

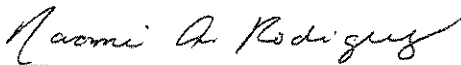
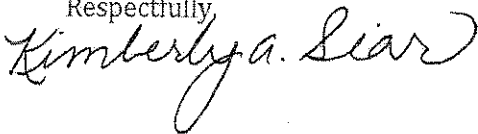
EDUCATION FOR NEW GENERATIONS CHARTER SCHOOL

October 31, 2012

Dear North Penn School Board,

As experienced teachers we understand the difficult times school districts are facing and how hard the North Penn School District works to help students succeed. Though it seems counter-intuitive, we believe that we can develop a system that will inevitably serve the needs of all stakeholders in the North Penn community. Although our efforts may seem as a challenge to your system at first glance, we hope that in reviewing our application and engaging in discourse with us, you will see that we are here to provide new opportunities. You will find in our application that parents, community members, and local business owners agree the time is now to explore the ways our innovative practices we offer can serve so many in these unpredictable times.

Respectfully,



Kim Siar and Naomi Rodriguez

Founders of Education for New Generations Charter School

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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 Charter School Name (Must Include “Charter School” in the Title)

Education for New Generations Charter School _____

School Location (City/Town and Zip Code) _____ County Montgomery

Intermediate Unit Montgomery County IU 23

Proposed Start Date 9/3/2013 Date of School Board Approval _____

Federal Employer Identification Number _____ Aun # _____ (Supplied by PDE)

Contact Person:

First Naomi Middle Awerbuch Last Rodriguez

Organization Education for New Generations Charter School

City Schwenksville State PA Zip Code 19473

Telephone 610-389-0687 Fax Number _____ E-mail nrodriguez@engcharter.org

Founding Coalition	Staff: Total Number of Teachers	Projected Student Enrollment Year 1-5
Parent _____	Grade Level <u>K-2 (1st year)</u>	1 st Year <u>220</u>
Teachers <u>2</u>	Elementary <u>12</u>	2 nd Year <u>260</u>
Business Partnership _____	Secondary _____	3 rd Year <u>300</u>
Community Based Org. _____	Kindergarten <u>Full Day</u> or Half Day?	4 th Year <u>340</u>
Museum _____	Age of Kindergarten <u>5</u>	5 th Year <u>380</u>
Higher Education _____	Age of Beginners <u>6</u>	
Other Founding Group <u>2</u>	Circle Appropriate Grade: K 1 2 3 4 5 6 7 8 9 10 11 12	

Does the charter applicant have an existing retirement system? Yes _____ No x

Does the applicant group presently have access to a facility suitable for a school? Yes x No _____

In what type of community will the Charter School be located?
 Urban _____ Suburban x Rural _____ Other _____

School Focus:

In brief terms, please describe the school mission, educational focus, and other essential characteristics of the proposed charter school. (Use additional page if needed).

The Education for New Generations Charter School offers an integrated curriculum that emphasizes social, emotional, physical, and creative intelligence and daily Spanish instruction during an extended year and extended day schedule.

SCHOOL DESIGN

1. Mission Statement:

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

The mission of Education for New Generations Charter School is to empower each child to manifest their greatness through a premier life education, shaping healthy, happy and prosperous citizens inspired to serve and lead purposefully.

The Education for New Generations charter school provides an education that nurtures and develops the physical, heart, thinking, creative and spirited elements in which the path to a bright future is realized through the fundamental tools of innovation, expression, learning, practicing and advancing in dynamic learning systems. Our mission is to blend the properties of these elements throughout our curriculum so that our children emerge from their school years as healthy, well-developed adults and future leaders. The eNG Way is to learn and then lead the positive, good and virtuous qualities that are taught, reinforced, developed, and supported through the formative years of a child's development in every experience-everyday. It is a way of life that sustains confidently and positively the ability to maneuver life harmoniously, happily, prosperously and purposefully now and throughout the next generations.

- B. What is your overarching vision of the school?

Our vision is to empower each child to manifest their greatness through a premier life education, shaping healthy, happy, and prosperous citizens inspired to serve and lead purposefully.

Our developed children will emerge from their school years with the ability to find a solution to every problem they face, become driving forces of good in their communities, know their strengths and talents and use them to help design the ideal life experience for themselves and their families. Our future is our children. There is a critical need to develop children with positive attributes and characteristics, who are able to make right choices, have the ability to make change, navigate the complex issues of contemporary life and who have the potential to lead.

2. Measurable Goals and Objectives:

A. What are the school's measurable academic goals and objectives to promote student learning?

Goal #1: Demonstrate student achievement and school success by meeting AYP targets.

Objectives:

- At least 75% of the professional staff will be appropriately certified.
- 100% of all professional staff teaching core content subjects will be "highly qualified" as termed by NCLB.
- There will be at least a 5% increase in standardized test scores year-over-year.
- eNG will make AYP and will earn recognition through a PA Department of Education Keystone Achievement Award for Academic Excellence.
- 50% of teaching staff will be Nationally Board Certified by year 5.

Goal #2: Maintain aligned curriculum to PA Common Core standards.

Objectives:

- Require professional development of all instructional staff to ensure a smooth transition to PA's Common Core standards.
- Align core curriculum to PA Common Core standards.
- Complete yearly review and revision of core curriculum.

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

Goal #3: Develop a sustainable, student-directed system to select and integrate relational projects and community partnerships into curriculum.

Objectives:

- Beginning in Grade K, 100% of eNG students will participate annually in at least one community service event inspired by PA standards and derived from eNG curriculum.
- 100% of eNG teachers will connect with other teachers in another country to develop globally-focused relationships.
- 100% of eNG students, in the second year, will participate annually in at least one globally-focused relationship with another class in another country.

Goal #4: eNG families will be highly satisfied with the school's educational program.

Objectives:

- At least 90% of the projected enrollment goals will be met each year.
- On average, there will be at least a 90% student retention rate each year (i.e.,

- students who stay at the school after their enrollment).
- Develop a reliable survey to determine students’ attitudes toward eNG’s educational program.
- At least 80% of families will give “highly satisfied” marks for all key areas of family satisfaction surveys.

3. Educational Program:

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

The Education for New Generations program combines interdisciplinary curricula, social and emotional learning, differentiated instruction, experiential/hands-on learning, project-based learning, and emerging best practices within the following K-8 courses.

Investigations

“The great book of nature can be read only by those who know the language by which it was written and that language is mathematics.”—Galileo

Mathematics is the driving force behind human connectivity; a universal language used to describe and define our world. Scientific experimentation helped great mathematicians discover the laws that govern nature. The study of this interdependent relationship allows students to strengthen the application of these studies to real world challenges. Music can be thought of as a child of math and science; through this lens learners deepen their understanding of the world. This science, technology, engineering, and mathematics (STEM) course aids in the development of the tools needed to navigate the complexities of our world. Milestones in Music of Lansdale will be partnering with the Education for New Generations Charter School to advise on integration of music into the curriculum and provide a music program that fits the individual needs of each student. This course integrates the Everyday Math and Science Companion curricula with music at the elementary level and Pearson’s Course 3, Algebra Foundations, Algebra 1, and Geometry with the Science Fusion at the secondary level.

Perspectives

“The real voyage of discovery consists not in seeking new landscapes but in having new eyes.”—Marcel Proust

“Perspectives” is the time when students develop the eyes to see how beliefs, behaviors and actions are interrelated with opportunity and choice. Stories portray thinking patterns and social norms that empower each person to live freely and cooperatively with themselves, others and society. Literature and the study of history provide the framework for acquiring skills needed to see the dimensions of what has been and what can be. All of these points are greatly enhanced through artistic expression. Integrating the study of art, literature, and social studies in this course provides a window for seeing how the outer world shapes the inner landscape and the reciprocal quality of this relationship. This course integrates the Lucy Calkins Units of Study for Reading and the Social Studies Alive! programs with art at the elementary level. The Holt Elements of Literature, History Alive! and Meet the Masters art curriculum are integrated in this course.

Expressions

“The limits of my language are the limits of my universe.” -Ludwig Wittgenstein

Communication is essential for the expression of thoughts, ideas and feelings. The freedom of expression is a right and responsibility and when used wisely stops the permeation of confusion and isolation. Writing, in all forms and functions, creates a marker for unique discoveries about the self in relation to others and the world. Language allows us to expand our universe while speaking and listening allow us to connect with others. This course develops the art and science of sending and receiving communication properly. The Lucy Calkins Units of Study in Writing will be used to develop writing skills at the elementary level and the Touchstones Discussion Project will be used at the secondary level.

Creations

“I never perfected an invention that I did not think about in terms of the service it might give others... I find out what the world needs, then I proceed to invent” -Thomas Edison

People acquire robust, lasting knowledge if they undertake the mental work of breaking down and analyzing the components of a problem at hand. Great advancements have been made when given the time and opportunity to know, remember, practice and master a given topic or idea. Information, which is so readily available in this day and age, requires high level thinkers that can use the available resources to create products and solutions that will advance our nation. This course develops the capability of the heart and mind to makes sense of the world and then enhance it. The curriculum will be guided by the “Design Thinking for Educators Toolkit” developed by the Riverdale Country School and IDEO.

Necessities

“The greatest gift you can give another is the purity of your attention.” – Richard Moss

“Necessities” is a school-wide designated time to specialize on the learning skills that all students need to succeed. This direct instruction is tiered to address the spectrum of abilities within a school environment while maintaining dignity in addressing each need.

Spanish

Increased globalization and human connectivity make the ability to communicate in more than one language and have the ability to function in more than one culture a fundamental skill. Each student will study Spanish on a daily basis starting with the Calico Spanish program, moving on to the Realidades program, and finishing with Aci Se Dice program.

See Appendix A for eNG’s draft curriculum.

- 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.

eNG 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 eNG 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.

Please see the enclosed special education policies, which are included as part of Appendix B to this application, for further information regarding the proposed education of students with disabilities at eNG.

eNG 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 eNG 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, eNG 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 eNG, 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 Transliterators 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.

eNG 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.

eNG 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.

eNG 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.

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

eNG plans to open with students in Grades K – 2. Of those students, approximately eleven 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.

eNG has been in communication with Dr. Kim Kircher of IIBD Ltd. regarding behavioral

and educational assessments. It will also contact other entities such as the Montgomery County Intermediate Unit and PaTTAN to determine appropriate provider for services such as Speech Language Therapy, Occupational Therapy, Physical Therapy and School Psychological Services. Upon charter approval, the Board of Trustees will review these proposals and contract services. The School will contract with other service providers or with Intermediate Unit # 23 for other special education services as the enrolled students' needs are determined.

eNG 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.

eNG 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).

eNG 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. eNG 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.

