Assistive technology will be available to further enhance access to instructional materials such as the use of scanners and screen readers, as needed. Assistive technology will be provided and maintained in accordance with applicable state and federal regulations.

The staff at Montgomery Flex Charter School will maintain records and confidentiality for children with disabilities consistent with the regulations for the Family Rights and Privacy Act (FERPA) of 1974 and its implementing regulations at 34 CFR Part 99, applicable provisions of the Public School Code of 1949, and Chapter 12 of Title 22 of the Pennsylvania Code as well as Chapter 711.8 of Title 22 of the Pennsylvania Code. Montgomery Flex Charter School shall maintain educational records for children with disabilities consistent with the regulations for the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A. § 1221 note and 1232g) in 34 CFR Part 99 (relating to family educational rights and privacy), including publishing an annual notification of rights regarding student records in accordance with FERPA and IDEA.

In accordance with Chapter 711.46 of Title 22 of the Pennsylvania Code, positive rather than negative measures shall form the basis of positive behavior support programs at to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs will include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Behavior support programs and plans shall be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least

Montgomery Flex Charter School

intrusive necessary.

Montgomery Flex Charter School shall comply with Chapter 12 (relating to students) and 34 CFR 300.530—300.537, regarding discipline procedures. Any removal from the current educational placement is a change of placement for a student who is identified with intellectual disability (referred to in PaTTAN forms as mental retardation).

Montgomery Flex Charter School shall also be responsible for complying with annual reporting and compliance monitoring requirements of the Pennsylvania Department of Education in accordance with Chapter 711.6 of Title 22 of the Pennsylvania Code.

The Charter School shall utilize up-to-date standard special education forms and formats made available through PaTTAN and personnel will take advantage of training opportunities offered through PaTTAN.

The Charter School shall make alternative curricula and/or specially designed instruction available at no cost to parents when required to provide a student with FAPE pursuant to a student's IEP.

Montgomery Flex Charter School will educate all children with disabilities in the least restrictive environment with supports and services necessary to meet their needs as that term has been defined by applicable regulations and case law. Students will receive a wide range of accommodations based on their individual needs as included in their IEPs or their Section 504 agreements. Annual goals described in measurable terms of what a student is expected to learn will be included in the IEP. Services and programs will be decided at team meetings. Section 504 agreements will include services and accommodations covered under the applicable provisions of Section 504. The team will determine what supplemental aids and adjustments/accommodations are necessary for the child to meet success in the general education class. Section 504 evaluations shall proceed as required by applicable laws and regulations.

Section 504

The School will recognize its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and will be responsible for making a determination as to whether an

evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient. These tests will be carefully chosen to ensure that when they are administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Discipline of Students with IEPs and 504 Plans

Montgomery Flex Charter School recognizes that students with IEPs and 504 plans may have special rights as they pertain to student discipline, although generally, any special right must pertain to the student's disability.

Montgomery Flex Charter School

In general, we will treat most students with IEPs and 504 plans no differently than other students when it comes to suspensions, since suspensions are not considered to constitute a “change in placement” for which parental consent (or the approval of a hearing officer) is necessary. Furthermore, since charter schools are not subject to 22 Pa. Code Ch. 14. 24 P.S. § 17-1732-A(b); 22 Pa. Code § 711.61(b), Montgomery Flex Charter School will not need to concern itself that suspensions of 15 or more cumulative days are to be considered a change in placement.

We will, however, not suspend a student with mental retardation without following all procedures regarding a change of placement.

Montgomery Flex Charter School is mindful of the different rules that apply to students with disabilities regarding expulsions. In an instance in which the possibility of an expulsion arises for a student with an IEP or a 504 plan, we will first determine whether the infraction is a manifestation of his or her disability. If it is not, discipline may be applied in the same manner and for the same duration in which the procedures would be applied to children without disabilities.

Furthermore, we are mindful of the fact that, if Montgomery Flex Charter School were to expel a student with a disability, the school would continue to provide a free, appropriate public education for as long as the child is eligible for special education (age 21 or graduation, whichever occurs first). We will proceed with any expulsion process involving a special education student with this requirement in mind.

The above is a summary of how Montgomery Flex Charter School plans to meet the needs of students with disabilities. For additional information, please refer to our Special Education and Section 504 policies included in Appendix J

English for Speakers of Other Languages (ESOL)

As part of the orientation process, Montgomery Flex will provide information about assessment and related academic achievement to parents in their native language. The orientation includes basic school information, a description of the ESL program, what content classes the student will attend, what special programs are available, homework and attendance policies, and district-wide assessment practices and procedures. Expectations for participation and behavior should be clear to all involved.

Upon entrance into Montgomery Flex Charter School, all students will be given a Home Language Survey (HSL) to be completed by a parent or guardian at the time of registration. Montgomery Flex will use the Home Language Survey form developed by the Pennsylvania Department of Education. This survey is available in eight languages beyond English, including Spanish, Korean, Albanian, Arabic, Chinese, Khmer, Lao, and Vietnamese.

Montgomery Flex Charter School

If one of the answers to the first three questions on the HSL (What was the first language your child learned to speak?, Does the student speak a language other than English?, What language is spoken most often in your home?) is a language other than English, then the student is identified as one whose primary home language is other than English.

The Principal or ESL Coordinator will send a note to the parents/guardians of a student whose primary home language is other than English that their child will be administered the W-APT Assessment.

Based on the W-APT assessment, students will be placed in one of six different levels of English Language proficiency (from least proficient to most)....entering, beginning, developing, advanced, bridging, and reaching. Documentation of the language assessment results and placement determination will be maintained in the student's ESL file until the student is exited. All ELL students and their placement will be disseminated to all instructional staff at Montgomery Flex.

The ESL program is to be aligned with Pennsylvania's Language Proficiency Standards for English Language Learners for Social & Instructional Language, Language Arts, and Mathematics, Science and Social Studies. Instruction in the Montgomery Flex ESL program is primarily in English. For all ELL students, the school will have programs purchased and available including Rosetta Stone and Google Translator.

The students in the entering, beginning and developing levels of English proficiency will work directly with the ESL certified teacher for two hours daily, primarily working on the Language Arts portion of their curriculum ("Pull-out" model).

The students in the advanced, bridging and reaching levels will attend all classes with English-speaking students. For these students, the ESOL certified teacher will circulate through the study areas and work with ELL students on an ad hoc basis ("Push-in" model). The Montgomery Flex Charter School model, in which students are working independently for significant portions of the school day is ideally suited for the ESOL teacher to provide support without interrupting the flow of the classroom.

All students who have been previously listed as English Language Learners will be given the WIDA Access exam annually during February or March.

When it is determined that providing the ELL students with modified grades is appropriate, the student's individual learning plan must clearly set forth the reasons for the modified grade and the process for determining how the grading will be accomplished. Parental/guardian consent is mandatory before modified grades can be issued.

Students will complete the ESOL program based on the following criteria:

Montgomery Flex Charter School

- Score of *Basic* or better on the Annual Pennsylvania System of School Assessment Reading Examination.

- Score of 5.0 on a Tier C ACCESS Assessment (or the W-APT if the test is administered in June).

- Score of 4.6 – 4.9 on the ACCESS Assessment coupled with a Proficient score on the Reading PSSA.

In addition, for students to exit the ESOL program, they must be in good academic standing, with grades of C or better on all core academic subjects.

All students who exit the ESOL program will be monitored by the ESOL staff for two years by collecting grades and performance on standardized tests to make sure there is long-term language proficiency.

Montgomery Flex will make every attempt to inform language-minority parents of all school matters of which other parents are notified. Written notices will be translated by a community-based translator, and interpreters will be provided for parents conferences as needed.

At the end of each year in which Montgomery Flex serves one or more ELL students or every three years (whichever comes first), Montgomery Flex will evaluate its ELL program to ensure its effectiveness. At minimum, the program must meet a three-pronged test mandated by federal law, in that the program must be: (1) based on sound educational and language learning theory, (2) Implemented with sufficient resources and staffed by appropriately prepared personnel, and (3) periodically evaluated. The evaluation will include a review program implementation practices and student performance in both English proficiency and content areas.

Montgomery Flex will submit an annual data collection report form through the Pennsylvania Department of Education's LEP system on the ePDE web-portal and via the Pennsylvania Information Management System (PIMS).

C. What teaching methods will be used? How will this pedagogy enhance student learning?

Madelyn Hunter is famous for laying out a process for teaching. In sum, the essence of her method can be summarized in the following steps:

- *Activating motivation*
- *Providing Information*
- *Providing time for students to engage in practice*
- *Extending student's thinking*
- *Checking student understanding*

We wholeheartedly believe in the importance of Madelyn Hunter's pedagogical approach. One unique feature of our model is that we are opening the possibility of

Montgomery Flex Charter School

using two teachers to support all of these steps in the teaching process, so that we can accomplish this while better differentiating classroom instruction and meeting individual student needs.

There are numerous advantages to this approach.

- *Some students may need less or more time for independent practice and therefore, our method of using two teachers provides for more classroom flexibility.*
- *If a student completely understands the lesson, the flexibility of this lesson format will allow them to move faster to lesson extension, assessment and project based learning.*

Therefore, our approach to instructional time is to become student centered...to determine what exactly each student needs during class time in order to be successful. And the logical extension of this is to determine what each student does not need, thereby increasing motivation and decreasing boredom so that the teacher's focus for each student is only on those activities which are helpful to him or her.

In our classrooms, the baseline approach will be about 5% of the class time on activating motivation, 30% on providing information, 40% on providing time for students to engage in practice, 20% on extending student's thinking and 5% on checking student understanding. However, a student's plan can be adjusted to meet his or her individual needs.

D. Attach the school calendar and identify hours of the school operation, as per Section 1715-A(9).

The School' academic calendar will generally follow the academic calendar of the North Penn School District. The school year will contain at least 180 instructional days and will far exceed the required 990 hours of instruction per year.

The school year will begin the day immediately following Labor Day.

The school will offer Labor Day, Thanksgiving, Martin Luther King Day, President's Day and Memorial Day as school holidays.

There will be a 7 day vacation each school year at the end of December and a 5-day vacation to coincide with the district's Spring vacation

I. SCHOOL DESIGN 4. School Accountability

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

At least annually, the Board of Trustees will conduct a complete review of diagnostic data to determine whether the school is meeting its mission. The key components of this review will be:

- *State-reported data. The Board of Trustees will complete a thorough review of all data that is submitted to the Pennsylvania Department of Education and measure this against the goals that were stated previously in this application. Specifically, those data include student performance on State Standardized tests and whether the school made annual yearly progress (AYP), 4-year graduation rates, attendance rates, average SAT scores and percent of graduating students who will be attending college the following year.*
- *School administered growth testing. Montgomery Flex Charter School will use NWEA Maps data to measure students' annual growth in Reading and Mathematics. The expectation given to the Board of Trustees is that, on average, the student body will generate a year's growth of learning (or better) annually.*
- *A Charter School is a school of choice and therefore, key indicators of whether the school is meeting the needs of its students are high levels of student retention and the school meeting its enrollment targets. To supplement this information, the school will engage an outside organization to conduct an annual tracking study among students and parents regarding their attitudes about the quality of education being offered by the school.*

The Board will use this information in its annual evaluation of the CEO, the Principal, the teaching staff and the Academic Coaches.

B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

Staff and Administrators will be evaluated by a combination of standardized data, parent and student feedback and observation.

- *Ideally, state-mandated test data would be used to measure teacher performance in the classroom. Unfortunately, this data arrives too late and too infrequently to provide meaningful use as a measurement tool for teacher performance. As a proxy for State-mandated test data, the school will use the data generated from NWEA MAPS Data, to assess the growth of the students in each teacher's class. We expect that, on average, the students in a teacher's class will meet or exceed one year's rate of growth in the subject area. The*

NWEA MAPS data provides immediate feedback and evaluation once the test has been completed.

- We believe that parents and students have a good feel for the quality of education provided by teachers and we will use their feedback as a measurement of teacher effectiveness. We expect teachers to model good behavior, show patience, compassion and calmness in dealing with students, and be totally prepared to engage the students in meaningful ways during class. In addition to anecdotal feedback, the annual tracking study noted above will prompt parents and students for ratings of performance of each teacher and we will use this data in the evaluation process.*
- Much has been written about the effectiveness of teacher observations as a tool for teacher evaluation and improvement. We believe that this is one of many ways that teachers should be evaluated for their performance. Specifically, our intent is to observe how teachers interact with students, how well they are prepared for classroom meetings and how well they are segmenting their students into discussion groups to best meet the individual needs of different types of learners.*

We will use the following criteria for evaluating teacher performance based on classroom observation:

Planning and Preparation

- Knowledge of content, pedagogy and PA/Core Curriculum standards*
- Knowledge of students to guide instruction*
- Selecting appropriate instructional goals*
- Knowledge of resources*
- Designing coherent instruction*
- Reflecting on teaching*
- Assessing student learning*

Classroom Environment

- Creating an environment of respect & rapport with equitable opportunities for students*
- High and clear expectations for student achievement*
- Effective classroom procedures and routines*
- Managing student behavior*
- Effective organization of physical space Instruction*
- Communicating clearly & accurately*
- Using questioning & discussion techniques*
- Engaging students in learning*
- Providing feedback to all students*
- Monitoring student learning through formal and informal assessments*
- Demonstrating flexibility & responsiveness to students' learning needs*

Instructional Delivery

- *Providing opportunities for students to lead discussions*
- *Providing opportunities for student-to-student rather than just student-to-teacher and teacher-to-student interaction*
- *Enriching and clarifying the lessons students were taught individually.*
- *Challenging the students with higher order thinking questions*
- *Using open-ended questions.*
- *Stimulating discussions in which students are fully engaged.*

Professional Responsibilities

- *Knowledge of Professional Code of Conduct*
- *Maintaining accurate records and communicating with families*
- *Adherence to school/district procedures*
- *Frequent participation in school/district professional development*

C. How do you plan to hold your school accountable to the parents of the children attending your school?

In the Governance section of this application, you will read that there will be Board of Trustee positions that will be exclusively fill by parents of current or graduated students of the School. Therefore, this representative body will be responsible for being the overseers of the school for the school's parents.