Systematic screening of eNG 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.

eNG 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.

eNG will comply with Section 711.23 of Title 22 of the Pennsylvania Code regarding Screening.

eNG 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 eNG 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.

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.

eNG will comply with Section 711.24 of Title 22 of the Pennsylvania Code regarding Evaluations.

The group of qualified professionals at eNG, 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 eNG 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.

eNG shall comply with § 711.22 of Title 22 of the Pennsylvania Code regarding Student Reevaluations.

eNG 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 eNG 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.

eNG shall reevaluate students with disabilities at least once 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.

(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.

eNG 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 eNG, 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.

eNG 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.

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, eNG 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..

eNG 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.

eNG shall comply with § 711.44 related to the provision of 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.

eNG shall comply with § 711.42 of Title 22 of the Pennsylvania Code regarding the transportation of students with disabilities.

eNG 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, eNG 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 eNG 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. eNG 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 intrusive necessary.

eNG 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).

eNG 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.

eNG 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.

The above is only a summary of how eNG 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 B.

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

Underpinning the eNG philosophy is the belief that every child deserves specialized instruction which harnesses their natural talents to drive learning. eNG teachers will accomplish this by creating a classroom environment and designing lessons that take into account student physiology, psychology, and characteristics of brain development. Lessons will follow research based guidelines for direct instruction timing. The purpose of maintaining these guidelines is to assure that students are able to attend to the entirety of direct instruction and it is now common knowledge within the neurological community that these intervals coincide with the average attention span of students at each identified grade level. Between these intervals students will participate in active learning involving content-related movement, music, and other engaging activities.

The integration of the subject areas within each course will allow students to construct webs of knowledge that link new information to common knowledge, enhancing their ability to continually access new information until it enters long term memory. Heidi Hayes Jacobs, president of Curriculum 21 and executive director of the Curriculum Mapping Institute states that integration of curricula is a key strategy for helping students develop the 21st century skills they will need to transition among subjects in their thinking and use the connections made to develop new ideas and inspirations. (Edutopia, 2011)

It has long been known that different students find it easier to learn using different modalities. For this reason instruction is designed to provide students of all learning styles access to the content. Students will have opportunities to construct knowledge through hands-on activities, question and discussion activities, music, art, and project design.

A large body of research currently exists showing that the regular use of breathing and awareness strategies can enhance a person's ability to cope with physical pain and regulate emotions. They can also enhance a person's ability to focus thus enhancing memory. These practices are integrated throughout the day as part of our energetics instruction program.

New research and ideas in education are continuously emerging. It is the goal of eNG to evaluate and implement these new ideas where appropriate so that teachers and staff are continuously apprised of what works in education and develop the skills to apply these strategies.

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

eNG will operate on an extended year schedule. The first school year will open in the first week of September 2013 and include 189 days of instruction. Subsequent school years will begin in the first or second week of August and range between 190 and 200 instructional days. See Appendix C for a preliminary school calendar. It is anticipated that School will start at 8:00am and dismissal will be at 3:30pm daily. See Appendix D for the preliminary teaching schedules.

4. School Accountability:

School:

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

The procedure and method for auditing the charter's program will be generated by the mission of eNG and by the Pennsylvania System of School Assessment. The audit practices should begin with the educational program design and then test the success of the school's total program by identifying, collecting, analyzing, reporting, and using pertinent information for each program's future. Results of the audit will determine program refinement, program revision, or program elimination.

The following methods of evaluation will be utilized. The products and outcomes of these practices will be regularly provided to the Board of Trustees.

- Data Analysis of 4-Sight Assessments Results.
 - Data Analysis of Benchmark Assessment Results.
 - Data Analysis of Quiz, Test, and Marking Period Grades.
 - Monthly grade level data and goal setting meetings.
 - Monthly Instructional Support Team meetings with grade level teachers for students who are not meeting goals.
 - Monthly data and goal-setting meetings with individual teachers.
 - Lesson study process and evaluation.
 - PSSA results.
 - Parent Satisfaction Survey concerning classroom instruction and school climate (annually).
 - Co-Directors' evaluation of professional staff conducted semi-annually.
 - Student Discipline Reports (quarterly and annually).
 - The School District will also have ongoing access to the records and facilities of the school to ensure that eNG is in compliance with requirements for testing, civil rights, and student health and safety.
- B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

Teacher capacity at the Education for New Generations charter school will be developed and evaluated using the researched based framework described in Enhancing Professional Practice (Danielson, 2007). This framework will serve to prepare new teachers, shape interview questions for the recruitment of new teachers, provide a course of study for

novice teachers, and provide guidance for experienced teachers. The framework identifies domains, components, and elements of teaching practice. The four domains include: planning and preparation, the classroom environment, instruction, and professional responsibilities. Within the planning and preparation domain, teachers are evaluated on their ability to demonstrate content knowledge and pedagogy through: demonstrating their knowledge of student abilities and needs, setting clear and appropriate instructional outcomes, designing coherent instruction, and designing student assessments. The classroom environment that the teacher has staged is evaluated on the fostering of respect and rapport, apparent culture for learning, classroom management procedures, student behavior management, and organization of the physical space in the classroom. Each teacher's instructional practices will also be evaluated based on their ability to communicate information so that it is clear and can be accessed by all students, the use of questioning and discussion techniques that foster students' critical thinking skills, the use of formative and summative assessments that incorporate appropriate criteria, meaningful feedback, and allow for students to monitor and take ownership of their own progress. Within the instruction domain teachers must also demonstrate flexibility and responsiveness to students' needs throughout the lesson.

Professional Responsibilities is the fourth domain and will be a key component of the Education for New Generations identity. At eNG the model that is created for students will be modeled on every level from administrative staff, to office staff, to teachers. All professionals will participate in serving the community as students are taught the importance of service. All professional staff, administrative staff, and office staff will participate in character building practices and our energetics program which teaches proper nutrition, emotional regulation tools, and the virtues of loving-kindness, industriousness, generosity, honesty, and temperance. Within this domain teachers will also be developed in reflective teaching practices, maintaining accurate records and using records to inform instruction, active participation in professional growth opportunities, and displaying professionalism in their conduct.

Teachers will receive a copy of the rubric developed by Charlotte Danielson for each domain (see Appendix E) at the start of the school year and it will be used in conjunction with eNG's in-house professional development practices of "lesson study". Formal evaluation for teachers with Instructional I certification will occur twice yearly using the PDE 426 form (see Appendix F). Formal evaluation for teachers with Instructional II certification will occur once yearly using the PDE 427 form (see Appendix G).

The Enhancing Professional Practice rubric (Danielson, 2007), PSSA, and PVAAS data will be used during the goal setting process on a yearly basis to support teachers in identifying trends in areas of strength and areas to develop. Each teacher will have a goal setting meeting with an administrator at the start of the year and check in with their assigned administrator for support and progress checks on their goals.

The administration evaluation program will utilize the goals and rubric developed by Kim Marshall (see Appendix H). Administrators will be evaluated by the Board of Trustees in the domains of student success, recruitment and retention, diagnosis and planning,

priority management and communication, curriculum and data, supervision, evaluation, and professional development, discipline and parent involvement, and management and external relations. The data collected to inform evaluation will include monthly observation of the school day processes by a board of trustee's member and monthly reports by administrators at the monthly board of trustees meeting including data on behavioral incidents, assessment data, finances, and parent involvement. Administrators will receive a completed assessment utilizing this rubric once yearly from the Board of Trustees by June.

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

The school will be held accountable to parents at two strategic levels: (a) ongoing (*on the way*) and (b) periodic (*at the gate*) (McCarthy, 1996). Ongoing dialogue among parents, teachers, the administration and the Board is crucial.

The following ongoing mechanisms will be implemented:

Collaboration sessions will be scheduled at least semi-annually, and everyone involved with the school will be encouraged to attend. This vehicle is viewed as a strategic change to the organizational system, one that will encourage ongoing dialogue and a continuous effort to reflect and improve on an individual basis and collectively at the program level. The purpose of these meetings is not only to identify needed changes but also to identify, share, analyze and celebrate successes. These evening collaborations will be held with parents, professionals and community members to ensure that schedules of working parents are accommodated. These collaboration sessions will provide time for individual conferencing between parents and their child's teachers and group collaboration among all stakeholders.

Coordinated communication will be available to parents and professionals. The founders are currently in dialogue about positive and productive means of using email, voice mail and eNG's website to communicate with parents.

Monthly Newsletters will be sent to parents informing them of recent and upcoming activities.

Opportunities for Dialogue will present themselves at the School during times of volunteering, book clubs, learning opportunities, and monthly Work Days.

Composition of the Board of Trustees will include parents.

Committees of parents and teachers will be formed to review curriculum, instruction, fundraising, and climate.

Every parent will be contacted by phone each trimester by their child's teacher to discuss how their child is progressing and develop strategies for the future. Furthermore, student, parent, teacher collaborations will take place at the end of each trimester to discuss the student's progress and needs.

Coupled with the above-mentioned strategies, eNG will also be held accountable to parents through the following mechanisms:

Systematic, periodic reviews will be implemented. Such reviews will include evaluation forms that embody founding principles of eNG and school goals/outcomes.

A parent volunteer program will be in place where parents are trained on our RTI model and participate in the Necessities course

Parents will have access to their students' grades and assignments via the parent/student interface provided by Blackbaud.

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

The school budget and financial records will be kept by the Treasurer of the Board of Trustees and will be reviewed once monthly at Board of Trustees meetings. It is anticipated that Blackbaud will provide the service of recording expenditures, making payments, and supporting payroll. See Appendix I for details on the Blackbaud product under consideration. In addition eNG has secured the services of Charter Choices who will provide the following accounting services for the School:

- Maintain the accounting records to comply with the chart of accounts required by the Pennsylvania Department of Education (PDE).
- Prepare audit work papers for the fiscal year end and work with auditors to complete engagement.
- Prepare the PDE annual financial report, GASB 34.
- Prepare the federal tax form 990.
- Prepare, from School estimates and with assistance provided by the administration of the School, a budget to the PDE.
- Record account transactions and reconciliation of accounts on a monthly basis.
- Manage the accounts payable process at the direction of the administration of the School to ensure that all bills are paid in a timely fashion.
- Manage accounts receivable to ensure eNG is receiving all revenues and entitlements, which it is entitled.