Additionally, the school will have a monthly newsletter to be published electronically and perhaps in print as well, listing current activities and achievements of the school.

Finally, all testing data for the school, including State Standardized Tests, the aforementioned NWEA MAPS Tests and the annual Tracking studies will be available for public inspection. Summaries of this data will be published online and the studies and conclusions in their entirety will be available to all parents when requested.

Grades will be given to students at Montgomery Flex Charter School at the end of each semester, with a progress report sent to parents after the 30th, 60th, 120th and 150th days of school. A grade of 70 or higher will be needed in order to pass a course at Montgomery Flex Charter School. Student progress will also be discussed with parents by phone within the first 30 days of school to assure the student is getting the right start. Teachers will mail written reports to students and parents within 10 school days of receipt of official test results by the School.

The Montgomery Flex Charter School Parent/Guardian Association will be a School-facilitated informal group of parents of the school that meet virtually and/or face-to-face in order to give input on how the School can be improved for all students, serve as a resource for new families considering enrolling in the School, and discuss and react to future school plans.

Montgomery Flex Charter School

D. Discuss your plan for regular review of school budgets and financial records.

Board meetings of the school will occur Monthly. At the meeting, a balance sheet listing school assets and liabilities will be presented. This will include a list of all real estate leases adopted by the school and a listing of key leaseholders to make sure there is no conflict of interest.

In addition, a projection of revenue and expenses for the current school year (July 1 – June 30) will be presented including projections of student enrollment and per capita revenue received.

Salary, bonus and other compensation for the administrators in the school will be available to all board members, as well as any bonus recommendations for staff members.

A 5-year projection of enrollment, revenue, faculty size, faculty compensation and other expenses will be submitted to the board for approval each year at the February board meeting.

Montgomery Flex Charter School will submit to all financial audits and comply with all required audit procedures, including an annual audit by the Pennsylvania Department of Education Comptroller's Office. Specifically, the School will hire an outside independent certified public accounting firm and will be audited annually by that firm according to the same guidelines applicable to public school systems in Pennsylvania. The cost of the independent audit will be part of the Budget. Copies of the audit will be submitted to all required parties.

E. Describe your system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA)

In compliance with FERPA, parents and students of Montgomery Flex Charter School will have access to view their child's/their own educational records upon written request (forms will be provided). Parents will be able to request a copy of their child's records in writing and one will be sent within 30 days. These records can also be made available to other individuals at the consent of the legal guardian (or the student if he or she is over 18).

All records will be maintained electronically and stored securely on the school's database, which will be properly secured so that others may not have access. A private room at the school will be maintained for the students and parents to view particular records while preventing knowledge of how to enter the database outside said room. Everyone entering a student record will sign in using a protected password that will record anyone having accessed a particular student's records.

Administrators and teachers will be given specific access to student records, which will be discontinued when a student graduates or withdraws from the school. Teachers and Administrators will only be able to review the records of students they specifically

Montgomery Flex Charter School

support and they will only be able to view those aspects of the student's record that are specifically relevant to that teacher's or administrator's concern.

No other records of a permanent nature, such as IEPs, grade reports will be kept in any other location.

Parent requests for corrected understanding or perspective on a record perceived to be inaccurate will be scheduled for consideration. If the result is deemed less than acceptable by the parents, they will be offered the option of a hearing to amend the records. If the hearing does not result in the desired amendment of the records, the parents will be offered the opportunity to place a written statement that will be both kept in the record and disclosed with the educational records except in the following situations:

- *When a parent or student is seeking to change a grade or disciplinary decision.*
- *When the parent or student is seeking to change the opinions or reflections of a school official or other person reflected in an education record.*
- *When a parent or student is seeking to change a determination with respect to a student's status in special education programs.*

Required IEPs will be maintained, revised, and re-evaluated in accordance with federal and state law. Montgomery Flex Charter School will follow IDEIA and FERPA guidelines for protecting and keeping confidential information relating to the special needs of students and, in compliance with Federal Laws 93-308 and 93-568, will present the following for the information of parent(s) and/or guardian(s) and students.

Student records are open for review and inspection by parents/guardians or students 18 years of age or older. Students 16 years of age or older or who are emancipated have the right to give informed consent regarding their records, with some exceptions. Information regarding students 14 years of age or older with HIV/AIDS or an STD may be released by the student only.

Appointments may be made with the Principal/CEO's office for viewing cumulative records of grades and achievement test scores.

Montgomery Flex Charter School, in compliance with the Family Educational Rights and Privacy Act (FERPA) permits parents and/or guardians or students to do the following:

- *Inspect and review the student's education records within 45 days of the day Montgomery Flex Charter School receives a request for access. Under state public disclosure law, Montgomery Flex Charter School must acknowledge the request in writing within five (5) working days and, unless the documents are presented at that time, an estimate will be provided as to when they will be available within the 45-day response period. Parent(s) and/or guardian(s) or eligible students should submit to the CEO/Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The*

Montgomery Flex Charter School

CEO/Principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected;

- *Request amendment of the student's education records that the parent(s) and/or guardian(s) of eligible students believe to be inaccurate, misleading, or in violation of the student's rights to privacy. They should write the school principal, clearly identify the part of the record to be amended as well as specify why the information in question is inaccurate, misleading, or in violation of the student's rights to privacy. If Montgomery Flex Charter School decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the School will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s) and/or guardian(s) or eligible student when notified of the right to a hearing;*
- *Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Montgomery Flex Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom Montgomery Flex Charter School has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;*
- *File a complaint with the U.S. Department of Education under Section 99.64 concerning alleged failures by QVSD to comply with the requirements of FERPA. The name and address of the office that administers FERPA follows:*

*Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605*

Students of majority age (over 18) will have parental rights regarding issues related to their educational program.

Disclosure of Education Records

In compliance with FERPA, Montgomery Flex Charter School will require written, dated, and signed parental consent before disclosure of student education records and ensure that the consent is signed and dated and states the purpose of the disclosure.

Montgomery Flex Charter School

Disclosure of Education Records Without Parental Consent

Montgomery Flex Charter School will disclose student records without parental consent when such disclosure is allowed under the Family Education Rights and Privacy Act or its implementing regulations, as amended.

Annual Notification

-

Montgomery Flex Charter School will post on the website and send out with final report cards, notification that, with regard to their children's education records, parents have the right to:

- *Access and review their children's educational records.*
- *Request correction of inaccurate or misleading information.*
- *Consent to appropriate disclosures of personally identifiable information.*

The above Annual Notification will also be included in the Student and Parent Handbook.

F. Describe your system for maintaining accurate student enrollment information as required under Section 1748-A, Enrollment and Notification.

Montgomery Flex Charter School is committed to integrity at every level and to maintaining accurate, authentic records of enrollment. Montgomery Flex recognizes and acknowledges the importance of child accounting, as charter school funding is enrollment based.

The school will utilize POWERSCHOOL to keep a record of student enrollment, so that it will always be able to give an up-to-the-minute accounting for PIMS and the Pennsylvania Department of Education and School District child accounting forms.

This system will keep an accurate record of student addresses and phone numbers, as well as information regarding legal guardians, with the ability to mail using traditional postal methods.

This system and those who have access to it will ensure the highest standards of privacy. The system will be easily capable of transferring student records into and out of the school to adjust for changes in student enrollment status.

Enrollment

At the time of enrollment, the following documentation will be provided for proper registration:

- *Original Birth Certificate of the child with parents' names listed*

Montgomery Flex Charter School

- *Immunization Records*
- *Final Report Card/Transfer Slip from previous school*
- *Lease, Deed, Current Mortgage Statement or County Tax Bill*
- *Current Utility Bill*
- *Government Issued Photo Identification for parents*

Withdrawal

Within 15 days of a student's withdrawal from Montgomery Flex Charter School, the school will provide notification of withdrawal to the school district of residence.

Montgomery Flex Charter School will access and use the required forms suggested and mandated by the Pennsylvania Department of Education and by each child's school district of residence. Student Services and accounting personnel will work closely together to communicate student enrollments and withdrawals. Notification regarding students within the timeframe mandated by Charter School Law to school districts of origin will be a top priority for both enrollments and withdrawals. Student Services personnel will be responsible to gather all of the appropriate information, which will be included in the enrollment and withdrawal packets and will, within three days of receipt, notify the Accounting Department. The Accounting Department will provide all the necessary information to the district of origin on the next district school day or day of operation (as in the summer months and other school breaks).

Student Evaluation

A. Describe plans to evaluate student performance.

As mentioned previously, students will complete a NWEA MAP Analysis to determine their skill level at the beginning of the year. The School will review the data as well as previous student records, if available, to ensure that the student is placed in the correct level of curriculum for each subject. Parents, students and the teachers will discuss the results to identify areas of weakness or strength and use this information to assign lessons, select curriculum level and explore other ways to support the student.

We believe that evaluation of student performance should be conducted in four separate but related areas:

1. *Is each student engaging in the required work on a day-to-day basis to be successful in school?*
2. *Is each student mastering the day-to-day content of the school?*
3. *Is the mastery of day-to-day content leading to desired long-term knowledge attainment and progress needed for students to meet the State Standards and their personal college and career goals?*

Montgomery Flex Charter School

4. *Is the curricular program suitable for the success of this student, and could changes to either course, curriculum or teacher assistance be made to improve the student's performance?*

Day-to-day effort

The school will use a learning management system to keep an accurate record of each student's progress in each of his or her courses. By entering into this system, students, parents, teachers and Academic Coaches can see up-to-the-minute data on student progress and whether the students are maintaining an adequate pace in their lesson completion. The Academic Coaches will be responsible for making sure that students are completing the required level of work completion.

Day-to-day Content mastery

Most of the lessons taught by Montgomery Flex Charter School teachers will be followed by a lesson assessment. In addition, there will be assessments at the end of each course unit. When they meet virtually or face-to-face with their students for daily lessons, the teachers will conduct informal assessments of lesson mastery and also grade student participation in discussions and class projects. Teachers may also assign supplemental remedial, reinforcement or extension assignments to increase overall learning.

Long-term knowledge attainment

Summative assessment such as mid-year and end-of-year examinations will measure whether students have retained the course content, and have fully mastered the skills necessary to be successful in succeeding courses in the school.

The school will offer courses for students in grades 7 - 12. In keeping with this, students will be required to take all PSSA (or PASA, if applicable) tests required as well as the Keystone examinations for students in high school. We will follow State direction regarding the incorporation of the grades on these tests into the course grades or graduation requirements for the students.

Grades will be given to students at Montgomery Flex Charter School at the end of each semester, with a progress report sent to parents after the 30th, 60th, 120th and 150th days of school. A grade of 70 or higher will be needed in order to pass a course at Montgomery Flex Charter School.

For some assignments, the grades will be quantitatively calculated. However, given the independent/differentiated instruction nature of Montgomery Flex Charter School, referenced grading may not be a fair representation of each student's mastery and effort. Therefore, we will allow teachers to use a more subjective scale, based on the following rubric.

Montgomery Flex Charter School

Grade A –

- *A student has thoroughly mastered the material to the extent that the student has gone beyond the minimum requirements of content knowledge in this course.*
- *A student has made an extraordinary effort in his or her learning.*

Grade B –

- *A student has mastered the content in the course and has created a foundation of knowledge that will be suitable preparation for further study in this subject.*
- *The student has made concerted effort in the course to understand the course content.*

Grade C –

- *A student has met the minimum requirements of understanding in this course and may need review and remediation in future courses in the same subject in order to be successful.*
- *The student is putting in the minimum amount of effort in the course in order to be successful.*

Grade F –

- *A student needs more work to master this subject and it is doubtful that the student will be successful in future courses in this subject until remediation is completed.*
- *The student is not putting in the minimum amount of effort in the course in order to master the material.*

Suitability of current plan

When students are not successful in courses at Montgomery Flex Charter School, it is our intention that all involved will take responsibility and reflect on ways that the program can be more successful for that particular child. An analysis will be done to determine if there was a poor match between student and course, whether the course materials were not suitable for the student's learning approach or whether the teacher-led discussions did not reach the student at a place where he or she was capable of learning and engagement. All of the faculty and staff at Montgomery Flex Charter School will take the failure of any student as a personal mission to consider new ways to help students to gain knowledge. This is not to imply that every failure is the school's fault; it is our belief that students must not be allowed to pass courses unless they have demonstrated mastery of the material. However, all student failures will trigger a

meeting with students, teachers and parents to determine how the student and the school could avoid this situation in the future.