- Present monthly financial reports to the Co-CEOs and the Board of Trustees including a Balance Sheet (as of the end of the previous month), Budget to Actual Income Statement, and a monthly listing of the disbursements for Board review.
 - Prepare all state and federally mandated financial reports including the PDE, form 419 (Rental Reimbursement), and federal grants reporting (from school provided information).
 - Prepare cash flow projections.
 - Reconcile cash accounts monthly.
 - Prepare the Public School Employees Retirement System (PSERS) monthly and quarterly reporting.
- E. Describe your system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA).

Blackbaud will be utilized to maintain all school records. A secure password system protects student information. Founders of eNG Charter School understand that, under FERPA, schools must generally afford parents the following:

- Access to their children's education records
- An opportunity to seek to have the records amended
- Some control over the disclosure of information from the records.

Parents may access, seek to amend, or consent to disclosures of their children's education records, unless there is a court order or other legal document specifically stating otherwise. When a student turns 18 years of age or attends a postsecondary institution, the student, and not the parent, may access, seek to amend, and consent to disclosures of his or her education records.

Access to Education Records

To comply with FERPA, eNG Charter School will provide parents with the following access to their child's education records:

- Provide a parent with an opportunity to inspect and review his or her child's education records within 45 days of the receipt of a request.
- Provide a parent with copies of education records or otherwise make the records available to the parent if the parent, for instance, lives outside of commuting distance of the school.
- Extract the names and other personally identifiable information about other students that may be included in the child's education records.

Amendment of Education Records

To comply with FERPA, eNG Charter School will do the following:

- Consider a request from a parent to amend inaccurate or misleading information in the child's education records.
- Offer the parent a hearing on the matter if it decides not to amend the records in accordance with the request.
- Offer the parent a right to place a statement to be kept and disclosed with the record if, as a result of the hearing, the school still decides not to amend the record.

Under FERPA, a school is not required to consider the following requests for amendment:

- Seek to change a grade or disciplinary decision.
- Seek to change the opinions or reflections of a school official or other person reflected in an education record.
- Seek to change a determination with respect to a child's status under special education programs.

Disclosure of Education Records

To comply with FERPA, ENG Charter School will do the following:

- Have a parent's consent prior to the disclosure of education records.
- Ensure that the consent is signed and dated and states the purpose of the disclosure.
- However, ENG Charter School *may* disclose education records without consent when:
 - The disclosure is to school officials who have been determined to have legitimate educational interests as set forth in eNG's annual notification of rights to parents.
 - The student is seeking or intending to enroll in another school.
 - The disclosure is to state or local educational authorities auditing or evaluating Federal or State supported education programs or enforcing Federal laws which relate to those programs.
 - The disclosure is pursuant to a lawfully issued court order or subpoena.
 - The information disclosed has been appropriately designated as directory information by the school.

Annual Notification

Each year, ENG Charter School will notify parents of enrolled students that the school must allow parents to do the following:

- Inspect and review their children's education records.
- Seek amendment of inaccurate or misleading information in their children's education records.

- Consent to most disclosures of personally identifiable information from education records.

The annual notice will also include the following:

- Information for a parent to file a complaint of an alleged violation with the Federal Policy Compliance Office (FPCO).
- A description of who is considered to be a school official and what is considered to be a legitimate educational interest so that information may be shared with that person.
- Information about who to contact to seek access or amendment of education records.
- This notification to parents will be posted in the Student Handbook and will be available on the school's website.

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

eNG recognizes that charter school funding is based on enrollment; therefore, an accurate child count is necessary. The School will utilize a system for maintaining up-to-date student enrollment data, which will be essential in completing the various required Pennsylvania Department of Education and School District child accounting forms.

The School will maintain accurate records, which will include the basic data for each student that is needed to complete child accounting forms and other student data forms to be submitted to the PDE. This basic data includes the following:

- Student name
- Names and addresses of parents or legal guardians
- Nonresident status of student
- Date of birth
- Sex
- Ethnic code
- Grade level
- Entry code
- Entry date
- Withdrawal code
- Withdrawal date
- Exceptionality code

eNG intends to use a student information software system, such as Blackbaud, to track enrollment data to make sure that enrollment figures are always up-to-date, reflecting new students, and any withdrawals. eNG will budget for, and utilize our software to allow it to record student, staff, and school data electronically.

Blackbaud provides the following services:

- Track all application information on one record.
- Use electronic checklists, actions, reminders, and status updates to easily manage each applicant through the admissions funnel
- Analyze admissions efforts with statistical reports
- Use one integrated system to manage all student and parent information
- Streamline processes to increase efficiency for your staff and make it available to all departments in real time
- Track medical information, family relationships and multiple addresses/contact methods
- Simplify the scheduling process with automated tools
- Enter and manage attendance and grades
- Simplify teacher tasks with electronic grade book, take attendance using seating chart, manage assignments and set-up performance alerts
- Track student progress with standard letter/numeric grades, skill assessment and comments
- Create customized report cards and transcripts
- Seamlessly communicate with parents and students
- Provide online access to information such as assignments, daily grades, class pages, digital drop box (to submit assignments), transcripts and school announcements
- Create high quality, personalized emails to enhance communication with your entire school community

Based on this data, eNG will notify the student’s school district of residence within 15 days of enrollment through the use of the Notification Form developed by PDE. eNG will also mail each affected school district (and any other district that so requests) a copy of eNG’s charter, charter application, and annual reports. Should a dispute arise with the school district of residence over the child’s residency, the eNG Charter School will work with the school district and PDE to ensure that the resolution process outlined in Section 1730-A of the Charter School Law is followed.

Student Evaluation:

A. Describe plans to evaluate student performance.

Teachers will review student formative and summative assessments on a weekly basis with their team. Student needs will be determined, parents will be invited to conference regarding the needs of their student and, if necessary, to provide input in the development of an intervention plan for their student. The resulting intervention plan will then be implemented.

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

Activity	Description	Frequency
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4 Sight Assessments	4-Sight assessments will be provided to monitor each student's progress towards attaining advanced knowledge of the content in mathematics and reading. Student data will be analyzed, a needs assessment will be conducted, and parents will be kept apprised of their student's progress.	Pre-Assessment and then Quarterly
Classroom Diagnostic Tools (CDT)	The purpose of the CDT is to provide information that will help guide instruction by providing support to students and teachers. The CDT reports are designed to provide a picture or snapshot of how students are performing in relation to the Pennsylvania Assessment Anchors & Eligible Content and Keystone Assessment Anchors & Eligible Content.	Beginning, Middle, and End of the school year.
Fountas and Pinnell	The Fountas and Pinnell evaluation of student reading level will be utilized to ensure that all students on the elementary level are reading on grade level or above. Teachers will be trained on the use of this evaluation by the reading specialist.	Beginning, Middle, and End of the school year.
Wilson Reading Assessment	The Wilson Reading Assessment will be used to evaluate the level of struggling readers at the secondary level.	Beginning, Middle, and End of the School Year
Response to Intervention	Our response to intervention process involves assessing student progress three times a year, determining level of need and then providing instruction that meets individual student needs.	Ongoing
Curriculum Assessments	Teachers will take into account curriculum based quizzes and tests when evaluating student data.	Ongoing
Lesson Study	Data from the lesson study process will be used to inform teacher practice in helping each student meet their goals.	Ongoing
PSSA and PASA	The data from this summative assessment will be used to set goals for the following year.	Beginning of each year.

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

The information obtained through our student evaluation processes of RTI, lesson study, and monthly data meetings that evaluate all assessment data will be used to inform classroom practices and determine the academic needs of the student. 4-Sight data, reading level and fluency assessments, and the previous years' PSSA data will be analyzed to determine areas of strength and areas of concern in the newly adopted Pennsylvania state common core

standards. Parent and teacher observation data will be used to determine the non-academic needs that may be affecting the student's academic performance. All of this information will then be incorporated into the RTI process. Students will be taught how to play an active role in achieving success by enabling them to conference and chart their progress in an age appropriate fashion. If student does not progress, the IST team will intervene, student will receive one-on-one tutoring by a teacher during the school day. Student led conferences will also be utilized to develop the students' ability to assess and present their work. Every student will be set on a path to achieve success on the PSSA or PASA assessments.

The following describes some of the other ways in which data will be used to improve student achievement:

- Multiple assessment measures will be used to obtain data for instructional planning and for allocation of resources.
- Student progress will be measured weekly in English Language Arts and Math to make certain that students who need extra help get it immediately. Teachers use interventions to accelerate student learning.
- Assessment data are used to determine student achievement gaps and what standards will be covered in the safety net and credit recovery/intervention programs during school, before school, after school, on Saturday mornings, and in summer school.
- When a student's performance is seriously lagging, the classroom teacher will assemble the Academic Support Team composed of parents/guardians, a school counselor and an administrator to decide on a course of action through interventions and strategies designed to correct the problem and get the student on track.
- An annual satisfaction survey will be used to assess the level of satisfaction among parents, students, and school staff and to help eNG meet the community's expectations. The surveys will, for example, ask parents to rate the effectiveness of each major academic and administrative facet of the school, including the quality of the academic programs and learning environment, the effectiveness of the behavior and discipline policies, and the strength of the school leadership. The responses of parents, students and school staff will be analyzed and shared with the Board of Trustees, PDE, and the North Penn School District as part of eNG's annual report.
- The annual report will also include standardized test results in prescribed formats for the PSSA, as well as data on student conduct, attendance, and in the promotion rate. A discipline tracking system will be used throughout the year to identify the extent to which students are behaving appropriately and in accordance with the school's Code of Conduct. This tool will be instrumental in measuring whether the school meets its goal of providing a safe and orderly learning environment. The annual report will indicate the number and types of disciplinary infractions, what actions were taken in response to behavior problems, and the impact of each measure.

5. School Community:

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

eNG has already received an out-pouring of support from area teachers, parents, and businesses in response to the expressed desire to create a school environment that provides

every student the opportunity to find his/her talents and gifts. Multiple businesses have agreed to provide a rich assortment of activities and enrichment for students of eNG. Evidence of community support is attached as Appendix J.

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

The Board of Trustees of eNG will include founders, parents and community members. While recognizing the importance of able leadership on the part of the Board, the founders of the school feel strongly that, in order to carry out the School's mission, parents must be active participants in the school direction and assist in the decision-making process.

To help ensure success of the school, a high-profile Home and School Association will be established. This organization will include parents, Board member(s), an administrator, and other community members who hold convictions for the mission of the school.