B. How will student development toward the school's overall learning goals and objectives be measured?

The staff will be trained on how to interpret test data, and will be asked at the end of each semester how they can adjust their engagements with students to address overall or specific student weaknesses in content mastery. In this way, the staff will be continuously challenged to rethink current pedagogical practices to meet the changing needs of students.

The difference at Montgomery Flex Charter School is that students are not merely assessed based on attainment of a minimum standard; the primary method of assessment is whether the students have made significant progress toward the attainment of their personal goals. To further this idea, a meeting will be held every fall with students, parents and Academic Coaches to assess student progress against the individual learning plan. The outcome of that meeting will be an adjustment of goals, courses, online curriculum resources and teacher interventions to align to the student's needs.

In the spring, after the first semester is complete, a similar meeting will be held with students, parents and coaches to review and assess progress, and a similar outcome will be pursued.

The School's overall learning goals and objectives are for each student to continue to make adequate progress toward his or her own personal goals as stated in the Individual Learning Plan. Put quite plainly, if every student grows, the school will meet its learning goals and objectives. This is a student-centered, bottom-up approach to growth and school success.

C. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.

Let's go back to the first two areas of measurement stated in section A. First off, "Is each student engaging in the required work on a day-to-day basis to be successful in school?" We firmly believe in the adage, "you can't expect what you don't inspect." It is our belief that if students know that the correct and thorough completion of assignments, with the elimination of any possibility that students could cheat on these assignments, will be required and assessed daily, then work quality will increase tremendously with continuous, consistent oversight.

The second area of measurement listed in Section A was "Is each student mastering the day-to-day content of the school?" We know that most teachers do informal or formal assessment, daily or weekly, to measure student understanding. However, it is often impossible for teachers to do much with this information, except to reteach a concept to the whole class.

Montgomery Flex Charter School

At Montgomery Flex Charter School, it will be the responsibility of teachers to investigate students' daily mastery of content. The beauty of the Montgomery Flex Charter School learning format is that teachers can act on the data if a particular student struggles with the lesson. We will give each teacher a 1-1/2 hour block of time per class daily and the teacher can structure this however he or she believes is the best way to increase student learning, with the only condition that each student meet with the teacher for at least some time during that 1-1/2 hour block. The best aspect of this structure is that the teacher can do this while giving the students who understand the concept enrichment exercises or other assignments so that they do not have to sit through a review of a concept they already know.

I. SCHOOL DESIGN 5. School Community

A. Describe the relationship of your school with the surrounding community

Montgomery Flex Charter School will be a true community school providing opportunities to students, parents and community members year-round. Montgomery Flex Charter School will provide various training sessions and workshops throughout the year to familiarize members of the community with our state of the art programs for the advancement of a well-educated community that will help with economic advancement overall.

B. Describe the nature and extent of parent involvement in the school's mission.

As will be described in the Governance Section of this application, three members of the Board of Trustees of this school will be current parents or parents of graduated students. Except for those responsibilities legally delegated, all formal and legal governance responsibility for the School resides with the Board. The School Board will be committed to working with parents to address parent concerns. Parents will be encouraged to share their ideas and concerns with the organization throughout the school year, directly or through members of the Board of Trustees.

The Parent/Guardian Association will serve as a means for parents to support the School and the education of their children, learn more about School activities and needs, and be more involved with the governance and operations of the School by serving as a forum for voicing their concerns and suggestions about both day to day operations and overall policy. Translators will be provided when needed. Members of the Parent/Guardian Association will serve as mentors to new families and families who are struggling with the requirements of the school.

In addition to these direct involvement opportunities, there are ample indirect methods of involvement as well.

Parents will be kept up to date on what is happening in the school as a whole by frequent and comprehensive communications. Communications include website updates, Parent/Guardian Newsletters, monthly Parent/Guardian Association meetings, parent-teacher conferences, volunteer opportunities, fundraising, and school surveys, among other things. All School parents are automatically members of the Parent/Guardian Association. Efforts will be made to communicate with parents in their home language if this is not English.

The school will conduct an annual tracking study of parent and student attitudes and beliefs about the school. This will be a statistically reliable measurement of attitudes, used to share with the Board of Trustees and family members about the operation of the school. The result of this tracking study will be an analysis of all programs of the school, with recommended adjustments and improvements as warranted.

Montgomery Flex Charter School

There are many other ways for parents to become involved with the School. These include:

- *Parents, students and Academic Coaches meet at least twice yearly to plan and assess the effectiveness of the student's learning plan.*
- *Volunteer opportunities – the School will maintain a list of various opportunities for parents to volunteer at School. For example, parents have the opportunity to help in tutoring, lead extracurricular activities, assist in event planning, attend field trips and serve on parent committees;*
- *Fundraising - parents and community members work with the School to raise additional resources to support students and the school program;*
- *Advocacy - parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.*

C. Describe procedures established to review complaints of parents regarding operation of the charter school.

The School will be responsible for establishing and maintaining a Uniform Complaint Procedure which will be distributed to parents/guardians at the time of student enrollment. Except in the instance of complaints that allege student safety issues, or other matters which constitute possible grounds for charter revocation, the Pennsylvania Department of Education will refer all complaints it receives back to the School for investigation and processing.

- *The specific procedure for filing complaints will be publicized to all students, parents and staff.*
- *These complaints will be coded and summarized with the details of the complaint and the resolution, presented to the Board at its monthly meeting.*
- *A specific committee of the board will be formed to review complaints and ensure that faculty and administrators of the school are handling these fairly, without conflict of interest.*
- *The Board is given the authority to specifically ask complainants to appear at a closed session to discuss the problem in more detail.*
- *The Board committee may recommend at the monthly meeting of the board an alternate resolution of the complaint including termination for cause of a Montgomery Flex Charter School employee, to be voted on by the full body of the school board.*

I. SCHOOL DESIGN 6. Extra-curricular Activities

A. Describe the program of extracurricular activities planned for the charter school.

Recent research by Cleveland State University economics professor Vasilios D. Kosteas shows that participation in clubs correlates with higher future earnings, and might increase the likelihood that a student will end up becoming a supervisor. It has long been known that participating in extracurricular activities helps high school students develop social skills, but Kosteas' analysis of data from more than 5,000 Americans found that being involved in extracurricular activities in high school raises future earnings by 11.8 percent. He also found that people who participated in academic clubs, yearbook, or the student council were more likely to end up in supervisory positions.

Our goal is to find ways for students to reach college or to enter the work force with specific skills and with leadership experience. Extracurricular activities will focus on achieving these two goals. In addition, students will be given the opportunity to join after-school clubs and activities centered on college entrance and career exploration.

For athletics and clubs not offered by the school, we will encourage students who wish to participate in these activities to seek participation in their neighborhood schools, as permitted by Pennsylvania school law.

The daily extra-curricular activity period will run from 3:00 – 4:00 daily. Those students who are attending a Learning Center will have the opportunity to engage in extra-curricular activities face-to-face with other students. Some extra-curricular activities will be offered with an online connection so that the school can include those students who are working remotely.

Extra-curricular activities will be offered based on student interest and on identifying the interests of teacher sponsors. These are the extra-curricular activities that we plan to offer, subject to student and teacher interest:

AFRICAN AMERICAN STUDY GROUP	<i>To encourage involvement and unity among students regarding the culture of African Americans through educational and social programs.</i>
ART SOCIETY	<i>To promote the visual arts in our school and community</i>
ASIAN CULTURAL AWARENESS	<i>To promote an understanding of Asian American concerns and interests and to build community between Asian American students where they can work together to support school activities</i>
BOOK CLUB	<i>To encourage leisure reading for all students; to serve as a Teen Library Advisory Board</i>

Montgomery Flex Charter School

CHESS CLUB	<i>For those who enjoy chess</i>
CHOIR	<i>To develop individual vocal technique and musicianship to become contributing members of their respective vocal ensembles, and to develop individual performance skills.</i>
FASHION GROUP	<i>To provide self development and networking opportunities to prepare for a career in the fashion industry</i>
FUTURE BUSINESS LEADERS OF AMERICA	<i>To prepare students for a career in business</i>
MATH CLUB	<i>Focused on improving success in mathematics</i>
NATIONAL HONOR SOCIETY	<i>To promote citizenship, leadership, scholarship and service</i>
NEWSPAPER	<i>To develop and produce a school newspaper</i>
PARTNERS	<i>To promote one on one friendships with intellectually disabled students</i>
PEER MEDIATORS	<i>To provide mediation services to students at Montgomery Flex</i>
SKILL USA/CRIMINAL JUSTICE CLUB	<i>To promote career and technology academics in the area of legal studies</i>
SOCIAL STUDIES CLUB	<i>To promote good citizenship, cultural awareness and appreciation of the study of social sciences among students and the community.</i>
STEP TEAM	<i>To express themselves and represent their school and community through rhythmic stepping, dancing and community service</i>
STUDENT COUNCIL	<i>To provide a voice for student concerns in the school.</i>
THEATRE/THESPIANS	<i>To promote involvement in theatre and the arts</i>
YEARBOOK	<i>To develop and produce an annual yearbook</i>

B. Describe whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district.

For athletics and clubs not offered by the school, we will encourage students who wish to participate in these activities to seek participation in their neighborhood schools, as permitted by Pennsylvania school law.

Montgomery Flex Charter School

Upon approval of this application, we will contact the North Penn School District to create a list of extracurricular activities available in each of the district's schools and keep a list of the activities available by school location. Our Guidance Counselors will specifically maintain this list and work with any student to connect them with the appropriate members of the school district.

We do not have any specific plans at this time for the school to offer a program of interscholastic sports, although we would like to reserve the right to introduce interscholastic sports for our students in the future. Charter school law clearly states that students at the Charter School may engage in inter-scholastic sports at their local school if the Charter School does not offer teams in that particular sport. We will make it clear to our students that they have the option of participating in interscholastic sports within their local school district's program.

II. NEEDS ASSESSMENT 1. Statement of Need

A. Why is there a need for this type of school?

Montgomery Flex Charter School intends to serve students whose families believe they are not finding sufficient college, career and life direction at their local school district or who are not finding that the atmosphere of their local schools are conducive to an effective academic environment. There are a host of reasons why students fall into this classification....perhaps they do not respond to the way teachers operate their classrooms, perhaps they don't see how the classes they are taking in school align to their future or perhaps they are just overwhelmed by the sheer size of their local school. In any case, public schools, even the best of them, are filled with students who are not achieving at the level they are capable because they do not feel that the educational system is meeting their needs.

This type of school is truly different from the District's Schools because it has the following characteristics:

- We are limiting school size so that every student is cared for, and more importantly, bullying or other unwanted personal relationships are immediately recognized and dealt with.*
- Each student will be given an individual learning plan and the services of a guidance counselor with a student/counselor ratio ultimately reaching 80 to 1. The Counselors will provide guidance and supervision functions, and with a much lower ratio than that provided for guidance counseling in traditional schools, will provide students with far more individual attention.*
- The school will use a teaching model in which adjoining classrooms will be teaching the same course concurrently, each with a certificated teacher; this gives the teachers in these rooms the ability to combine the classes in different ways so that students can benefit from more individualized instruction*

Montgomery Flex Charter School

B. Explain why the charter school model is an appropriate vehicle to address this need.

As a charter school, performance is the key criteria for attracting and retaining students, and for staying in business. Therefore, if Montgomery Flex Charter School fails to meet state standards and parent expectations, we will not maintain adequate student enrollment to operate. At Montgomery Flex Charter School, part of our mission is to assure that every child is successful and proficient at or above grade level, and, as a result, every student must “make the mark” as required before moving to the next grade level. Both teachers and administration compensation and ongoing employment will be based on student performance.

The organization of the school's staff and the requirements of each individual staff member are very different from a traditional k–12 school. It would be difficult, if not impossible for this program to work within the structure of a current public school. For instance, the organization of the staff would probably require significant rework of a union contract in order to be allowed in a district. In addition, the interior design of a Learning Center, which features space conducive for independent student work, is not achievable in a typical school building without significant rework. Therefore, we believe that a Charter application allows us to approach this new instructional model with the clean slate that is required for this school to be successful.

II. NEEDS ASSESSMENT 2. School Demographics

A. What are the school’s enrollment projections for the first five years? What is the school’s ultimate enrollment goal? What grades will be served? What is the age of kindergarten and age of beginner students? How many students are expected to be in each grade or grouping?

The school plans to start in year one with 240 students and within 5 years, we estimate that the school will have an enrollment of 480 students. The school will cover the needs of students in grades 7 – 12.

We believe that 480 is enough students for the school to have a full complement of administrative staff, including a CEO, Principal, Head of IT and School Operations for each Learning Center, along with the Special Education and English Language Learning Support at each location.

	Year 1	Year 2	Year 3	Year 4	Year 5
7	60	56	56	55	70
8	60	60	56	60	70
9	60	60	60	70	70
10	60	56	70	70	70

Montgomery Flex Charter School

11	0	56	50	70	70
12	0	0	48	50	70
Total	240	288	330	375	420

B. Describe the community or region where the school will be located.

Montgomery Flex Charter School will be located in the North Penn School District.