The Home and School Association, in conjunction with the school administration, will sponsor parent/community meetings. The meetings will give the parents, students and community members the opportunity to communicate their concerns and suggestions. The School will utilize this information to improve its general operations and various programs.

Parents can also be active participants in their children's education by ensuring that students attend school regularly and punctually; by expecting high academic achievement; by participating in school related activities and organizations; by being responsible for their children's behavior; by aiding in the prevention of drug and alcohol abuse; and by volunteering in-school time.

In addition, ECS recognizes that parents and guardians are the most important of school partners and possess the greatest potential to positively influence the educational and personal development of students. eNG will endeavor to find ways to help parents become involved in the learning experience with their children through parent workshops and seminars that will enable parents to become successful academic coaches. Moreover, parents will become partners in their children's education through the development of an individualized development plan that will seek to identify and develop the talents, abilities and aspirations of each student.

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

Parent complaints and concerns will be resolved through direct communication and discussion among the participants. However, when such resolution is not possible, any individual will be able to bring a complaint to a Co-CEO by submitting a letter addressed to the Co-CEO. The Co-CEO will respond, in writing, within 10 days of receipt of the correspondence. If the individual is not satisfied with the Co-CEO's response, then the individual will be able to bring the complaint to the Board of Trustees by submitting a letter

addressed to the President of the Board of Trustees or by attending and participating in any public board meeting. Complaints made to the Board of Trustees shall be addressed by the first Board meeting following the meeting at which such complaint was made known.

6. Extra-curricular activities (athletics, publications and organizations):

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

Connections

Give me a fish and I will eat today. Teach me to fish and I will live for a lifetime.

–Chinese Proverb

This after school program offers students the ability to develop experience in an activity for further exploration or specialization. The content of these programs is a result of the partnerships between the School and its community. As a result of the rich resources within the community, students, staff and families can participate in a variety of clubs and activities that support their needs and interests.

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.

Specific agreements have not yet been established, however, Kim Siar, cofounder, contacted the North Penn School District’s Athletic Director and opened communication regarding participating of future eNG 7th and 8th grade students in the NPSD after school sports program in the 2015/2016 school year.

II. NEEDS ASSESSMENT

1. Statement of Need:

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

The North Penn School District teachers and administrators work very hard to meet the needs of its almost 7,000 student population. Like many districts, it is also struggling financially to provide staff and space, keeping class sizes low enough to meet the needs of every struggling student. Although the district’s ability to meet AYP is commendable, due to the aforementioned circumstances, five of its seven minority subgroup populations did not meet proficiency levels in mathematics and six of these seven are still not meeting proficiency levels in reading. See Appendix K for the District’s School Report Cards. Class sizes at the kindergarten level are between 24 and 25 students, during a time that is crucial for the development of reading skills. The National Counsel for Teachers of English states that K-1 teachers should have no more than 20 students per class (see Appendix L). First grade classes have 26 students and fifth

grade classes up to 29 students. As class size increases, more teacher time is spent on classroom management as opposed to instruction and students may not receive the individual attention that they need to grow academically (NCTE, 2012). The toll of class size can be seen when taking a closer look at North Penn’s PSSA data. Students needing extra attention in the IEP subgroup are not meeting AYP in math, reading, or both without help from safe harbor, confidence interval, or growth model at all of North Penn’s elementary schools except York, which does not have an IEP subgroup. Two of North Penn’s elementary schools did not make AYP for their IEP subgroup at all (see Appendix K). IEP and Economically Disadvantaged subgroups miss proficiency in all three of North Penn’s middle schools.

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

One way in which eNG can help remedy this issue is by providing a small class size while helping reduce North Penn’s class sizes over time. Another way in which eNG can help North Penn students is by allocating funds to provide rigorous professional development that occurs in class at eNG using coaching and lesson study models for all teachers so that they continue to develop new skills to support the needs of every child. Temple University will be supporting eNG’s effort to help teachers become Nationally Board Certified and intends to hire a local behavior development organization to provide coaching for teachers and develop curriculum, intervention plans, and IEPs.

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?

eNG has used a conservative enrollment projection of approximately 220 students in its first year and an increase of 40 students per year for the subsequent four years as additional grades are added. These figures are only estimates and actual enrollment may be less than or greater than what is projected.

Student Enrollment Projections

GRADE

		K	1	2	3	4	5	6	7	8	Total
Y E A	1	40	40	40	40	40	20	0	0	0	220
	2	40	40	40	40	40	40	20	0	0	260
	3	40	40	40	40	40	40	40	20	0	300

R	4	40	40	40	40	40	40	40	40	20	340
	5	40	40	40	40	40	40	40	40	40	380

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

eNG will be located at 100 Commerce Drive in Montgomeryville, PA. It is situated near the five points intersection for accessibility and is located in the area of several North Penn developments.

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

This location was selected because of its ease of access and the facility meets the desirable internal and external space requirements. All students from the diverse communities of North Penn School District will have access to this space.

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

North Penn has Korean and Hispanic communities. Promotional material and pre-enrollment forms have been translated in Korean and Spanish to provide access to our services for these groups. Additionally, the eNG website is currently undergoing the process of being translated into both of these languages to provide web access for these groups.

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?

A letter of intent was sent to the North Penn School district prior to informing the public on August 19, 2012. Letters of intent were also sent to districts within ten miles of the proposed facility immediately after the facility was identified. Founder Naomi Rodriguez also spoke with the North Penn School District Teacher’s Union president, Allen Malachowski, explaining the mission of the school and its intent to collaborate with the teacher’s union to minimize disruption to their systems as students transfer to eNG.

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

eNG intends to partner with the North Penn School District in any way that would be beneficial to its students and enhance public education in Montgomery County. The founders anticipate that the school will maintain a cordial, collegial and cooperative

relationship at all levels, throughout the charter term. The charter school will work closely with the transportation department for student busing, and with the superintendent's office for school oversight and compliance. Beyond those functions, however, eNG is excited to collaborate so that all students receive the highest possible quality of education, and is more than willing to partner with any identified district school to share best practices and participate in turnaround initiatives. Such partnering activities could include joint professional development, job shadowing, team teaching opportunities, shared lesson planning, collaborative rubric development, career center program development, and the acquisition of support services from the North Penn School District through contractual agreements that help to retain educational funds within the district. **Note:** Letters of intent must be sent to all school districts from which the charter school could reasonably expect to draw students.

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.

See Appendix J for documents demonstrating eNG's broad support throughout the community.

Explanation: Document efforts to foster open communications with local school districts; evidence that the founders inspire the confidence of their targeted community; evidence that the program provides an attractive educational alternative to students and parents, and evidence that the breadth of community support extends beyond the core group of founders.

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.

Naomi Rodriguez, MS

Naomi has served students for nine years as a mathematics teacher and mathematics specialist. She holds National Board Certification in Early Adolescent Mathematics, a Master's of Science Degree specializing in brain-based instruction for Nova Southeastern University, and Pennsylvania Certification in Administration for K-12 schools from Drexel University. She has devoted her career to helping students overcome the roadblocks they encounter in learning and in life. With experience working with students having Autism, ADHD, ODD, and OCD, she believes that every student has the ability to be successful and is committed to helping them show their genius to the world.

Kim Siar, MS

Kim has worked in the field of education for more than two decades. Her passion for

providing students with tools to access their innate potentialities has led to a career specializing in the sciences of developing intelligences. She holds a Masters Degree from Nova Southeastern University specializing in brain tools, and uses the knowledge she gained through her studies to create strategies for the development of healthy children. She offers ways to compliment the traditional systems of education with tools to access and develop the innate potentialities of children and adults alike. Kim has worked with PECO, Rohm and Haas, and has traveled the world sharing brain tools to enhance student performance. She is a proud recipient of the 2005 Educator of the Year award, presented by the Montgomery County Commissioners.

Glenn J. Mendoza, MD MPH

Dr. Mendoza is a practicing neonatologist in New York State. He has served as the Director of the Early Intervention Program since 1991 and as president of the Rockland Pediatric Society since 2002. He is an Associate Clinical Professor in Pediatrics in a New York Medical College. His areas of research are Late Preterm Infants, Child Neurodevelopment, and Bilirubin.

Ilan Almog

Ilan has always been a science and computer geek with a keen interest in education, child psychology and child development. While in High School, he got a gold medal in the Brazilian Physics Olympiad and a silver medal at the Sao Paulo State Math Olympiad, going on to tutor math, physics, chemistry and English at a preparatory school in Sao Paulo right after High School. He also ranked 4th at the general entrance exam for the University of Sao Paulo, out of over 150,000 applicants. After obtaining his degree in Electrical Engineering (along with classes in economics, linguistics, genetics, neuroscience and biomedical engineering and Japanese culture and language) at the Massachusetts Institute of Technology, he went back home to Brazil to learn the family business: Dynacom, a consumer electronics manufacturing company famous nationwide for its videogames, digital cameras and media players. For the past couple of years he has been acting as a business consultant, specialized in Business Processes, Marketing and IT infrastructure, most recently at Doce Mania - the second largest franchise chain of bakeries for party cakes and pastries in Sao Paulo, Brazil. Ilan is a proud member of academic honor society Phi Beta Kappa (www.pbk.org).

References for each of the founders are available upon request.

- 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.

During the Educational Summit held in New Jersey on August 15, 2011, educational researchers, teachers, and professionals from different walks of life came together to analyze and discuss the current status of the educational system and to propose a theoretical framework that would improve the quality of education our children are experiencing. As part of this Educational Summit, professors from Arcadia University

Department of Education presented topics such as the use of research to bridge service and systems, as well as, changes needed in educational and behavioral systems and practices. These and other topics inspired and enlightened the founding group to design more effective interventions and systems to produce meaningful changes in the school environment.

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

eNG expects to recruit partners to assist in school development, via outreach to organizations with complimentary missions, and to individuals who have qualifications and skill sets that will enhance the capabilities of the Board of Trustees.

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

Upon approval of charter a needs assessment will be sent to parents and businesses supporting eNG. 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 eNG through Board membership, committee work and public meetings.

2. Governance

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

An affirmative vote of a majority of the members of the Board of Trustees of the charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

School calendar (must include 990 hours or 180 days of instruction for secondary students

[grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6].

School cannot be kept open for the purpose of ordinary instruction, on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturday, except when Monday is fixed by the board of directors as the weekly holiday for the entire school year)

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 \$200

Fixing salaries or compensation of administrators, teachers, or other employees of the 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.

eNG is organized as a Pennsylvania Non-Profit Corporation and, upon receipt of its charter, file for recognition as a tax exempt public charity as described in section 501(c)(3) of the Internal Revenue Code of 1986, as amended. A Board of Trustees will govern eNG. The Board will consist of between three and nine Trustees. The Board will include a President, Vice-President, Secretary and Treasurer. The School will implement a shared leadership model consisting of co-CEOs, with one serving as Dean of Academics and the other serving as Dean of Students.

Additional information regarding eNG's management organization may be found in the School's bylaws attached as Appendix M.

B. How will the Board of Trustees be selected?

The Board of Trustees will be selected according to the process described in the bylaws attached as Appendix M.

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

The initial Board of Trustees will be selected by the founders of the school. Continuity of vision will be maintained through staggering initial board terms for lengths of up to 3 years, ensuring that for the initial 3 years of the operation of the school a portion of the Board of Trustees will be comprised of members elected directly by the founders.

D. Describe the roles and responsibilities of the Board.

All members of the Board of Trustees shall be familiar with the Charter, its policies and provisions. All initial and new Trustees shall undergo required training in the roles and responsibilities of Trustees. In their actions as Trustees, Members shall abide by the charter, direct policy for the school, oversee the financial management of the corporation, oversee the Co-CEOs, monitor academic progress, serve on committees as needed or dictated in the bylaws. Trustees shall at all times behave in an ethical and effective manner and make necessary and appropriate changes to ensure the success of the school.

Through regularly scheduled meetings, through the work of standing and ad hoc committees, and through the selection and direction of qualified, dynamic staff, the Board of Trustees will oversee the functioning of the school. The Board will approve all policies and procedures, ensure the fiscal integrity of its operations, and maintain fidelity to the charter. It will focus on academic achievement and on providing an environment conducive for learning.

Responsibilities:

As outlined in the Bylaws, the Board shall have and exercise the corporate powers prescribed by the laws of the Commonwealth of Pennsylvania, and more particularly described in the Charter School Law and eNG's Charter. The essential function of the Board shall be policy making, the assurance of sound management, and active participation in the provision of necessary funds. The Board has ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals. More specifically, the Board's authority shall be, without limitation:

- (a) to approve policies and procedures regarding employment, including but not limited, to appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;
- (b) to adopt the curriculum or courses of study and text books;
- (c) to authorize the acquisition, management and disposition of all property and physical facilities, having due respect for the corporate purpose, including the construction renovation and upkeep of the physical plant. As prescribed by the Charter School Law, the Board and contractors shall be restricted and subject to certain statutory requirements governing construction projects as set forth in Section 1715-A (10) of the Public School Code of 1949, as amended, 24 P.S. 17-1715-A;
- (d) to approve institutional documents and policy statements at the Board's discretion to assure compliance with the Articles of Incorporation, bylaws, Charter, and Board Policy;
- (e) to sue and be sued, complain and defend and participate as a party or otherwise, but only to the same extent and upon the same condition that political subdivisions and local agencies can be sued;
- (f) to make contracts and leases for the procurement of services, equipment, and supplies;
- (g) to incur temporary debts in anticipation of the receipt of funds;

- (h) to solicit and accept any gifts or grants for Charter School purposes;
- (i) to establish the annual academic calendar;
- (j) to adopt and approve the annual budget and to make revisions therein;
- (k) to establish enrollment policies and procedures;
- (l) to adopt and approve policies and procedures to assess student achievement;
- (m) to approve or ratify all contracts as determined by the policy on contracting;
- (n) to be final arbiter of all disciplinary matters;
- (o) to appoint or dismiss the Principal and Chief Executive Officer;
- (p) to authorize any annual audit by an independent certified public accountant;
- (q) to fix the salary or other compensation of the Co-CEOs, teachers, and other employees of the Charter School;
- (r) to approve all personnel actions;
- (s) to designate depositories of Charter School funds;
- (t) to have and exercise all of the powers and means appropriate to effect the purpose or purposes for which the Charter School is chartered; and
- (u) to have and exercise all other powers enumerated in the Nonprofit Corporation Law or otherwise vested by law in the corporation and not consistent with the Charter School Law.

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

The Board of Trustees will seek Co-CEOs who recognizes the importance of, and how to build and maintain a productive relationship among instructional staff, support staff, members of the school community and administration. Staff will receive professional development in related areas such as team work, communication, asset building and dispute resolution.

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

Parents and students will have input, via satisfaction surveys, into decision-making around school environment and operations. At least one voting board seat will be reserved for a parent representative, giving them a direct voice in decision-making matters. Parents will be invited to participate in various standing and ad hoc committees developed throughout the life of the school, including interview teams, student outreach, mentoring, fundraising, and community partnerships. Students also will be invited to participate, where appropriate, on ad hoc committees.

- 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:

The bylaws must contain a provision for "failure to organize or neglect of duty". Specifically, the bylaws must outline a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter School Law. No board member shall as a private citizen, engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school. A charter school Board of Trustees shall have a designated treasurer who shall receive all funds, including local, state and federal funds, and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts, which shall previously have been approved by the Board, and by which prompt payment, the charter will receive a discount or other advantage.

The bylaws are attached as Appendix M.

Procedures for dismissal of an employee must be contained in the bylaws.

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

At this time, two of eNG's founding members, Dr. Glenn Mendoza and Ilan Almog, have indicated an interest in serving on the School's Board of Trustees once its charter is granted. Additionally, Vivian Loewenstern, who has served as a district level administrator in Norristown Area and Quakertown School Districts, as well as Garreth Heidt, local father of three North Penn students who intend to enroll at eNG, and Chris Teufal, are interested in serving on the board upon granting of the charter. Their resumes are attached as Appendix N. Additional Board members will be appointed prior to or at the time eNG receives its charter.

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 eNG start-up and operating budgets were developed by Ryan Schumm of Charter Choices. This firm works with numerous charter schools throughout the Commonwealth.

The School's start up and operating budgets are attached to this application as Appendix O. Included in these forms are:

Operating Budget for Fiscal Years Ending 2013-2014 through 2018- 2019
Employee Worksheet for Fiscal Years Ending 2013-2014 through 2018-2019
Cash Flow Projection for Fiscal Years Ending 2013-2014 through 2018-2019

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

The purchasing procedures of eNG will comply with Section 1725-A of the Charter School Law. The goal of the financial procedures will be to provide flexibility while maintaining adequate controls and oversight. The Board of Trustees will approve the financial budget and financial procedures. The School anticipates engaging an independent Business Manager to provide the School with "back office" and fiscal management services. The Business Manager will oversee the school's financial system and ensure that budgets are itemized according to the Board's requirements.

The school administration will be authorized to spend up to \$500 for any single transaction. Expenditures from \$500 to \$5,000 will be permitted when allocated funds are available in the budget category and the school administration and Business Manager will sign off on these expenditures. The Board Treasurer will check to ensure that competitive bids have been entertained where appropriate and as required by Section 751 of the Public School Code. Expenditures over \$5,000 must receive prior Board approval. The Business Manager or school administration will report on the financial status to the Board of Trustees at each meeting of the Board. The Board will develop additional procedures as the need arises.

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

eNG will vigorously pursue any and all grant opportunities, including any available state and/or federal charter school implementation grants, other government grants, as well as grants and support available through private foundations and businesses. eNG is also prepared to secure a business loan to provide for initial start-up costs, if

necessary.

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

The treasurer of the charter shall deposit the funds belonging to the charter school in a depository approved by the board and shall, at the end of each month, make a report to the charter board of the amount of funds received and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The Board of Trustees of a charter school shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be:

- United States Treasury bills
- Short-term obligations of the United States Government or its agencies or instrumentalities
- Deposits in savings accounts, time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.

Note: All Investments shall be subject to the standards set forth in PA 24 PS 4-440.1 of the Pennsylvania School Code.

The school treasurer shall settle his accounts annually with the Board of School Directors for each school year.

An annual school audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter School Boards of Trustees shall follow requirement set forth for school boards in this section.

eNG's Business Manager will settle its accounts annually with the Board of Trustees. An annual audit will be conducted according to the requirements of the Public School Code. eNG will also implement the policies and procedures defined above. Specifically, the following are examples of the proposed financial procedures that eNG will follow:

Budgets

No later than 90 days prior to the beginning of each fiscal year (July 1), the Business Manager and the school administration will prepare and submit together to the Board of Trustees a proposed budget ("Proposed Operating Budget") for the operation of the school during the ensuing school year. Each Proposed Operating Budget will set forth all of the revenues that the school anticipates receiving, a proposed schedule of fees and charges for services, and all of the expenditures anticipated to be necessary for the operation of the school, both (1) during the ensuing school year and (2) during the succeeding two school years. Each Proposed Operating Budget will further set forth each category of expense, the sources and uses of funds, fund accounting income statement, cash flow, capital expenditures, and any other appropriate items, for the ensuing year and for the succeeding two years. Each Proposed Operating Budget will reflect the school administration and Business Manager's view of the most economical, reasonable methods of operating and maintaining the School during the years to which that Proposed Operating Budget relates.

The Board of Trustees will, after reviewing and analyzing the Proposed Operating Budget, communicate to the Business Manager and the school administration any changes, additions or deletions it believes should be made in such Proposed Operating Budget. After making such changes, the Board of Trustees will then approve the Proposed Operating Budget.

It is understood, however, that each operating budget will be an estimate only and that unforeseen circumstances such as, but not limited to, the costs of labor, material, services and supplies, casualty, operation of law, or economic and market conditions may make adherence to the operating budget impracticable, and departures, therefore, may be required due to causes of the foregoing nature or for other business reasons. Accordingly, if revenues of the school for any year are less than budget or if the school will require any expense category to exceed the corresponding amount in the budget in any year, then the Board of Trustees, school administration, and the Business Manager will meet promptly to determine if an adjustment to the operating budget is necessary.

Financial Statements

The Business Manager will report to the school's Board of Trustees in writing monthly, for the preceding month, with monthly balance sheets, statements of income and sources and uses of funds with respect to the school for such month and cumulatively for the fiscal year-to-date, as well as any recommended changes to the then-current approved operating budget that the Business Manager or school administration considers necessary or appropriate. The Board of Trustees and the administrators will examine the monthly financial statements to ensure that the school is meeting the annual approved budget for the fiscal year. The financial statements will be used as a tool to assist the Board of Trustees and school administration in making decisions that ensure the school's financial viability while meeting the school's mission.