North Penn School District is a suburban area that is about 20 miles north of the City of Philadelphia. Its major communities are Lansdale, North Wales and Hatfield.

A distinguishing characteristic of this District is the large number of residents who are born outside of the United States, leading to a significant portion of the student population who are English Language Learners. We have incorporated this information into planning our English for Speakers of Other Languages program.

C. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

- There are numerous charter schools in the State which are located in urban areas. Charter schools are underdeveloped in suburban areas such as the North Penn School District.*
- Our goal is to make our services available to students who are not thriving in the large high school environments that are typical of most suburban areas in the state.*
- The area where we intend to locate the school has an abundance of very large suburban high schools, including North Penn High School, which annually graduates the largest graduating class of any suburban high school in the commonwealth.*

D. Describe any unique demographic characteristics of the student population to be served, including primary languages spoken.

A unique characteristic of the North Penn School District is the high number of students who are English Language Learners. Many of these students and their families were born outside the United States, providing a unique need for English as a Second Language Instruction. We believe that the individualized approach to instruction that is being proposed for Montgomery Flex Charter School is ideal for ELL students who may need extra attention to interpret text in English language.

II. NEEDS ASSESSMENT 3. District Relations/Evidence of Support:

A. What efforts have you made to notify the district(s) from which your charter school would draw students?

Letters have been sent to the Superintendents in the Wissahickon, Hatboro-Horsham, Norristown Area, North Penn, Souderton Area, Methacton and Upper Dublin School Districts informing them that we have applied for a Charter School to open beginning with the 2013 – 2014 School Year. It is highly likely that a vast majority of our students will be drawn from these school districts given the location of our first learning center and the targeting of our marketing efforts to these areas. Copies of letters sent to Superintendents are in Appendix N.

B. What efforts will be implemented to maintain a collaborative relationship with school districts?

Montgomery Flex Charter School will have the interest, capacity and mission to serve as a Research and Development (“R&D”) partner for the North Penn School District. Charter schools are intended to be a R&D opportunity for districts but this has not happened as much as hoped, partly due to a lack of time and capacity in both charter schools and districts, and partly due to a lack of forums and resources for collaboration, study, and implementation of innovative ideas.

The Montgomery Flex Charter School, as a nonprofit corporation, is willing to consider opening its school site, share its lessons and challenges, and welcome collaboration and best practice sharing. Furthermore, Montgomery Flex will have the resources and capacity to support districts and other schools in exploring and implementing this innovative new model of education or variations thereof.

More specifically, a School District could conceivably embed a principal or other educator in the School fulltime, part-time or for quick study to enable the district to learn enough to open the same type of school, or to adapt the model to meet the specific needs of its students.

This charter is not intended to provide head-on competition to the North Penn School district for students who can be optimally served by both the District and the Charter School. Our goal is to reach students who have not benefited from a school district’s program. We will gladly accept referrals from the district for students who the district feels would be more successful in the small school, individually planned instruction model of Montgomery Flex Charter School.

C. Convey the scope of community backing for the proposed charter school and its Founding Coalition. Document community support among teachers, parents, students, community members, institutional leaders and others through the use of letters of support, surveys, or other tangible means.

Montgomery Flex Charter School

The founding coalition of Montgomery Flex Charter School has maintained a website, www.montgomeryflex.org, to inform the public about the intention to introduce a charter school with a Learning Center that will be located somewhere within the boundaries of the North Penn School District. On this website, there is an opportunity to pre-enroll students in Montgomery Flex Charter School. In addition, some families have mailed or phoned in to express their intention to enroll their children in this Charter School. As of 11/13/2012, we have 146 students pre-enrolled in Montgomery Flex Charter School (105 in the appropriate grade range), well on our way to meeting our target opening enrollment of 240 students.

In addition, 19 individuals who do not have children to enroll in the school have filled out the form on the internet website to express support for Montgomery Flex Charter School.

We have attached tangible evidence of pre-enrollment and notes of support, including responses from the school's website, pre-enrollment forms mailed in and pre-enrollments from phone conversations with student names, parent names, birthdates, addresses, phone numbers and email addresses. These are in Appendix M.

On the Montgomery Flex web form, there is an opportunity for supporters and families to express comments about our charter school proposition. Here are a sample of some of the comments received:

"My twin sons are currently at Bridle Path Elementary on tract to attend Penndale Middle School in September 2013. We are very interested in the potential alternative educational opportunities available through a charter school."

- Carolyn, parent

"My son and I have been discussing other options for high school other than North Penn High School. The disruptive atmosphere of their classrooms is very distracting and upsetting to my son."

- Helen, parent

"The current curriculum in the school district just isn't working for my daughter. I feel she would excel in a charter program."

- Staci, parent

"Even though my daughter is only in second grade, I, for one, would welcome a school like Montgomery Flex. I will not send my child to North Penn High School to have her lost in that giant shuffle. This taxpayer and father is "all in!"

- Mark, parent

"This looks like such a wonderful learning model! I think it's very motivating for students to have more control over their education, less time spent on tasks they see as

Montgomery Flex Charter School

"useless," and an ability to focus more on their aptitudes and interests. I am very excited to see where this will go!"

- Patricia, parent

"I think this would be a wonderful learning environment for my son. I know he may be two grades away to get to go here but, I want to get him on the list because I went to North Penn and know what it is like to get lost in the school system."

- Melinda, parent

"Thank you so much for this initiative and the hard work that was put into this effort. As the parent of two high performing gifted North Penn students, I see the overcrowding at the high school level exposes kids to more negative than positive opportunities. The charter/flex school would allow for a controlled environment that really does not currently exist at the high school."

- Kristen, parent

"I have two children with ADHD and the idea of smaller class sizes and a more hands-on approach to learning would benefit them. A school like this is really needed."

"I think it is a great opportunity to give those children, who may need more guidance, to see that they can do anything. My son as ADD. Although he is struggling in school, he is a great kid who is starting to think he won't get into a good college. A charter school is just what we need."

- Heather, parent

"My daughter has an IEP. I am very afraid that she will get lost in a school the size of North Penn High School. She has done very well so far. With her continued hard work and being in a smaller school setting, I think she will be very successful in school."

- Dottie, parent

"Please consider my daughter for charter school. I feel that she would be the perfect fit for this type of school which will help her to reach her highest potential which she is not achieving in a large school such as North Penn High School."

- Barbara, parent

"We are very interested in this type of schooling for our children! This is so exciting!"

- Alicia, parent

"Kyle is very bright with a learning disability. He has an IEP that very rarely gets followed. He still manages to do well without it. He feels the pressure every day and sometimes it just gets to him. I would love to see the happy kid he is every day."

Montgomery Flex Charter School

- *Christina, parent*

"I like the alternative learning style and feel that she needs a non-traditional school environment to succeed."

- *Lauren, parent*

"I would absolutely love to have another option in the North Penn School District for my son's education past elementary school as we are due to send him to Penndale - - which does not have a fantastic reputation and I am unsure of how he will do with 1300 other kids in his class."

- *Amy, parent*

"Sounds like a great idea! My son has an IEP and would benefit from smaller class sizes as well as a small and less intimidating building!"

- *Heather, parent*

"I have four daughters whom I would love to send to a charter school. As a former "regular" public school teacher, I love the flexibility that charter schools provide. Thank you, thank you, for trying to bring options to parents in this area!"

- *Sandra, parent*

"This school looks fantastic! Just what I am looking for after my daughter graduates from 8th grade at her school she attends now. Even now I was upset to have her go to the North Penn schools. Can't wait to hear and see more!"

- *Rachel, parent*

III. DESCRIPTION OF FOUNDING/MANAGEMENT TEAM 1. Profile of Founding Coalition

A. Describe the make-up of the group or partnership that is working together to apply for a charter, including the names of the founders, their background and experiences, and references for each.

The Founding Coalition has experience in special education, curriculum, school management, charter schools, fundraising and marketing. The beauty of this group is that it has expertise in so many different aspects of charter school launch and ongoing operation.

Alicia Adams

Alicia Adams lives in Lansdale Borough in Montgomery County. She graduated from North Penn High School. I attended a Vocational/Technical School for the Culinary Arts as well as Montgomery County Community College. She currently works at the Montgomery County Correctional Facility as a Correctional Officer. Ms. Adams has one daughter who is in the 6th grade in the North Penn School District. Overall, her educational experiences have been satisfactory. She feels that a charter school would focus more on the education aspect of school while avoiding the unnecessary problems with bullying and harassing that has been her experience at the public school.

Lt. David Monteith is a reference for Ms. Adams (610-635-7168).

Dan Chandler, Ed.D

Dr. Dan Chandler is currently an Assistant Professor of Pedagogy at the College of New Jersey. Dan has devoted his adult life to the field of education, first as a teacher, then as a principal and as a College Professor. He has 16 years of experience as a high school principal and 3 years of experience as a Middle School Principal after spending 16 years as a teacher and a coach. Dan brings to the Founding Coalition a keen understanding and interest in Pedagogy, based on his experiences as an Administrator and as a teacher of pedagogy at the college level. His publications include "The Teacher as Disciplinarian: Ten Ideas That Really Work!" and Giving a Zero as a Grade: What Makes for a Tough Teacher?"

Dan received his Doctorate in Education from Temple Education and two Master's Degrees from The College of New jersey and a third from Cheyney University. He received his Bachelor's Degree from West Chester University.

Dr. James Lavelle, Professor at Misericordia College is a reference for Dr. Chandler, 570-675-5908.

Melissa Groninger

Montgomery Flex Charter School

Melissa Groninger currently lives in Souderton, Pennsylvania with her husband and daughter. She grew up in Easton, Pennsylvania and attended Easton Area High School. From there, she went on to attend Temple University, where she earned her B.A. in 2007. After that, she participated in the University of Pennsylvania Teacher Education Program, where she earned her Master of Science in Education in 2008. She has been teaching for five years. When asked about her initial interest in Montgomery Flex, Mrs. Groninger said she was interested in moving education forward to meet students where they are, instead of forcing them to comply with educational "norms" that do not meet their needs.

Mr. Scott Fisher, Assistant Principal at William Allen High School in the Allentown School District, is a reference for Ms. Groninger 484-765-5001

Christine Mackowiak

Christine Mackowiak resides in Lansdale, PA and has two children attending North Penn High School and Penn Dale Middle School. Christine is originally from Long Island NY where she graduated from Ward Melville High School and subsequently received a B.S. Mathematics from Albright College. She has been an active member of the Knapp Elementary Home and School association, serving as Secretary for 2 years and Parliamentarian for 1 year. Most recently, Christine served as Secretary of the Penn Dale Middle School Home and School Association. While her experience with North Penn School District has been an overall positive one, Christine feels strongly that residents of Montgomery County should be afforded a choice as many other areas of PA and the country are afforded. In particular, the size and breadth of the North Penn Middle and High Schools is not a good fit for all children. Montgomery Flex will offer a choice to the students who desire a more personal approach to their education.

Ms. Kelly Stevenson is a reference for Ms. Mackowiak. 215-920-1560

Kathleen McAlary

Kathleen McAlary has lived in Montgomery County for over 26 years. She is a graduate of Wissahickon High School and has a bachelor's degree in History from Temple University where she graduated Phi Beta Kappa. Recently, she obtained a PA teaching certification in Social Studies (7-12) and is in the process of obtaining certification to teach English as well. Formerly Ms. McAlary worked as a Business Manager in a Private School. Ms. McAlary became interested in Montgomery Flex because it was a model that she felt would work for one of her daughters. She is convinced that the Montgomery Flex approach is ideal for certain children because she believes this type of school will have high standards, provide an excellent education and meet the needs of children who blossom best in a program geared to the individual learner.

Mary Anne Wtulich, Owner of Beautiful Beginnings Inc. is a reference for Ms. McAlary (610-733-6185)

Kisha Hairston-McKoy

Kisha Hairston-McKoy is a certified teacher and a resident of Lansdale. She has been a Special Education teacher at Downtown Middle School in North Carolina, The Pathway School in Norristown, PA and at Khepera Charter School in Philadelphia, PA. She is currently the Director of Special Education at Khepera Charter School. Ms. Hairston –McKoy is an expert in drafting IEPs and providing services as a co-teacher in an inclusion model. She is our resident expert on IDEIA and ADA, and completely understands the requirements for accurate data-collection and reporting for Special Education students. She has relationships developed with existing suppliers of special education services in Pennsylvania and can readily contract with them when we need to utilize outside services. Ms. Hairston-McKoy has a Masters Degree in Gerontology from Appalachian State University and a teaching license in Special Education, K-12, from Salem College. She is certified to teach Special Education in the State of Pennsylvania.

Star Weis, Principal of the Pathway School is a reference for Ms. Hairston-McCoy (610-277-0660).

Timothy Sager

Timothy Sager brings to the Founding Coalition both business and education experience. He moved to the Philadelphia area in 1986, and worked for Campbell Soup Company as national marketing manager for V8 juice and Prego Spaghetti Sauce, where he twice won the Company's Marketer of the Year award. In 1994, he joined Penn Mutual Life Insurance Company, and rose to become Vice President, Marketing Services.

In 2001, Mr. Sager decided on a new career direction and began classes at Arcadia University, ultimately receiving a Master of Arts Degree in Mathematics Education (with Distinction) and a Master of Education in Education Administration (with Distinction). He has taught at Cheltenham High School, Chestnut Hill Academy and at Agora Cyber Charter School, where he taught and then opened their first learning center for Cyber School students. Upon its opening, Mr. Sager managed this center and developed a keen understanding of how to manage an innovative charter school environment. Mr. Sager is now works for Charter Initiatives and has committed himself to the mission of opening this Charter School. .

Edna Katz, former Chairperson of the Department of Mathematics at Cheltenham High School is a reference for Mr. Sager. (215-643-3487)

Michelle Senk

Michelle Senk is a resident of Lansdale, PA and specializes in providing SAT and ACT prep tutoring services to students. She has worked as a tutor for various organizations and was formerly director SAT/ACT Prep Service for Studyworks. Prior to her work in

Montgomery Flex Charter School

tutoring, Ms. Senk worked for Verizon in Software Development. Ms. Senk is our Founding Coalition expert in the Academic Coach function that is proposed for Montgomery Flex charter School. She brings strong interest and expertise in helping high school students realize their college aspirations.

Ms. Senk holds a Bachelor of Science Degree from Drexel University and a Master of Science degree from Villanova University.

Rob Hinchcliffe, VP of Studyworks, is a reference for Ms. Senk (800-783-1728).

B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

In the process of putting together their application, the Founding Coalition drew upon the resources of a number of experts to form their plans.

These include:

- Repice & Taylor (Tom Taylor). Repice & Taylor provides operational and accounting guidance to numerous charter schools in Pennsylvania and has used their expertise to help us draft a reasonable and comprehensive budget. We project that Repice & Taylor will provide Montgomery Flex Charter School with accounting services.*
- Latsha, Davis & McKenna (Joshua Pollak). Latsha Davis & McKenna provides Legal Advice to numerous charter schools in Pennsylvania and we anticipate they will do the same for our charter school.*
- Northwest Evaluation Association (NWEA). NWEA has become a recognized leader in providing a testing process for students to measure student growth over time. We are proposing using the MAP testing program to assess student, class and school growth.*
- Bayada Nurses provides nursing services to charter schools throughout the Philadelphia area and will do the same with Montgomery Flex Charter School if our petition is approved.*
- First Student Transportation Services. First Student Transportation Services provides regularly scheduled and specially scheduled primary and secondary school busing. Montgomery Flex Charter School plans on using the services of First Student for any transportation not covered by the school districts.*
- Arthur J. Gallagher's Charter Safe Program has developed a specialty practice in providing property and casualty insurance to Charter Schools. They are experts in the specific needs of charter schools and have built relationships with a number of insurance companies who are interested in working with organizations in this industry.*
- BMC Benefits (Bob McIntyre). BMC Benefits provides health insurance programs to charter schools in Pennsylvania. They are well-aware of the legal requirement that a*

Montgomery Flex Charter School

charter school's health insurance plan must match the plan of the resident school district.

- *Workspace LLC (Jim Blessing). Workspace LLC is a Philadelphia-based furniture acquisition, installation and leasing firm. Once our charter is approved, we will present Workspace, LLC to the board of directors as our first choice for providing all furniture for the school.*
- *VTG Technologies works with charter schools throughout the country to provide hardware, software, network infrastructure and installation and purchase of all of the above. They are prepared to provide similar services to Montgomery Flex Charter School.*

C. Include any plans for further recruitment of founders or organizers of the school.

The Founding Coalition has an ongoing desire to involve people who share the vision and desire to open an innovative school option in Pennsylvania. We have selected central Montgomery County to open our first learning center. With plans expand to open up additional learning centers, we welcome others who have an interest in providing a cyber school learning center to their community.

It is the intention of the founders of the school to identify those organizations in the state who have experience in and demonstrate best practices in supporting charter schools. Our affiliation with Latsha, Davis & McKenna and Repice & Taylor are examples of aligning ourselves with organizations who have deep experience in the charter school business. We have every intention of keeping ourselves open to other organizations who can bring their expertise to the benefit of Montgomery Flex Charter School.

D. Provide information on the manner in which community groups are involved in the charter school planning process.

Montgomery Flex Charter School welcomes the support of any community groups interested in furthering our efforts to bring school choice and a unique learning experience to their area.

Upon approval of a charter, a needs assessment will be sent to parents and businesses supporting the Charter School. The results of this needs assessment will be used to inform the school to meet the needs of these members. Parents and community partners will be key to shaping Montgomery Flex Charter School through board membership, committee work and attendance at public meetings.

III. DESCRIPTION OF FOUNDING/MANAGEMENT TEAM 2. Governance

A. Describe the proposed management organization of the school, including the following requirement:

The Management organization of the school will start with the Board of Trustees. The roles and responsibilities of the Montgomery Flex Charter School Board of Trustees include, but are not limited to:

- Protect the legal interests of the Charter School*
- Determine the vision/mission of the School*
- Set Board Policy*
- Govern the operations of the School*
- Exercise sound legal and ethical practices and policies*
- Manage liabilities wisely*
- Advocate good external relations with the community, school districts, media, neighbors, parents and students*
- Hire and evaluate the administrator*
- Hire teachers*
- Hire contractors, negotiate service agreements, and hold contractors accountable for performance under such agreements*
- Comply with state and federal reporting requirements*
- Practice strategic planning*
- Ensure adequate resources and manage them effectively*
- Assess the organization's performance.*

The Montgomery Flex Charter School Board of Trustees will take action on the following items only by an affirmative vote of a majority of the members of the Board, duly recorded, showing how each member voted.

- Adoption of the School calendar meeting or exceeding the legal guidelines regarding number of days and number of hours of annual operation and days which must be holidays.*
- Adopting textbooks*
- Appointing or dismissing charter school administrators*
- Adopting the annual budget*
- Purchasing or selling of land*
- Locating new buildings or changing the locations of old ones*
- Creating or increasing any indebtedness*
- Adopting courses of study*
- Designating depositories for school funds*
- Entering into contracts of any kind where the amount involved exceeds \$500*
- Fixing salaries or compensation of administrators, teachers, or other employees of the charter school.*

Montgomery Flex Charter School

- *Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.*
- *Subject to any legal restrictions, the Board may delegate to an employee of the School or other designee any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.*

The Board of Trustees will hire a Chief Executive Officer, who will be an employee of the school. The CEO will supervise the Principal, the teachers and staff who implement the curriculum and instruction according to the policies and procedures approved by the Board of Trustees. The principal will also act in an information and advisory capacity to the Board and will be responsible for implementing board policies in the day-to-day operation of the school.

B. How will the Board of Trustees be selected?

For three of the Board positions, a condition for Board Membership is that the people in these positions must be a parent of current or graduated students of the school. The other Board of Trustees positions will consist of individuals actively recruited for content expertise and organizational competencies.

For the Board positions filled by current and former parents, after the approval of the School's Charter, there will be a request for Board Nominations sent to all families who have signed up for enrollment in the school.

The remainder of the Board positions will be filled by people who have specific abilities that will be useful to the school. This could be people who are educators, lawyers, accountants and others who work for or who are on the Boards of various non-profit corporations. Each year, when a non-parent board position opens up, the current board members and officers will be asked for nominations.

At the next board meeting, the current board members will take the list of parent nominees and non-parent nominees and vote on who the Board will extend an offer of board membership to. The President of the Board will then contact the nominee who was the highest vote-getter and extend an offer of Board membership. If a nominee turns down the offer of a Board position, the Board President will contact the next highest vote-getter.

For the formation of the initial Board, the term of office for specific seats on the board will vary so that the School can establish a process whereby just a portion of the board seats transition each year.

Subsequent elections of board members will begin in May of each year, with a request for nominations of parents, a ballot sent to all families of students in the school and then election to the board. The goal is to have a board in place at the beginning of each fiscal year, to commence in July.

C. What steps will be taken to maintain continuity between the Founding Coalition's vision and the Board of Trustees?

The Founding Coalition of the Charter School will assume the role and responsibility of the Board of Trustees of Montgomery Flex Charter School until a Board is approved. In this role, members of the Founding Coalition will recuse themselves in any situation in which the Board needs to act on a proposal in which Founding Coalition members have a financial or business interest. In all cases, an elected Board of Directors will be in place prior to Opening Day of the School.

Some members of the Founding Coalition may wish to eventually be members of the Board of Trustees of the School, some may wish to be employees of the school and some may wish to have a contractual arrangement with the school. While there is an expectation, there is not a commitment to allow Founding Coalition members to assume these positions within the school. Any decisions in this regard will be made by the Board of Trustees once Board members have been elected.

D. Describe the roles and responsibilities of the Board.

The School will be governed by a Board whose members have a legal fiduciary responsibility for the well-being of the organization and the School.

The Board will meet on a regular basis, and will review and adopt policies and procedures regarding self-dealing and conflicts of interest as needed. The School's Bylaws will include a Conflict of Interest policy.

The School may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter school are established.

As stated above, the Board will be composed of parents of students who are attending or who have graduated from the School, and who are elected in a fair election by the parents of students who are currently enrolled in the School.

The size of the Board is currently set in the Bylaws as not more than 7 members.

Please see Item A, above, for a description of Board Roles and Responsibilities.

The Board will adopt a budget approval process, and prudent purchasing policies and procedures. Board approval is required for the annual independent fiscal audit and for any contract over \$500. Pursuant to the Bylaws or Board policy, Board Treasurer or another Board designee approval is required for any expenditure over \$500.

E. What steps will be taken to facilitate a productive relationship between administrators and teachers?

As part of his or her position description, the CEO of the school is expected to maintain productive, respectful working relationships with all members of the school staff, including teachers. In order to give the staff, including teachers, in the school, a forum to air any grievances regarding the CEO's management of the school, the President of the Board of Trustees will maintain and give staff access to an email address that he or she regularly monitors. All grievances of a serious nature will be brought to the attention of the full body of board members or to a standing committee of the board to handle such matters, if such committee is created by the Board.

F. Discuss the nature of parental and student involvement in decision-making matters where appropriate.

Three of the positions on the Board of Trustees of Montgomery Flex Carter School will consist of parents of the School. All board meetings will be open to the public for attendance and the minutes of all board meetings will be made available on the School's website. The Board will follow the guidelines of the State of Pennsylvania's Sunshine Laws.

G. Submit copies of the school's by-laws, contracts and other documents required by pending charter school legislation or applicable law. The requirements for the bylaws follow:

Please see Appendix M for the School's preliminary Articles of Incorporation and By-laws.

Montgomery Flex is aware that the Articles of Incorporation incorrectly state how assets will be distributed upon dissolution of the corporation.

The Articles of Incorporation should read, "Upon the dissolution of the corporation, assets shall be distributed to the Intermediate Unit in which Montgomery Flex Charter School's Administrative office is located, so that the Intermediate Unit may distribute those assets to the school districts in which the students had resided at the time of dissolution."

This will be amended by the Board at its first Board Meeting.

H. Submit board members' names, addresses, phone numbers and resumes.

There are currently no board members of the School. Board members of the School will be reported to the Pennsylvania Department of Education upon election.

IV. FINANCE AND FACILITY 1. Financing

A. Develop a preliminary startup and operating budget. Applicants are to use the guidance provided in the Manual of Accounting and Financial Reporting for Pennsylvania Public Schools to create those budgets.

The following materials are included in the Appendices:

- *A financial projection for the first five years of operation.*
- *A statement of cash flow for the first year of operation. This is based on billing school districts beginning in July 2013 for students entering in September 2013 as per standard Pennsylvania Department of Education procedure.*
- *The School has secured a \$200,000 line of credit with First Niagara Bank for the purpose of managing start-up cash flow.*

Please see the Appendices for the School's preliminary startup and operating budget

B. Develop a purchasing procedure that addresses a competitive way to purchase goods and services.

For all expenses greater than \$1,000, the Board of Trustees of Montgomery Flex Charter School will require three different bids on any proposed expenditure. This will include but not be limited to the following items:

- *Purchase of curriculum, textbooks and testing services.*
- *Agreement with a Charter Management Organization*
- *Property/Casualty Insurance Coverage*
- *Employee Benefits*
- *Purchase of Furniture*
- *Purchase of Computers and other technology equipment*

As mentioned previously, the Board will adopt a budget approval process, and prudent purchasing policies and procedures. Board approval is required for the annual independent fiscal audit and for any contract over \$1,000. Pursuant to the Bylaws or Board policy, the Board Treasurer or another Board designee will be required to approve any expenditure over \$500.

C. What fund raising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?

The school will conduct an annual fund-raising drive and monitor and apply for grants.

D. Describe the implementation of the following required financial procedures:

The CEO (or delegate) will perform the day-to-day accounts receivable and accounts payable functions of the school, using Quickbooks to maintain accurate records and accountability. The CEO (or delegate) will follow all of the procedures as outlined above, keeping a separate account of activity for only Montgomery Flex Charter School.

The school will deposit and invest all funds in authorized investments noted above.

The Treasurer of Montgomery Flex Charter School will deposit the funds belonging to the Charter school in the school depository, as directed by the Board of Trustees, and will at the end of each month make a report to the Board of Trustees, of the amount of funds received and disbursed by him or her during the month.

The Board will appoint an Audit Committee that will select an independent financial auditor, and will oversee audit requirements.