Audit

The Board Treasurer, or the Finance Committee, in consultation with the Business Manager and school administrators, will engage an accounting firm or other appropriate third party to perform an audit of the books and records maintained for the school in accordance with applicable regulations. This appointment will have to be approved by the Board of Trustees. The audit is to be completed and a report to be furnished within 90 days after the end of the school's fiscal year (June 30). The annual school audit will be conducted according to the requirements of the Public School Code, using the requirements set forth for school boards.

Operating Account

The Business Manager will establish, on an agency basis for the school, one or more bank accounts, with mutually acceptable financial institutions (the "Operating Accounts"). The Business Manager will cause all gross revenues to be deposited into the Operating Accounts, and cause all operating expenses (including, without limitation, payments of operating expenses, payroll, and payroll taxes) to be paid out of the Operating Accounts for and on behalf of the school. The Operating Accounts shall be used exclusively in connection with the operation of the school.

Working Capital

The Business Manager's personnel shall provide assistance to the school to seek a line of credit facility with a financial institution to be utilized to fund seasonal or other cash flow deficiencies.

Payroll

The Business Manager will provide "back office" accounting services for the school, including the following:

- Payroll services, including processing all payroll payments to employees, issuing W-2 statements and maintaining payroll records, payment of all Federal, State, and local payroll taxes, and all employee benefit expenditures
- Accounts payable services (including, but not limited to, the processing thereof)
- Accounts receivable services
- Maintaining accounting system records and reports
- Petty cash management
- Tracking of expenditures for furniture, fixtures and equipment

The school will employ appropriate on-site record keepers as necessary to provide the Business Manager with operational data.

2. Facility:

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

eNG has entered into a Letter of Intent ("LOI"), attached as Appendix P, to lease an existing 16,800 s.f. single-story building located at 102 Commerce Drive in Montgomeryville. The lease term is for twenty years consisting of a base term of ten

years and two renewals of five years each. The LOI also offers eNG an opportunity to purchase the building during the lease term.

- 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.

The proposed building is a modern, single-story masonry building. The building layout and configuration are ideal for partitioning into classrooms and the ancillary requirements of eNG.

eNG has retained the services of The Percheron Group, a regional commercial real estate development and construction company to evaluate the facility. As an initial evaluation of the facility, Percheron has retained the services of Glenn A. Ritter, AIA as project architect. Mr. Ritter was the original architect on the 102 Commerce Drive facility and has a unique understanding of the structure. The Percheron Group through the architect has initiated a schematic design of improvements to the facility and will have the primary responsibility to ensure local, state and federal code compliance.

- C. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.

The building is presently serviced by public water and sewer. Potable water is provided by the North Wales Water Authority via a 2” service line. The current line has been deemed to be of sufficient size as to meet the potable water requirements of the facility. The building is also serviced with a sprinkler main. Sanitary sewer conveyance is through a recently installed 6” sewer line which flows to a manhole located on Stump Road. Conveyance and treatment are provided by the Montgomery Township Municipal Sewer Authority (MTMSA). The MTMSA operates Eureka Wastewater Treatment Plant and 7 pump stations, 6 meter pits and maintains the entire sewer collection system in the Township.

The facility has a modern Heating, Ventilation and Air Conditioning System (HVAC) which was installed approximately 7 years ago. Percheron, their HVAC contractor and the architect are evaluating the HVAC system for the proposed eNG loads. Percheron has carried a contingent budget of over \$105,000 for upgrades and improvements to the current system.

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

Custodial services will be self-performed by eNG staff. Facility maintenance (on-going Operations and Maintenance) will be coordinated through the Percheron Group and provided through qualified vendors on a fee basis.

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

As stated above, eNG entered into an LOI to lease the existing 16,800 s.f.; single-story building located at 102 Commerce Drive in Montgomeryville. The LOI offers eNG an opportunity to purchase the building during the lease term however eNG will lease until such time as it has sufficient reserves to consider a purchase of the property.

eNG has also retained the services of The Percheron Group, a regional commercial real estate development and construction company to evaluate the facility.

- F. Describe facility financing plans.

Under the terms of an agreement still in negotiation the following is contemplated. The base lease for the facility will be assigned to The Percheron Group or their assigns. The Percheron Group will then finance the required improvements to the facility using a combination of private equity and commercial debt. Percheron will in turn charge eNG a fixed monthly fee which includes 1) the reimbursement of the Base Monthly lease; 2) the amortized costs of the improvements; and, 3) any operating costs to be carried on eNG's behalf by the Percheron Group.

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).

eNG will offer eligible employees health care benefits similar or identical to those provided by the North Penn School District. eNG will further enroll eligible employees in PSERS to the extent required by applicable law.

Please see evidence of insurability and proposed coverage included as Appendix Q.

4. Child Accounting

- A. Describe your school enrollment and attendance procedures.

Note: State child accounting procedures must be followed. (24 PS 13-1332)

Enrollment will be accounted for using our contracted Blackbaud services. As students apply to enroll in our school their complete parent, residence, and health information will be entered into the Blackbaud database. Attendance will be taken each day by the classroom teacher. The office assistant will call parents who did not inform the school in advance of their student's absence to ensure that the student is safe at home and to request that a letter explaining the reason for the student's absence is provided. If a letter is not provided within three days the student will be recorded as having an unlawful absence.

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.

Method	Start Date	Frequency
Host vendor site at First Friday in Lansdale and other community events.	September, 2012	Monthly
Translate all promotional documents into Spanish, Filipino, and Korean and distribute in Hispanic, Philippine, and Korean communities, churches, and high traffic areas. Keep translated materials available at all communities events in which eNG participate and provide translated website for all three languages.	August, 2012	Ongoing
Purchase flyers and ad space to include in the paper copy of The Reporter.	September, 2012	Annually in May of each year for the following year.
Google Ad words	September, 2012	Ongoing
Information sessions held at community libraries	September, 2012	Monthly
Maintain Facebook page and continue posting topics of interest in education for families interested in eNG.	September, 2012	Ongoing
Creation and distribution via internet of promotional videos	September, 2012	Ongoing

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

Co-founder Dr. Glenn Mendoza attended a Filipino function promoting eNG to make available to the Filipino community. In addition, religious institutions of all faiths have been contacted by Sylvia Marketing on behalf of eNG to share eNG information so that religious leaders can make our information accessible for their congregations. Co-

founders Kim Siar and Naomi Rodriguez also met with a number of businesses and families through public meetings and personal visits to share the mission of the school and invite participation. A radio ad was also created and aired on WNPV. eNG intends to continue these practices to maintain their connection with the community.

Explanation: Develop a solid plan to attract sufficient students to operate a school; publicize the school; and ensure a match between the school program and applicants' educational and personal needs.

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.

eNG shall be open to any child who is eligible under the laws of Pennsylvania for admission to a public school, and eNG shall comply with all applicable laws. Admission to eNG shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, ancestry or any other ground that would be unlawful.

eNG assumes the duty to ensure that a free and appropriate public education is available to a child with a disability in compliance with IDEA and its implementing regulations in 34 CFR Part 300 (relating to assistance to states for the education of children with disabilities) and section 504 and its implementing regulations in 34 CFR Part 104 (relating to nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance).

For additional information regarding eNG's admissions and lottery process, see Appendix R.

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.

Admissions	Status	Lead Person	Comments
Develop admission procedure which complies with Charter law	Completed	Naomi Rodriguez	See Appendix R
Hold Informational Meetings	Ongoing, Monthly	Naomi Rodriguez and Kim Siar	
Implement recruiting and	Ongoing	Naomi	See Recruiting and

marketing campaign		Rodriguez and Kim Siar	Marketing plan (pp. 43-44)
Establish a lottery procedure	Completed	Naomi Rodriguez	See Appendix R
Conduct lottery - North Penn residents	May-June 2013	Dr. Glenn Mendoza	Completed in presence of Board of Trustees
Conduct lottery – other school district residents	May-June 2013	Dr. Glenn Mendoza	Completed in presence of Board of Trustees
Send PDE Enrollment Forms to accepted students	May-June 2013	Naomi Rodriguez	
Establish a wait list	May-June 2013	Naomi Rodriguez	Completed in presence of Board of Trustees
Send PDE an enrollment report	May-June 2013	Naomi Rodriguez	
Confirm acceptances	July 2013	Dr. Glenn Mendoza	Official letter sent by CEOs on behalf of Board of Trustees
Request student records	July 2013-August 2013	Naomi Rodriguez	Contact school district of residence for each student

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

The mission of eNG is to empower each child to manifest their greatness through a premier life education, shaping healthy, happy and prosperous citizens inspired to serve and lead purposefully. We believe in every child’s academic potential. We believe every child is gifted in some aspect of life and it is our job to help the child find the gift and craft their skills to utilize their gift for the betterment of the community. With this in mind, eNG adheres to the state regulations that we admit all students based on their number from the lottery or time and date stamp of application. We do not ask for any paper work that would indicate a student’s academic progress until after they are admitted. We find a way to accommodate all students to the best of our ability and as

prescribed by law. We believe in every student and therefore allow every student to have a chance to enter our safe haven.

3. Human Resource Information:

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

eNG Board of Trustees will have the sole authority and responsibility to create new/additional staff positions. The Co-CEOs, in collaboration with the Board of Trustees, have the authority to establish salaries and approve candidates for hire.

The hiring procedures outlined below must be followed in order to appoint candidates to any position at eNG. The primary goal in the employment process is to fill vacancies with the most qualified candidates available. In this pursuit, eNG will adhere to the principles of Equal Employment Opportunity. eNG is an equal opportunity employer dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a multicultural environment and strongly encourages applications from women, minorities, individuals with disabilities and covered veterans.

Guidelines

To assure careful selection and orientation of new staff into the community, the Board of Trustees promotes an open and collaborative process to facilitate the hiring of all school personnel. Instructional staff are expected to hold Pennsylvania State certification or be in the process of obtaining certification within one year of hire. It is required that middle school teachers have middle school or secondary certification.

All non-instructional and administrative staff are expected to participate in and obtain certification or ongoing professional development related to their area of responsibility.

1) The first step in the hiring process is notice to the Board of Trustees of a position opening.

2) Recommendations to create a new position must be submitted to the Board of Trustees and approved prior to the start of the search for an employee to fill the position.

This recommendation will include:

- Rationale, needs assessment
- Required qualifications

- Job description
- Proposed salary range/rates, determined by the required position qualifications and established salary scales/range

3) A file of current job posting ads will be maintained and will include narrative versions for Internet/website use, and print advertising for non-teaching positions:

Job postings will include:

- position title
- brief description of the duties
- minimum qualifications
- name and address to which to send applications
- last day for filing applications
- EEO statement

And require applicants to provide:

- letter of interest
- copies of Certifications, as applicable
- resume
- three references
- transcripts, as applicable
- standard application (PDE)
- Act 34 and 151 clearances and FBI clearances

4) A job posting (ad) for open positions will be published:

a) Internally

- Notice by email of an open position to all current staff
- Posting on the school website

b) Externally

- Internet - PAReap
- Print Publications – only for non-teaching positions

5) A file of submitted resumes for various positions will be maintained and rotated out on an annual basis.

6) Current staff and recommendations of candidates by current staff will be given consideration.

Screening/Interview/Selection

- 1) Resumes/applications will be initially screened, reviewed by, interviewed and

selected by the appropriate interview team members based on the following criteria:

a) Selection of the Co-CEOs shall be made by the entire Board of Trustees with input from administration, staff, and parents based on criteria developed through a collaborative process.

b) Selection of Leadership level positions shall be made by using a collaborative process that includes the Co-CEOs and representatives of the staff group with whom they will be working.

c) Selection of teaching, custodial or office staff shall be made using a collaborative process involving the Co-CEOs, applicable leadership, and representatives of the staff group with whom they will be working.

2) Devise standard selection questions which are not biased against: gender, race, religion, sexual orientation, disability, familial status, color, citizenship status, national origin, creed, veteran status or any other factor protected by law and use the same questions and selection criteria for all candidates

3) Screen resumes for minimum entrance requirements; resumes may be accepted as supplements to the "PDE form application," but not as a substitute for the "PDE form application"

4) Select candidates for interview, and send a letter to candidates not selected for interview

5) Notify successful candidates of selection for interview, schedule interviews, and then interview those candidates

6) Select candidates for final (or second) interviews which are mock teaching lesson situations for teaching positions

7) Perform and document reference checks; develop a consistent process and set of questions for checking references

8) Solicit written remarks from those that met with or interviewed candidates. A rating form can be developed for this purpose

9) Select final candidate

10) Send letter to finalist not selected once selected candidate has accepted the position

Approval

1) When a conditional offer has been made, selected candidate(s) and their credentials will be presented to the Board of Trustees for review and final approval.

2) For all positions, prior approval from the Board of Trustees must be obtained before a conditional offer of employment is extended where any exceptions are to be made to normal hiring practices (as related to salary, flexible hours, vacation, etc.)

3) If for any other reason, the employee begins working before formal Board approval, a letter should explicitly state that the offer of employment is contingent upon formal Board approval regardless of when employment begins.

4) Upon verbal acceptance of the conditional offer of employment, a written offer of employment will be sent to the candidate.

This offer letter will include:

- Job title
- Annual or Hourly salary
- Hours
- Benefit eligibility
- Status (salaried or hourly)
- Statement of conditional offer pending final board approval
- Vacation and holiday information
- Employment at will
- Start date

Hiring

1) The following information will be collected for a Personnel folder for each individual. Include a paperwork checklist to the inside front of the folder.

This confidential file will include:

- Resume
- Application
- Offer letter
- W-4
- I-9

- Attendance records
- Job description
- Employee Handbook confirmation
- Payroll deduction forms
- H/R documents including life insurance, health insurance and
 - enrollment or waiver
- Emergency contact information
- ACT 34 and 151 Clearances
- Professional Certifications
- Parking information

2) On the first day of employment or, at the latest, during the first week of employment, the employee must meet with the Co-CEOs. The employee will also receive a copy of the job description during this time.

The employee will be required to submit the following documentation:

- Employee Handbook confirmation
- Emergency contact information
- W-4 or W-4A tax withholding form
- I-9 employment eligibility form
- Self-identification form – protected status
- PSERS (retirement) forms
- Basic and optional life insurance enrollment form or waiver
- Health insurance enrollment form or waiver
- Parking information – make model car, license plate number
- Workman’s compensation notification
- Payroll automatic deposit forms (optional)

Probation/Orientation/Mentoring

1) During the 90 day probationary period all permanent/temporary staff members will be introduced to school norms/culture. Orientation, staff development, mentoring, and continuous support will be designed and provided appropriate to individual needs.

2) At the end of the 90 day probationary period all permanent/temporary staff will receive a written performance evaluation.

Terminations/Separations

1) No employee may be terminated without prior approval of the Board of Trustees.

2) Prior consultation with the Board Solicitor or his designee shall be required in instances of involuntary termination.

3) Upon the separation of an individual, whether voluntary or involuntary, notice will be given immediately to the facilities manager in order to initiate separation and security procedures.

4) Any eNG property issued including, but not limited to items such as computer equipment, credit cards, keys, petty cash, and instructional materials must be returned to eNG at the time of termination or the last day of work. The departing employee will be responsible for any lost or damaged items. The value of any property issued and not returned will be deducted from the last paycheck. The departing employee may be required to sign a wage deduction authorization form for this purpose.

5) eNG does not respond to oral requests for or provide “to whom it may concern” reference letters, as these letters can be easily misused. In the event of termination, either voluntarily or involuntarily, the Co-CEOs may be able to provide a reference to specific potential employers only if a signed release form has been received.

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

Teacher/Student ratio in classrooms			
Year	Number of Students	Number of Classroom Teachers	Teacher/Student Ratio
1	220	11	1/20
2	260	13	1/20
3	300	15	1/20
4	340	17	1/20
5	380	19	1/20

Teacher/Student ratio for Special Education Support				
Year	Number of Students	Projected Special Education	Special Education Teacher	Teacher/Student Ratio
1	220	24	2	1/12
2	260	29	2	1/15

3	300	33	2	1/17
4	340	37	3	1/12
5	380	42	3	1/14

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

Integrated Professional Development Practices

Teacher professional development will occur on weekly basis through a process called “lesson study.” Lesson study is a practice in which a group of teachers is formed to develop a lesson that maximizes efficacy of the instruction. Following the procedures in Lesson study Step by Step (Lewis & Hurd, 2011), attached as Exhibit S, a group of teachers is formed and they work together to create a high quality lesson that implements best practice and differentiates for the needs of student. One teacher is then selected at random to teach the lesson to the class, while the other teachers use an observation protocol to collect data. After the lesson the teachers review their observations and determine how the lesson could have been improved. The teachers then collaborate to improve the lesson and another teacher is selected at random to perform the lesson for another class. This process facilitates the ability for teachers to share ideas, observe different strategies, and it develops a culture of learning and adapting to student needs.

Teachers will also participate in monthly workshops after school on implementing research based practices in the classroom. Practices include the implementation of brain based research, utilization of the Understanding by Design (McTighe & Wiggins, 2010) for unit and lesson planning, implementation of interdisciplinary curricula, instructional and behavioral interventions for students with special needs, and the latest research in education. The Understanding by Design Guide is attached as Appendix T. This coursework will be instructed by the co-directors of eNG charter school and university consultants invited on an as-needed basis. The Children’s Literacy Initiative will also be supporting the Education for New Generations Charter School in implementation of their literacy program through professional development workshops and teacher coaching.

National Board Certification

National Board Certification candidacy is a rigorous process that enables the teacher candidate to develop a reflective practice that ultimately improves teaching skills leading to high quality instruction. The 2008 National Research Council report reflected higher gains among students taught by Nationally Board Certified teachers than students who were taught by teachers who did not participate in the National Board Certification process. For this reason funding to support National Board Certification candidacy for each teacher in the school will be set aside in the budget. It is eNG’s objective to have 80% of professional staff nationally board certified before the completion of the five year charter.

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

The Board has adopted various Personnel Policies attached as Appendix U.

- E. Identify the proposed faculty.

Numerous certified teachers have requested the opportunity to interview for a position with eNG. Upon receiving eNG's charter, these applicants will be contacted and scheduled for interviews and demonstration lessons. A recommendation will be made to the Board of Trustees who will then approve hiring of selected applicants. See Appendix V for cover letters, resumes and certifications of current applicants for teaching positions.

- 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.

All staff—including trustees and volunteers—who shall have direct contact with students will have on record a report of criminal history pursuant to Section III of the Public School Code. See Appendix W for criminal history reports for prospective teachers and Board members.

- 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.

All staff—including trustees and volunteers—who shall have direct contact with students shall have on record 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. See Appendix X for child abuse clearances of prospective teachers and Board members.

Explanation: Establish high professional standards for teachers and other staff; commitment to professional development of staff; and working conditions and compensation packages that will attract and retain quality staff as per compliance with labor laws.

4. Code of Conduct:

- A. Discuss any rules or guidelines governing student behavior.

The underlying premise of our code of conduct will be that of atmosphere, habit formation and restorative practices, not punishment. Disciplining children begins with recognizing helpful and positive habits of behavioral choices and ensuring a respectful, engaging, delightful and challenging learning atmosphere. Within this model, children

know what they have done that is not helpful/ is hurtful and are taught better ways of behaving/responding; the children's dignity is left fully intact. The overarching goal of our discipline model is to assist children in developing an internalized sense of responsibility and feelings of worth (Funk & Fay, 1995). The learning atmosphere will be structured in a way that allows and encourages students to invest in their own learning as well as their peers'. Within this framework, adults are viewed by the children as assistants/consultants in solving the children's own problems.

Within a school community of learners, everyone has rights and responsibilities. Discipline issues can be characterized into offenses of a minor and major nature, in relation to identified rights and responsibilities. Minor offenses will be treated within the regular learning environment. Major offenses (e.g., aggression, destruction of property, disrespectful language) will result in a progressive series of consequences that will be developed by stakeholders during school startup, as mentioned above. For example, in-school suspension and restorative contracts that are developed by the student, parent, teacher and principal may be utilized. A record keeping file per child involving all major offenses will be maintained. A discipline handbook for the School outlining rights and responsibilities, discipline principles, natural consequences, restorative practices, and the school's discipline cycle will be developed and distributed.

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

The school's Code of Conduct will contain specific policies and procedures that describe the conditions under which violations of the Code will result in suspension or expulsion from the school. Students identified as "at risk," based on violations of the Code, will be referred to appropriate school staff for the development of a family-based intervention. All due process requirements will be respectively followed for regular and special education students. In the specific case of students with disabilities, the guidelines established by the Individuals with Disabilities Education Act (IDEA) 2004 and by subsequent court rulings will be carefully followed in order to fulfill total compliance. Manifestation hearings will take place in all serious offenses for which significant disciplinary action is being considered for these students to determine whether or not their disability is the causation of the negative action requiring administrative resolution. All attempts to rectify problems will be made before the implementation of sanctions.