An annual independent audit of the books and records of the School will be conducted as required under the Charter Schools Act. The books and records of the School will be kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit will employ generally accepted accounting procedures.

The Audit Committee will select an independent auditor who will have, at a minimum, a CPA and school audit experience. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The audit shall be conducted in accordance with the State Controller's Published K-12 audit guide as incorporated into the Pennsylvania Code of Regulations.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the State Controller, and to the Pennsylvania Department of Education by the 15th of December of each year. The CEO or other appropriate School representative, along with the audit committee, will review any audit exceptions or deficiencies, if any, and provide recommendations on how to resolve them. The Board will submit a report to the charter authorizer describing how the exceptions and deficiencies, if any, have been or will be resolved along with an anticipated timeline for the same. The Board and its designee will work with the Pennsylvania Department of Education to ensure all audit exceptions and deficiencies are resolved satisfactorily.

IV. FINANCE AND FACILITY 2. Facility

A. Provide descriptions of and addresses for the physical facilities under consideration and the ownership thereof and any lease arrangements.

Montgomery Flex has signed a letter of intent for a space located at 624 Main Street, Lansdale, PA. This space was formerly occupied by the LaCrest Fitness Center and is currently unoccupied. We intend to lease the space from the owners of the property. The property is owned and managed by Trefoil Properties. None of the members of the Founding Coalition have an ownership interest in Trefoil Properties.

B. Explain how this site(s) would be a suitable facility for the proposed school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.

The facility contains approximately 20,000 square feet of space, suitable space for the opening enrollment of the school. The space will require extensive renovation and we have an agreement with the owners of the building that they will spend \$1,000,000 in renovations of the space to prepare it for use as a school.

The space has a functioning sprinkler system throughout the premises and it has working ADA compliant bathrooms that can be re-used in the school. The owners will need to install an ADA compliant elevator in the space. There is water and waste supply throughout the space, which can be used to fit out spaces for art rooms and science rooms in addition to bathrooms.

Heating, ventilating, and air-conditioning are already in place throughout the facility. The facility has numerous large open spaces that can easily be segmented into workable classrooms.

C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).

The Landlord will serve as the Building Manager and will engage for outside snow removal services, waste disposal services and maintenance and repair services. These will be outside contracted services, and those involved in these services, particularly ones with access to the inside of the building, will have the necessary child abuse and police clearances to work in or near the presence of children.

Our staffing plan includes hiring a full-time custodian at the commencement of the lease and another custodian once we expand into more space. In addition, we have included budgeted funds for an outside cleaning service to help keep the inside of the property clean and orderly.

D. Discuss any progress, partnership developments or other future steps toward acquisition of a facility/land.

We have made no contractual commitments toward acquisition of a facility/land. We will not sign a lease for the above-mentioned property until our charter is approved. .

E. Describe facility financing plans.

The plans for the school are to lease space for the school at prevailing rates. Therefore, the school will have no need to raise capital to finance the purchase of a facility.

We believe the revenue stream of the school will be sufficient to pay for leasing costs of the facility.

IV. FINANCE AND FACILITY 3. Liability and Insurance

A. Describe your school’s insurance coverage plans, including health, general liability (including school operation, extracurricular activities and parent volunteer activities), property, and director and officer’s liability coverage (see Section 1727-A of the charter school legislation).

*The school will secure general liability insurance, errors and omissions coverage, Directors and Officers Liability, employee liability, property insurance and Workman’s Compensation in the amounts required for an enterprise of similar purpose and circumstance. **Please see Addendum P for a Letter of Insurability from Arthur J. Gallagher.***

The charter school will provide appropriate medical and dental coverage to all full-time employees. Coverage will be comparable to coverage provided to employees of the North Penn School District.

All coverage will be provided by an insurance company that has a rating of “A” or better and a financial size category of “VIII” or better, according to A.M. Best Co. Copies of appropriate certificates of insurance will be provided to the North Penn School District prior to the opening of the school.

The following chart provides a more detailed view of the types of insurances and limits the charter school will secure:

<i>Type of Insurance</i>	<i>Limit</i>
<i>General Liability</i>	<i>\$1,000,000 occurrence \$3,000,000 aggregate</i>
<i>Workers Compensation Insurance</i>	<i>Statutory Limits pursuant to PA laws</i>
<i>Employee Benefits Liability</i>	<i>\$1,000,000</i>
<i>Automobile/Bus Liability including underinsured and uninsured as needed</i>	<i>\$1,000,000</i>
<i>Umbrella/Excess Liability above primary program</i>	<i>\$10,000,000</i>
<i>Employee Practices Liability</i>	<i>\$1,000,000</i>

Montgomery Flex Charter School

<i>Educators Legal Liability</i>	<i>\$1,000,000</i>
<i>Directors & Officers</i>	<i>\$1,000,000</i>
<i>Sexual Abuse and Misconduct Liability</i>	<i>\$1,000,000</i> <i>\$2,000,000 aggregate</i>
<i>Crime/Fidelity Coverage (Surety Bond for the CFO as required)</i>	<i>\$500,000 - \$1,000,000 limits as needed</i>
<i>Property/Lease and Boiler Machinery Coverage</i>	<i>Blanket Limits as needed by School, on an all risk of direct physical basis</i>
<i>Student Accident Coverage</i>	<i>Primary \$25,000 limits and CAT option at \$5,000,000</i>

IV. FINANCE AND FACILITY 4. Child Accounting

A. Describe your school enrollment and attendance procedures.

Montgomery Flex Charter School understands the importance of publicizing and attracting a sufficient pool of student applicants. Therefore, a variety of communications methods will be utilized to promote the school.

The CEO or delegate will oversee all marketing and enrollment for the school.

Prior to the school opening, Montgomery Flex will hold monthly (or more frequent) enrollment sessions to inform students and parents about the curriculum and instruction of the school, the requirements for attendance, passing courses and graduation and disciplinary policy of the school. All students must attend an enrollment session prior to being accepted at the School.

Prior to acceptance, families will need to provide all required medical and proof-of-residency paperwork. At that time, the school will request copies of all evidence of course completion in other schools and any existing Individual Education Plans.

We will transfer credits for all courses offered by accredited schools that were passed by the student and which were taught for a full year in a traditional schedule or taught for a 1/2 year in a block schedule configuration. Montgomery Flex Charter School reserves the right to test student's knowledge of subject matter before accepting credit for courses taught during a summer session or taught as part of a credit recovery course of study.

Montgomery Flex Charter School will comply with all state child accounting procedures, as outlined in 24 PS 13-1332. Montgomery Flex Charter School will ensure the accuracy of child accounting information through its student information system to include enrollment, attendance and any other required student information in accordance with Pennsylvania Public School Code.

Specifically, we will adhere to the requirement that charter schools must provide school districts with the PDE Charter School Student Enrollment Notification Form for each district student enrolled in the charter school within 15 days of the student's enrollment and must notify the school district within 15 days of a student's withdrawal. The School District shall have ongoing access to the records and facilities of the school to ensure that the Charter School is in compliance with requirements for testing, civil rights, and student health and safety.

Any child who accumulates 3 or more unexcused absences will be reported to their resident school district for further action. Any student who accumulates 10 consecutive unexcused absences will be removed from the enrollment rolls of Montgomery Flex Charter School, and the resident district will be notified of this change.

V. IMPLEMENTATION AND ADMINISTRATION 1. Recruiting and Marketing Plan

A. Demonstrate how you will publicize the school to attract a sufficient pool of eligible applicants.

Montgomery Flex Charter School understands the importance of publicizing and attracting a sufficient pool of student applicants. Therefore, a variety of communications methods will be utilized to promote the school.

Montgomery Flex Charter School will inform parents and the community of its innovative methods for providing more individualized, personalized attention for each student. We will emphasize the school's unique approach to instruction, using a unique organizational model of the classroom through co-teaching, an innovative room arrangement and a mix of large group and pull-out group teaching. And we will inform prospective families of the school's goal of creating an individual learning plan for each student.

Montgomery Flex Charter School will use publicity through local newspapers, community meetings, advertising, mailings and flyers to distribute this information. Montgomery Flex Charter School will also work with and attend other community organization meetings as appropriate, such as local faith-based organizations, libraries and other applicable public places to share this information to parents and the community.

Montgomery Flex Charter School will hold monthly informational meetings on the mission, vision, curriculum and enrollment procedures for potential parents and students as well as for sponsors in the community. Initially, these meetings will be held in public libraries, churches, and community centers, etc. to assure that the school attracts a diverse population of students. Subsequent meetings after the opening of the School will occur at the School. Meetings will be held on different days and times of day so as to accommodate the widest array of family schedules.

Montgomery Flex Charter School has established a website at www.montgomeryflex.org to disseminate information regarding the school.

B. What type of outreach will be made to potential students and their families?

Montgomery Flex Charter School will distribute brochures with factual information about the school and speak directly to parents, students and community sponsors about the purpose, mission, vision, programs the school offers and the benefit of a student attending the school.

Montgomery Flex Charter School will hold several open houses during this recruitment period for potential parents, students and community sponsors.

Montgomery Flex Charter School

Montgomery Flex Charter School will also rely on our community partners and parents by word of mouth to help advertise and get people excited about what the school has to offer.

Important Outreach Dates during the initial school opening

<i>Informational Meetings</i>	<i>November 2012 – June 2013</i>
<i>Open Houses</i>	<i>July 2013 – August 2013</i>
<i>Student Recruitment Period</i>	<i>February 2013 – June 2013</i>
<i>Public Lottery</i>	<i>June 7, 2013</i>
<i>Student Enrollment</i>	<i>15 days after notification of acceptance</i>

V. IMPLEMENTATION AND ADMINISTRATION 2. Admissions Policy

A. Describe the admission methods and eligibility criteria you will use to select students. Explain administrative procedures to ensure compliance with laws pertaining to Special Education.

The School shall strive to enroll a student population that matches the diversity of the North Penn School District.

The School shall be nonsectarian in its programs, admission policies, employment practices, and all operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the following characteristics (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes). Admission to the School shall not be determined by the place of residence of the pupil, or of his or her parent or guardian, within the State, with the exception that the lottery procedures will be employed if the school is over-enrolled.

The application process is comprised of the completion of a student enrollment application.

Upon selection for admission pursuant to public random drawing, the registration process will include the following:

- *Proof of immunization*
- *Home Language Survey*
- *Completion of an Emergency Medical Information Form*
- *Completion of Free and Reduced Lunch eligibility forms, if applicable*

The School will adopt an approach that success for students requires a commitment from the students and parents to the mission and vision of the School as set forth in the Charter. During the registration process, parents or guardians may be asked to sign a Commitment Letter indicating they understand the School philosophy, program, and volunteer policy. Students will not be denied admission for failing to sign the Commitment Letter.

B. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

The School shall admit all pupils who wish to attend the school subject only to capacity. Applications will be accepted during a publicly advertised open application period for enrollment during the upcoming semester. Following the open application period, applications shall be counted to determine if the School has received more applications than available space. In the event that this occurs, the School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of

Montgomery Flex Charter School

currently enrolled students (2nd year forward) who are guaranteed enrollment in the following school year.

Enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference:

- 1) Students who are residents of North Penn School District who have siblings currently enrolled at the school*
- 2) Students who are residents of the District whose parent is a paid staff member of the School*
- 3) Any other student who is a resident of the District*
- 4) Students who are residents of other districts in Pennsylvania who have siblings currently enrolled at the school.*
- 5) Students who are residents of other districts in Pennsylvania whose parent is a paid staff member of the school*
- 6) Any student who is a resident of other districts in Pennsylvania.*

Students qualifying for more than one preference group will be considered part of the highest preference in which they qualify. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait-list in the order of their draw in the public random drawing. This wait-list will allow students the option of enrollment in the case of an opening during the school year.

For the initial enrollment and acceptance of students, the school will use the following timetable. The school has already begun publicity to attract students to the school and will continue to recruit students until we reach capacity.

<i>Student Recruitment Period</i>	<i>February 2012 – June 2013</i>
<i>Public Lottery</i>	<i>June 7, 2013</i>
<i>Student Enrollment</i>	<i>15 days after notification of acceptance</i>

C. Explain how these policies further the mission of the school in a non-discriminatory fashion.

Montgomery Flex Charter School will strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population within the areas surrounding one of our learning centers. Students

Montgomery Flex Charter School

shall be considered for admission without regard to the characteristics listed in the section above.

The School will implement a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the charter authorizer.

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.*
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups in the area,*
- Outreach activities that include advertising in local papers and websites*
- Building close relationships with faith-based organizations, feeder schools, and diverse community organizations*

V. IMPLEMENTATION AND ADMINISTRATION 3. Human Resource Information

A. Describe the standards to be used in the hiring process of teachers, administrators and other school staff.

The School shall recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the educational program outlined in this Charter.

The School shall be nonsectarian in its employment practices and all other operations. The School shall not discriminate against any individual (employee or pupil) based on actual or perceived disability, gender, nationality, race or ethnicity, religion, or sexual orientation.

All employees will possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job descriptions as determined by the School.

Subject to change and different positions or service providers, the qualifications of the School’s currently intended administrative team are as follows:

Title	Qualifications	Role
<i>Chief Executive Officer</i>	<i>Experience in Education Administration Experience in marketing, financial management, real estate and personnel management</i>	<i>The Chief Executive Officer will oversee all academic and operational functions of the school. The Principal will report to the CEO for all academic functions. The CEO will oversee a staff who will be responsible for marketing and enrollment, financial management, grant-writing and fund-raising, state reporting</i>
<i>Principal</i>	<i>School Principal Certification Experience writing and dealing with curriculum and training/professional development A record of leadership and sound management A passion for helping</i>	<i>The Principal will bear chief responsibility for implementing the school’s education program; attaining the school’s objectives for high student achievement; managing, evaluating, promoting, and releasing school personnel; creating a school culture that is disciplined, orderly, and</i>

Montgomery Flex Charter School

	<p><i>students attain high standards</i></p> <p><i>Strong interpersonal skills and experience in team-building</i></p> <p><i>An understanding of the diversity and unique character of the school</i></p> <p><i>Consistently exceptional professional evaluations and outstanding references from peers, former colleagues, parents, and members of the school community.</i></p>	<p><i>conducive to learning; and nurturing a strong relationship among the School, the parents, and the community.</i></p>
<p><i>Administrative Assistant</i></p>	<p><i>Strong organizational skills;</i></p> <p><i>Strong time management skills;</i></p> <p><i>Ability to work both independently and with a team;</i></p> <p><i>Experience in school front office preferable;</i></p> <p><i>Proficient with Microsoft Office</i></p> <p><i>A.A. degree or equivalent experience.</i></p>	<p><i>The Administrative Assistant reports to the Principal and is responsible for recording attendance, maintaining the lunch database, managing the office, overseeing material purchases, bookkeeping, managing the Principal's and Learning Lab staff schedules and serving as primary contact for Parents.</i></p>
<p><i>Teachers (Math, English, Social Studies, Science, World Languages, Studio Art, Music, Technology, Physical Education, ESL, Special Education)</i></p>	<p><i>A bachelor's degree;</i></p> <p><i>Pennsylvania State Teaching certificate in appropriate subject area</i></p> <p><i>Demonstrated core academic subject matter competence, as required</i></p>	<p><i>Learn the relevant curriculum for assigned grade levels.</i></p> <p><i>Demonstrate knowledge of the state standards and how they align with our curriculum.</i></p> <p><i>Understand overall diversity of assigned families and individual characteristics of students; specifically, how this impacts support needed.</i></p> <p><i>Use data to differentiate instruction and support student achievement</i></p> <p><i>Set and enforce deadlines for</i></p>

		<p><i>student work.</i> <i>Maintain accurate records of student academic progress and attendance</i> <i>Conduct periodic conferences with students and parents/responsible adult.</i> <i>Individualize instruction to help each student achieve curricular objectives.</i> <i>Grade student work and maintain an up-to-date grade book.</i> <i>Alert administrators to any concerns about student performance and progress.</i></p>
<p><i>Guidance Counselors</i></p>	<p><i>Secondary School Counselor Certification Background.</i></p> <p><i>Knowledge of how to identify students who may need further emotional counseling.</i></p> <p><i>Understands Special Education law, the RTI process and how to refer students to the Special Education group.</i> <i>Knowledge of PSSA and Keystone test requirements.</i></p>	<p><i>Coordinate the use of the Student Growth model testing of students.</i></p> <p><i>Coordinate all SAT, ACT, PSSA and Keystone Testing.</i></p> <p><i>Lead the effort by the staff to draft individual learning plans for students.</i></p> <p><i>Work with students on post-secondary choices including career options, professional schools, college entrance examinations and the college entrance process</i></p> <p><i>Provide basic counseling services as needed and refer students to a Psychologist or Emotional Support Counselor.</i></p>

All certification documents for all teachers and professional staff will be kept on file at the School and will be available for view by the charter authorizer.

B. What is the targeted staff size and teacher/student ratio?

Montgomery Flex Charter School

The targeted staff size for the school in the first year is 25 full-time full time members and 2 part-time members. The target staff in year 5 is 57 full-time members and 2 part-time staff members. In year 1, with 240 students and 17 teachers, the teacher/student ratio will be 1:14. In year 5, with 480 students and 36 teachers, the teacher/student ratio will be 1:13. Below is the list of our planned staffing in year 5.

	<i>Expected Number of Students</i>	<i>Number of Staff</i>	<i>Teacher to Student Ratio</i>
<i>Mathematics</i>	<i>420</i>	<i>4</i>	<i>1 to 105</i>
<i>English</i>	<i>420</i>	<i>4</i>	<i>1 to 105</i>
<i>Science</i>	<i>420</i>	<i>4</i>	<i>1 to 105</i>
<i>Social Studies</i>	<i>420</i>	<i>4</i>	<i>1 to 105</i>
<i>World Languages</i>	<i>420</i>	<i>4</i>	<i>1 to 105</i>
<i>Art</i>	<i>420</i>	<i>2</i>	<i>1 to 210</i>
<i>Music</i>	<i>420</i>	<i>2</i>	<i>1 to 210</i>
<i>Business/Technology</i>	<i>420</i>	<i>2</i>	<i>1 to 210</i>
<i>Physical Education</i>	<i>420</i>	<i>2</i>	<i>1 to 210</i>
<i>Special Education</i>	<i>63</i>	<i>4</i>	<i>1 to 16</i>
<i>ELL</i>	<i>40</i>	<i>2</i>	<i>1 to 20</i>
<i>Guidance Counselor</i>	<i>420</i>	<i>6</i>	<i>1 to 70</i>

C. What professional development opportunities will be available to teachers and other staff?

In addition to orientation at the beginning of the school year (2 weeks) and de-briefing and reflection at the end of the school year (1 week), Montgomery Flex Charter School will schedule at least one professional development day for every 45 days of school.

The professional development days will include the following topics:

- Successful classroom management skills*
- Differentiated Instruction techniques*
- Data Analysis and application of data to classroom instruction and individualized student planning.*

Montgomery Flex Charter School

- *Effective Use of the curriculum.*
- *Effective use of the Learning Management System.*
- *Analysis and exploration into different student learning styles*
- *Special Education Law and procedures.*
- *Methods of supporting ELL students.*
- *Time Management and Organization of student plans.*
- *Review and interpretation of State and Core Common standards.*
- *Disciplinary procedures.*
- *Building Procedures.*
- *Procedures to follow in the case of emergency.*
- *Methods of instruction remediation.*
- *Methods of curriculum application and extension.*

Pearson and its subsidiaries will provide professional development and training on the use of the curriculum.

NWEA, the company selected to provide student testing services to measure baseline and trends in academic growth will provide professional development and training in how to use the system, interpret the results and use the results to direct the implementation of academic plans.

In addition to the above mentioned professional development, the School will pay full cost of all tuition for any courses taken by professional staff members toward a graduate degree or toward an additional certification. The expense paid for tuition for first and second year teachers must be paid back to the school if the teacher fails to continue employment with the school for three years.

Teacher Induction Program

Montgomery Flex Charter School's Induction Program will be provided to all first-year teachers and academic coaches. The goals of the Montgomery Flex Charter School Induction Program will be to:

- *Provide a comprehensive program describing the educational environment of the Montgomery Flex Charter School.*
- *Provide strategies for increasing teaching effectiveness to first and second year professionals.*

Specific competencies addressed by the program are as follows:

- 1. New teachers and academic coaches will become familiar with policies, procedures, and services of the Montgomery Flex Charter School.*
- 2. New teachers and academic coaches will become familiar with the appropriate curriculum and programs of the School.*
- 3. New teachers and academic coaches will improve their skill in analyzing student data and engage in data-driven instructional decision making.*
- 4. New teachers and academic coaches will gain a full understanding of the Individual Learning Plan process.*

Assessment Processes

Each new Montgomery Flex professional will be assigned a mentor and will be asked to fill out an initial needs assessment survey. This information will be reviewed and referenced as part of the mentoring relationship. The responses will also help the school to refine the Induction Program.

Initial Needs Assessment for New Teachers and Educational Specialists

- 1. What are your personal and professional goals for this school year?*
- 2. List at least five pressing concerns that you feel you need addressed before the start of school.*
- 3. How can your mentor help you address these concerns?*
- 4. List at least five concerns that you feel need to be addressed during the term of the mentoring program.*
- 5. What do you want to accomplish by the end of the first week that will make you feel successful?*
- 6. What do you want to accomplish by the end of the first month that will make you feel successful?*

Mentor Selection

The support teacher or mentor will be the most valuable component of the Montgomery Flex Charter School Induction Program. In order to qualify for a mentorship, the teacher/educational specialist must be endorsed by the building principal.

Activities and Topics

Listed below will be the timeline of activities that constitute the school's Induction Program for new teachers and educational specialists.

August – Two Full Day Meetings

1st Day

- Introduction to School Staff
- Review of School Policy Manual
- Classroom Management for the First Week of School (using Harry Wong publication)

2nd Day

- School Philosophy
- How to segment students
- Differentiating in the classroom
- Working with the Academic Coach

September – Four meetings after school

1st Meeting

- Administrative Functions
- Principal's Welcome
- Discipline
- Attendance

2nd Meeting

- Preparing for Back to School Night
- Preparing for Parent/Teacher Conferences
- Ongoing Family Contact

3rd Meeting

- Assessment Procedures
- Grading Procedures
- Standardized Testing
- Interim Reports
- Report Cards

4th Meeting

Special Services...ELL, Special Education, Nurse, RTI, SAP, Mandated Reporter

October – Two Meetings after School

1st Meeting

Pennsylvania Code of Professional Practice and Conduct for Educators

2nd Meeting

Preparing students for the PSSAs

November – One Meeting After School

Teacher Appraisal

December – One Meeting After School

- *Crisis Intervention*
- *Safe School Emergency Response Guidelines*
- *Crisis Response Team and CISM Universal precautions*
- *Response approaches to specific student crises*
- *Harassment, Bullying*
- *Peer mediation*
- *SAP, Probation*

January – One Meeting After School

Fair and Supportive Student Assessment

February – One Meeting After School

Reflecting on success and failure...planning the second semester

March – One Meeting After School

Preparing Students for the PSSA

April – One Meeting After School

PSSA Proctoring Protocol

May – One Meeting After School

- *STUDENT RECORDS*
- *Test interpretation and communication of test results*
- *Standardized Testing*
- *Health Records*
- *Discipline*
- *Confidential Records*
- *Release of Records*

June – One Meeting After School

Induction Certificates Issued

In addition to a formal evaluation procedure, “informal” evaluations will be made of all new staff members in January and March. In January, the mentors are called together for a verbal feedback session. Throughout the school year, the schools’ principal will visit the classrooms of new teachers to monitor their progress and assist where necessary.

Participation and Completion

The following procedures will ensure that all candidates who complete Montgomery Flex Charter School's Induction and Support Program are appropriately credited:

- 1. A master list showing those program candidates in any given year will be kept on permanent file in the Office of Personnel.*
- 2. A certificate will be presented to each candidate upon completion of the program. A copy of this certificate will be kept in the employee’s personnel file.*
- 3. Each candidate who completes the Program receives a letter from the Superintendent of Schools. A copy of this “letter of verification of completion” will be placed into the personnel file of the employee.*

D. Describe your human resource policies governing salaries, contracts, hiring and dismissal, sick and other leave, and benefits.

The Board of Directors will approve a salary schedule for all professional members of the teaching staff. This schedule will clearly outline salary and other compensation, and will have provisions for salary increases that may be based on years of service and educational attainment.

Montgomery Flex Charter School

The Board of Directors may adopt a plan for distributing planned or discretionary bonuses to employees. The payment of bonuses may be based on the extraordinary job of specific teachers to achieve both State and School critical objectives for their students such as attainment of AYP status and academic improvement.

All teachers will receive an annual contract with the school, outlining duties and functions and listing salaries and benefits for the upcoming school year. The school expects to begin operations with all employees hired on an “at-will” basis.

Employees of the School will be required to submit State Police, Child Abuse and FBI clearances with no evidence of inappropriate activity prior to commencing employment at the school and may be denied employment if there is a history of unacceptable activity. The Principal shall monitor compliance with this policy and report to the Board on a periodic basis. The Board President or other designee shall monitor the fingerprinting and background clearance of the Principal and Chief Executive Officer. Adults who volunteer to work with students and who may be outside of the direct supervision of a credentialed employee must receive background clearances prior to working with students.

The School will follow the requirement of the Education Code in requiring tuberculosis testing of all employees.

All certified professionals are expected to maintain credit for continuing education as per state guidelines. Montgomery Flex Charter School will submit all eligible time spent on professional development to the State on behalf of professional employees. However, it is ultimately up to the professional staff member to ensure the number of hours of professional development spent meets State requirement. Failure to meet State requirements in continuing education may result in termination of a professional employee.