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

Participation in class and in the school community as a whole is an essential component of an eNG education. Daily attendance is the foundation upon which students' successful mastery of class materials is based.

Frequent absences from class affect the student's ability to learn and the teacher's opportunity to teach. As a result, the student's grades and social interactions may suffer.

Individual attendance and lateness figures are recorded on a student's official transcript, which is maintained in confidential office files. In the event that students graduate or transfer to another school, this information will be forwarded and may effect admission decisions.

Upon the student's return to school, the student's teacher must be provided with a written excuse note from the parent.

A student arriving at school after 10:00 am or leaving school before 1:00 pm will be marked as a half day's absence.

Attendance shall be required of all students enrolled in the school during the days and hours that the school is in session, except that the Dean of Students may excuse a student for temporary absences when he/she receives satisfactory evidence of such mental, physical or other urgent conditions which may reasonably cause the student's absence.

The following conditions are considered to constitute reasonable cause for absence from school:

- **Serious Injury to or Death in the Immediate Family:** The immediate family of a student includes, but is not necessarily limited to parents, grandparents, brothers and sisters.
- **Medical or Dental Appointments:** A note from the medical professional is required to consider this absence as excused.
- **Personal Illness or Injury:** A note from a medical professional is required.
- **Quarantine:** An absence that is ordered by the local health office or State Board of Health.
- **Court or Administrative Proceedings**
- **Observance of a Religious Holiday:** If the religious tenets to which the student and/or his/her family adhere require observance of the holiday.
- **Out of School Suspensions**
- **Other Absences Approved by the Principal**

To the extent required by law, no student excused due to observance of a religious holiday shall be deprived of an award, eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

The Dean of Students will contact the parent/guardian of students who have a pattern of excessive excused or unexcused absences. eNG will make every effort to work with the parent/guardian/student to reduce absences. Should a student miss a relatively high number of school days (excluding religious holidays, mandated court appearances and a death in the family), the following steps will be taken:

Absences of three (3) unexcused days in a two week period for any marking period - the parent/guardian will receive a warning letter from the Dean of Students requiring official documentation from a doctor to justify the absences.

Unexcused absences of five (5) cumulative days - the parent/guardian will receive a letter from the Dean of Students requiring the parent/guardian to meet with the administration, school counselor and teacher(s) to discuss the student's progress.

An official document will be kept in the school office to ensure the student is in compliance with Pennsylvania's compulsory education laws. In addition to this, one or all of the following may occur; reduction of school privileges, detention, suspension, referral to the school's Behavior Specialist, referral to the Department of Human Services.

At the tenth (10th) unexcused absence any or all of the following steps will be taken:

- The parent/guardian will receive a formal letter from the Dean of Students summarizing the student's number of absences and official notice that this may affect the student's school performance at eNG. The parent/guardian will be required to attend a meeting to clarify the situation, further investigate the reasons for excessive absences and work together to develop possible solutions to this concern.
- The student will be referred to the school's SAP Committee to explore and develop interventions for improving the student's attendance and academic progress, where applicable.
- The student may be provided with an in school or out of school suspension.

After eighteen (18) unexcused absences the student has missed 10% of the school year. eNG's administration will review all documentation between the school and home, and may refer the matter to the Board of Trustees for an expulsion hearing. Disciplinary actions for 18 unexcused absences may include any or all of the following:

- Student placed on probation
- Student retained in current grade
- Referral to the Department of Human Services
- Suspension or Expulsion from New Foundations Charter School

Please be advised, however, that three or more unexcused absences qualify a student as being truant. As a mandated reporter, eNG is required to report to the student's home school district for prosecution under the Commonwealth's compulsory attendance law when that student has accrued three or more days of unexcused absences. Any absence not verified in writing by a parent/guardian, physician, court, or other agency, within three days of the student's return to school, is considered unexcused. Planned absences without prior approval are also considered unexcused.

Additionally, Pennsylvania Law requires that students whose names are on the active membership roll, who are at any time in the school term absent from school for 10 consecutive school days, shall thereafter be removed from the active membership roll unless one of the following occurs: The school has been provided with evidence that absence may be legally excused, or compulsory attendance prosecution has been or is being pursued

5. Transportation:

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

The primary means of transporting students to and from eNG will be via buses provided by the local school district, as required by charter school law: "shall be provided free transportation ...by their school district of residence.....on such dates and periods that the charter school is in regular session whether or not transportation is provided on such dates and periods to students attending schools of the district." eNG personnel will work closely with a student's school district of residence to ensure that necessary modifications to existing bus routes, if any, will be made in a manner that considers both student safety and efficiency. Transportation for all students will be provided pursuant to applicable statutes and regulations; transportation for Special Education students will be provided in accordance with each student's IEP.

Transportation for sporting events, field trips, etc. will be performed in a manner that ensures student safety and may include contracting of services.

- 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?

Under section 17-1726-A of the Charter School Law, districts will transport students to the school “on such dates and periods that the charter school is in regular session.” Additional transportation needs will be satisfied by contracting for services with the district or with one or more of the busing contractors in the local area.

- 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?

In the event that a student lives outside the local district, but within ten miles of its border, eNG personnel will work closely with the local school district to coordinate transportation. Students who live within the State of Pennsylvania but outside the local district and more than ten miles from its border must arrange their own transportation to school. eNG Charter School will work with students and parents to facilitate carpools, or other shared arrangements to reduce the burden on families.

6. Food Service:

- A. Describe the food service plan of the school.

eNG will have access to a kitchen and cafeteria, and has a variety of food service options. The founders currently are discussing what level of service to seek from a food service vendor, among a number of providers. The founders ultimately intend to contract for delivery of prepared food from a vendor that participates in the National School Lunch and School Breakfast program however, in its first year, students will be asked to bring their lunch.

- 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).

eNG plans to participate in the National School Lunch and School Breakfast programs, and estimates that 10% of students will be eligible for free or reduced pricing. Among the requirements for the successful bidder on the School’s food service contract, will be the ability to qualify for and administer this essential program. Participation in the National School Lunch and School Breakfast programs requires menu planning reviewed by an appropriately certified and licensed dietitian to ensure all necessary diet components and appropriate portions are provided to students in order to remain eligible for funding. In accordance with Pennsylvania School Code 24 PS 13-1337, the Department of Education may give technical advice and assistance to any board of school directors in connection with establishment and operation of any school food program and may assist in training personnel engaged in the operation of such programs. eNG will also pursue this assistance to ensure efficient food service operations which comply with required standards and regulations.

7. Timetable:

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

Event	Timeframe
Submission of application to District	October 2012
Public hearings on application	Nov. – Dec. 2012
Notification by District that charter has been granted	Jan. – Feb. 2013
Administrators: Advertise for:	February 2013
Interview:	March 2013
Hire by:	April 2013
Teachers: Advertise:	May 2012
Interview:	June 2013
Hire by:	July 2013
Support Staff: Advertise:	May 2013
Interview:	June 2013
Hire:	July 2013
Public Relations:	August 2012 (on-going)
Student Recruitment:	August 2012 (on-going)
Advertise:	February 2013 (on-going)
Parent/Student Orientation:	August 2013
Admission Notices:	February 2013 (on-going)
Roster Classes:	August 2013
Licenses & Certificates (including but not limited to zoning approval, occupancy permits and mandated clearances):	
Submit Requests to Authorities:	Nov. 2012 – Feb. 2013
Receive all by:	August 9, 2013
Board of Trustees:	May 2013

Renovations:	Mar. – Aug. 2013
Teacher Induction:	August 2013

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

Note: All necessary certificates and occupancy permits must be issued and in effect prior to the opening of the charter school. Preliminary clearances on all these requirements should be obtained prior to a lease being executed.

eNG intends 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.

eNG recognizes that applying for the necessary certificates, licenses, etc. is part of the charter school planning process, and has included this in its plan for school opening.

9. School Health Services

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

A Pennsylvania Certified School Nurse will provide all required health services, as required under Article XIV, within the charter school. This person is responsible for maintaining accurate health information and to perform the required screenings for children in the school.

The School Nurse staffs the Health Office during regular school hours. The School Nurse is available to discuss health concerns with parents by phone or appointment.

Students new to the Commonwealth and sixth grade students will be required to have a medical examination and a comprehensive appraisal of their health from a Physician,

unless the student has been given a scheduled or special medical examination within the preceding four months.

Students new to the Commonwealth and seventh grade students will be required to have a dental examination.

The School Nurse will work with the Health Department's District Office School Health Consultant for information, consultation, technical assistance, training, and coordination of programs and services to the schools, parents, and the community at large regarding school health programs and services.

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

In compliance with the Pennsylvania Department of Health, Department of School Health Services, the School Nurse will provide nursing services including the treatment of acute and chronic conditions, first aid, and emergency care; medication administration; health counseling and health promotion; maintenance of student health records; and assessment for school immunizations.

The School Nurse will conduct health screenings (including annual vision screening), as required, and make appropriate referrals when necessary.

Immunization Records and Comprehensive Health Records are secured during enrollment and maintained throughout the student's education at eNG.

Medications will be administered according to the procedures found in the Pennsylvania Department of Health's "Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care."

COMMONWEALTH OF PENNSYLVANIA

CHARTER

*to operate a public school
known as*

Education for New Generations Charter School

Pursuant to the authority vested in the Board of School Directors of North Penn School District under the Public School Code of 1949, as amended, and the (insert citation of Charter School Statute), the Board of Trustees of the (insert name of charter school) is hereby granted a Charter to operate a public charter school located at _____ for the period commencing on _____ and ending on _____. The grant of this charter was approved by vote of the Board of School Directors at a public meeting held on _____.

It is specifically understood and agreed between the signatories hereto that:

- 1) the Board of Trustees shall operate the charter school in accordance with the provisions of (insert citation to Charter School Statute), any amendments thereto enacted during the term of this charter and any regulations or standards applicable to charter schools;
- 2) the granting of this charter is specifically contingent upon operation of the charter school in strict adherence to the terms of the Application submitted by the Board of Trustees and approved by the Board of School Directors or the State Charter School Appeal Board. Said application is attached hereto as **Appendix A** and is incorporated herein by reference as if fully set forth;
- 3) this Charter and the Appendix hereto constitute a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this charter;
- 4) this charter may be renewed for additional periods of five (5) years duration and upon any such renewal, a new charter shall be executed by the parties; and
- 5) this charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this _____ of 20__.

For the Board of School Directors of: _____

Board President/Vice President

Board Secretary

For the Board of Trustees of _____

Board President/Vice President

Board Secretary