All employees who have been deemed to have sub-standard performance of duties will be given a due process to help them retain their positions. This process will include:

- *A written description of deficiencies in performance of job duties and a restatement of expected job requirements. (“the Performance Improvement Plan”).*
- *A list of resources provided by the School to help the teacher in the performance of his or her duties.*
- *Intensive guided supervision of the employee for a defined period of time with frequent communication of any indication of improvement.*
- *If the employee does not meet the standards listed in the performance improvement plan, the Chief Executive Officer may recommend that the Board of Trustees of the School terminate the employee.*
- *Ultimately, the decision whether to retain an employee will be the responsibility of the Board of Trustees.*

Montgomery Flex Charter School

- *Board policy will include a provision whereby a terminated employee is given a procedure by which he or she may appeal the decision of the board.*

In addition to salary, all full-time staff members employed by the School will participate in the Pennsylvania State Retirement System ("PSRS"), and the federal Social Security system. All part-time employees of the School will participate in the federal Social Security system. The staff at the School may have access to additional school sponsored retirement plans according to policies developed by the Board and adopted as the School's employee policies.

All full-time staff members employed by the School will be offered the option of a package consisting of health, disability, dental and life insurance. The plan will allow eligible employees to "opt out" of the plan if they have sufficient coverage that is obtained by another family member. In that case, the employee is eligible to receive \$2,000 in extra pay in lieu of receiving the benefits package.

Other employee benefits as required by law will be offered to employees including but not limited to Workers Compensation Insurance.

E. Identify the proposed faculty.

There are no members of the faculty who are being proposed at this time. We expect that recruiting of candidates and Board approval will occur once the Board of the school is established.

F. Attach a report of criminal history record, pursuant to Section 111 of the Public School Code for all individuals who shall have direct contact with students.

There are no members of the faculty who are being proposed at this time. We expect that recruiting of candidates and Board approval will occur once the Board of the school is established.

G. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 Subchapter C. 2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students.

There are no members of the faculty who are being proposed at this time. We expect that recruiting of candidates and Board approval will occur once the Board of the school is established.

V. IMPLEMENTATION AND ADMINISTRATION 4. Code of Conduct

A. Discuss any rules or guidelines governing student behavior.

The proposed code of conduct for the school is attached. The code outlines the school's dress code, the innovative "Scholar Dollar" program to discourage poor behavior and reward good behavior and the school's approach to detentions, suspensions and expulsions.

Please see the Appendices for the School's proposed Code of Conduct

In addition, the school has drafted an Internet Acceptable Use Policy. Please see the appendices for this policy.

B. Describe your school's policies regarding student expulsion and suspension, including students with disabilities.

Montgomery Flex Charter School will follow the following policy regarding student exclusion from school. The Montgomery Flex Charter School Code of Student Conduct also contains procedures for students whose disciplinary actions require an exclusion from school (See the Appendices for the school's code of conduct).

Exclusion from School: *may take the form of suspension or expulsion;*

(1) Suspension is exclusion from school for a period of from one (1) to ten (10) consecutive school days.

(i) Suspensions may be given by the Principal/Chief Executive Officer ("CEO") or his designee of Montgomery Flex Charter School.

(ii) A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.

(iii) The parents or guardians shall be notified immediately in writing when the student is suspended.

(iv) When the suspension exceeds three (3) school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code.

(v) Suspensions may not be made to run consecutively beyond the ten (10) school day period.

(vi) Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Board of Trustees.

(2) Expulsion is exclusion from school by the Board for a period exceeding ten (10) school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.

(i) During the period prior to the hearing and decision of the Board in an expulsion case, the student shall be placed in his/her normal class except as set forth in subsection (ii).

(ii) If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than ten (10) school days. A student may not be excluded from school for longer than fifteen (15) school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

(iii) Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.

(1) The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the Charter School's CEO.

(2) Within thirty (30) days of action by the Board, the parents or guardians shall submit to Montgomery Flex Charter School written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, the Charter School, within the (10) days of receipt of the notification, must make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act 2004.

(3) If the approved educational program is not complied with, Montgomery Flex Charter School may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See Pennsylvania Code § 12.1(b) (relating to free education and attendance).

Exclusion from classes—in-school suspension

Montgomery Flex Charter School

(1) A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.

(2) Communication to the parents or guardian shall follow the suspension action taken by Montgomery Flex Charter School.

(3) When the in-school suspension exceeds ten (10) consecutive school days, an informal hearing with the Principal/CEO or his designee shall be offered to the student and the student's parent or guardian prior to the eleventh (11th) school day in accordance with the procedures in the Pennsylvania Code.

(4) Montgomery Flex Charter School has the responsibility to make provision for the student's education during the period of the in-school suspension.

Hearings

(a) General. Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

(b) Formal hearings. A formal hearing is required in all expulsion actions. The hearing may be held before the Board or an authorized committee of the Board, or a qualified hearing examiner appointed by the Board. When a committee of the Board or a hearing examiner conducts the hearing, a majority vote of the entire Board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

(1) Notification of the charges shall be sent to the student's parents or guardians by certified mail.

(2) At least three (3) days notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.

(3) The hearing shall be held in private unless the student or parent requests a public hearing.

(4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.

Montgomery Flex Charter School

(5) *The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.*

(6) *The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.*

(7) *The student has the right to testify and present witnesses on his/her own behalf.*

(8) *A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.*

(9) *The proceeding shall be held within fifteen (15) school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:*

(i) *Laboratory reports are needed from law enforcement agencies.*

(ii) *Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the Individuals With Disabilities Education Act 2004 (20 U.S.C.A. § § 1400—1482).*

(iii) *In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.*

(10) *Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.*

(c) *Informal hearings. The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.*

(1) *The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.*

(2) *The following due process requirements shall be observed in regard to the informal hearing:*

(i) *Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.*

Montgomery Flex Charter School

- (ii) *Sufficient notice of the time and place of the informal hearing shall be given.*
- (iii) *A student has the right to question any witnesses present at the hearing.*
- (iv) *A student has the right to speak and produce witnesses on his/her own behalf.*

Montgomery Flex Charter School shall offer to hold the informal hearing within the first five (5) days of the suspension.

Discipline of Students with Disabilities

Montgomery Flex Charter School shall comply with the Individuals with Disabilities Education Improvement Act (IDEA 2004) and any applicable federal and state statutes or regulations when disciplining students with disabilities. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or conduct injurious to themselves or others shall be disciplined in accordance with their Individualized Education Programs (IEP), behavioral intervention plan, Title 22 Chapter 711 and relevant portions of Chapter 12 of the State Board of Education Regulations, IDEA 2004, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and any other applicable federal or state laws.

C. Describe your school's mandatory student attendance plan and its fit with the code of conduct.

The School's mandatory student attendance plan will follow the guidelines of the laws of Pennsylvania. Students will be expected to complete at least 990 hours of instruction in a planned 180 day school year. The school's calendar and hours of operation conform to these requirements.

Upon written request from a parent or guardian, the Principal may excuse a student's absence from school for the following reasons:

- Student Illness*
- Quarantine*
- Death in the Immediate Family*
- Religious Holiday*

A student is considered truant if he or she fails, without a legitimate excuse, to attend school for three calendar days. At this stage, Montgomery Flex will inform the student's local school district for them to take possible action. If a student fails to attend school for 10 consecutive days, the student will be removed from the school rolls per Pennsylvania code.

V. IMPLEMENTATION AND ADMINISTRATION 5. Transportation

A. Describe your transportation program, including transportation for Special Education students and suggestions for improvement.

Students residing within the North Penn School District will be eligible for transportation from the School District's transportation system.

Any student who resides outside of the North Penn School District, but within 10 miles between the border of their resident school district and Montgomery Flex Charter School's campus will be eligible for transportation to and from the school by their resident school district.

Students residing outside of the North Penn School District and residing further than 10 miles between the border of their resident school district and the campus of Montgomery Flex Charter School will be eligible for enrollment to the school but must provide their own transportation to the School.

*For any unusual circumstances in transportation not outlined above and for school outings such as field trips requiring transportation to off-campus locations, Montgomery Flex Charter School will contract for services with **First Student in Colmar, PA**. Families of students engaged in internships, work/study programs and college credit must provide their own transportation to these activities.*

B. What arrangements will be made to transport students and if you plan to implement an extended-day or extended-year program that requires transportation beyond that which the district provides?

Montgomery Flex Charter School will engage the services of First Student, Colmar, PA for any transportation beyond that which the school district provides. However, extended-day programs, such as extra-curricular activities and school behavior corrections may necessitate that students and their families provide their own transportation.

C. What plans are being made for the coordination of transportation of students who live outside the local district to be transported to the school? The school district of student residence must provide transportation to a charter school up to ten miles from its border.

Montgomery Flex Charter School will annually (and at the commencement of enrollment) ask families whether they wish to request transportation services from their resident school district. Upon receipt of this information, the school will immediately inform the resident school district that a student is requesting transportation services.

V. IMPLEMENTATION AND ADMINISTRATION 6. Food Service

A. Describe the food service plan of the school.

Our first effort will be to investigate whether the North Penn School District wishes to extend food service to the school. If we cannot reach agreement with North Penn School District, we will look at outside suppliers to support the food service program.

We have contacted Revolution Foods in Elizabeth, NJ, a food service organization specializing in preparing healthy meals for students in grades k – 12. As they do with other schools throughout the U.S., Revolution Foods will prepare meals offsite and transport them to the school. The school will have necessary reheating and cooling machinery on-site to get the food to desired eating temperature.

B. What are the plans for free or reduced lunch or breakfast? State regulations for student participation in such a program must be followed (24 PS 13-1337).

As specified in 24 PS 13-1337, Montgomery Flex Charter School will comply with all of the state regulations for students participating in the free or reduced lunch program.

V. IMPLEMENTATION AND ADMINISTRATION 7. Timetable

A. Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.

Please see the Appendices for the steps and dates leading up to the opening of the Charter School.

V. IMPLEMENTATION AND ADMINISTRATION 8. Safety

A. Submit written documentation of intent to comply with all applicable safety requirements including the following to demonstrate the safety and structural soundness of the school:

- **Inspection by a local building inspector.**
- **Inspection by a local fire department.**
- **Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.**
- **Compliance with all other federal, state, and local health and safety laws and regulations.**
- **Application for certificates, licenses, etc. are part of the planning process**

The facility to be utilized by the School must be in compliance with applicable State and local Building Codes.

Montgomery Flex Charter School will comply with the following safety requirements:

- *Inspection by the local building inspector*
- *Inspection by the local fire department*
- *Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.*
- *Compliance with all other federal, state, and local health and safety laws and regulations.*

The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills periodically and in conjunction with local authorities.

V. IMPLEMENTATION AND ADMINISTRATION 9. School Health Services

A. Describe your plan for providing school health services as required under Article XIV of the Public School Code.

Montgomery Flex Charter School will adopt a plan for providing school health services that complies with Article XIV of the Public School Code. Montgomery Flex Charter School will complete all required health services to assure that the school is in compliance with all local, state, and federal laws and regulations.

*A certified school nurse will be hired or contracted by Montgomery Flex Charter School through **Bayada Nurses, Moorestown, NJ**. A Medical Doctor will be hired to provide on-call consulting services to the nurse and to periodically check school records for compliance in all local, state and federal programs. The school nurse, CEO and Principal will be responsible for making sure that every child has been immunized and has current health records prior to admittance to the school. Montgomery Flex Charter School will also assure that proper monitoring is conducted of all other compliances at such intervals as outline in Article XIV of the public school code. These records will be maintained in a locked file under the nurse's authority.*

Each child of school age attending Montgomery Flex Charter School shall be given:

- *A vision test by a school nurse, medical technician or teacher*
- *A hearing test by a school nurse or medical technician*
- *A measurement of height and weight by a school nurse or teacher, who shall use the measurement to compute a child's weight-for- height ratio*
- *Tests for tuberculosis under medical supervision*
- *Any other tests as requested by authorizing authorities in order to protect the health of all children.*
- *The vision tests shall be given at least annually and other tests at intervals establish*

The School will adhere to the Education Code regarding administration of medication in school.

The School shall adhere to the Education Code regarding vision/hearing/Scoliosis screening as applicable to the grade levels served by the School.

The School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school. These handbooks shall include but not be limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations and shall be submitted for charter authorizer receipt and review. These handbooks shall include an evacuation plan, and general school safety, injury and illness prevention.

Montgomery Flex Charter School

The Nurse shall be trained on emergency and appropriate first aid responses.

The School shall meet state and federal standards for dealing with bloodborn pathogens and other potentially infectious materials in the workplace.

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

The School shall maintain a drug, alcohol, and smoke free environment.

Service	7	8	9	10	11	12	Special Education
Medical Examination					x		As needed
Dental Examination	X						As needed
Growth Screen	X	x	x	x	x	X	X
Vision Screen	X	x	x	x	x	X	X
Hearing Screen		x				X	As needed
Scoliosis Screen	X						
Tuberculin Test			x				Age appropriate
School Nurse Services	X	x	x	x	x	X	X
Medical Doctor available for consultation	X	x	x	x	x	X	X
Maintenance of Health Records	X	x	x	x	x	X	X
Immunization Assessment	X	x	x	x	x	X	X

B. Describe how school nursing services, including administration of medication will be delivered.

Montgomery Flex Charter School will contract with a School Nurse service or hire a Nurse directly to provide medical care to students. The CEO, Principal and nursing service will be responsible for monitoring updates of student health records and providing medication as prescribed by the child's doctor or written in the student's IEP. Montgomery Flex Charter School intends to partner with a local Doctor and Dentist to provide regular health checks and assure that medical requirements are met. The Montgomery Flex Charter School Nurse or Nurse service will be available to students during normal school hours.