

Charter Application

**To the South Carolina Department of Education
And The South Carolina Public Charter School District**

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1. Program

A. CHARTER SCHOOL MISSION STATEMENT

The mission of the York Preparatory Academy (YPA) is for the faculty, staff, students, parents, and community to provide an engaged learning environment that leads to the success of each individual student, while also challenging these students to become life-long learners, independent thinkers, respectful individuals, and responsible citizens thus preparing them for a 21st century global economy. With this mission, in accordance with the South Carolina Charter Schools Act, YPA will improve student learning, increase learning opportunities for students, encourage the use of a variety of productive teaching methods, establish new forms of accountability for schools, create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site, and assist South Carolina in reaching academic excellence. To succeed in this mission, meeting the individual need(s) of each learner is the core of YPA's mission striving toward South Carolina's goal of achieving excellence through individual successes with every child served.

B. EDUCATIONAL PROGRAM

i. Student Population

YPA will establish a school culture that fosters academic pride, positive peer support, and a sense of personal responsibility for the school among students, parents, teachers, staff, and other community members. Our educational program is designed to address individual needs of each student with diverse learning styles with shared core values in Kindergarten through grade 12.

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In our efforts to improve the performance of students in South Carolina and York County, we have researched the surrounding area and the state to determine the composition of our potential student body. Students eligible for gifted and talented programs in the surrounding district have been 11.5%, with similar districts throughout the state at 16.7%. YPA expects the percent of gifted and talented students to equal or exceed the district and state. Students enrolled in dual enrollment programs in the surrounding district have been 17.4% with similar districts throughout the state at 19%. By focusing on individual achievement, building a strong foundation in the early years, encouraging students to excel, and partnering with a local higher institution of learning, YPA anticipates having a minimum of 25% of its 11th or 12th grade population enrolled in dual enrollment classes.

Correspondingly, YPA anticipates that approximately 25% of its population will serve “academic at-risk” students that need some form of remediation, whether through formal IEP’s or through focused tutoring to less prepared students. Notwithstanding those key groups, YPA will diligently serve all its students with an ongoing effort to reach out to all learners to find their fullest potential through age-appropriate and inquiry-based learning methods. The projected grade span and enrollment over the first five years of enrollment is Appendix A.

ii. Goals and Objectives

YPA’s goals and objectives reflect the school’s mission and our purpose to assist South Carolina in reaching academic excellence by improving student learning, increasing learning opportunities for students, encouraging relevant professional development opportunities, providing both students and faculty leadership opportunities within the school as well as reach out toward the needs of the community, and increasing parental participation. Our educational program is designed to address

the South Carolina College and Career Readiness Standards and we intend to meet or exceed state performance standards. YPA will also follow the SCPCSD School Performance Framework for benchmarking our progress as we work towards our goals.

Goal 1. YPA intends that all general education students in grades K-2 complete each school year meeting or exceeding grade level English Language Arts norms as measured by the current State tests, instruments/programs such as the DRA II, NWEA's MAP test, iRead assessments, or Achieve3000's Smarty Ants program. The goals for special needs students will be established by their IEPs.

Elementary and Middle Grades 3-8

Goal 2. YPA intends that its general education students in grades 3-8 will complete each school year such that the school's performance in reading on current state-mandated testing places it in the top quartile of all schools authorized by the South Carolina Public Charter School District or that student growth, on average, as determined by Value Added Measures, shows significant evidence (the top performance category) that students made more progress than the growth standard. Performance goals for special needs students will be determined by their IEPs.

Goal 3. With respect to math growth, YPA intends that its general education students in grades 3-8 will complete each school year such that the school's performance on current state-mandated testing places it in the top quartile of all schools authorized by the South

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Carolina Public Charter School District or that student growth, on average, as determined by Value Added Measures, shows significant evidence (the top performance category) that students made more progress than the growth standard. Performance goals for special needs students will be determined by their IEPs.

High School

- Goal 4. YPA eleventh grade students will annually exceed the average ACT Composite Score of the SCPCSD, comparison district (district in which school is located) and the state.
- Goal 5. YPA will have a minimum of 25% of its 11th through 12th grade population complete dual enrollment classes or achieve a 3 or better on AP exams.
- Goal 6. YPA's 4-year graduation rate will annually exceed the 4-year graduation rate of the SCPCSD, comparison district (district in which school is located) and the state.
- Goal 7. The percent of YPA students who have attained a score of silver or higher on the mandated Career Readiness Assessment (currently WorkKeys) will be greater than that of the SCPCSD, comparison district (district in which school is located) and the state.

Strategies to Accomplish Educational Goals and Objectives

York Preparatory Academy is committed to serving families from across the Piedmont region of South Carolina who seek for their students to gain the self-discipline, content, and skills as learners and creative thinkers that are needed to excel in academic achievement from Kindergarten to college while learning citizenship and leadership. The school's educational program is based on bedrock principles:

1. Creativity flourishes within a structured academic environment. Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
2. Consistent high academic and behavioral expectations results in high achievement. High expectations demand significant amounts of extra support from staff and parents before, during, and after school and on Saturdays.
3. Without great teachers, nothing else matters. Teachers must have the time and professional tools and resources to do their jobs effectively.

For YPA students to surpass the achievement of students in our geographic area, our sponsor district, the state and in Schools like Ours, all YPA stakeholders must work hard and use common sense. Elevating student achievement and transforming lives requires constant focus on individual and organizational improvement. There is no single, magical solution to achieve excellence other than an unwavering commitment by all stakeholders who will settle for nothing less.

We will offer an academically rigorous college preparatory curriculum to ensure that our students are prepared for college. We are a public school and are assessed by state selected and required

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assessments that may change over the course of this charter contract. Our curriculum and instruction will fully align with the topics, sequence, and examples provided in current SC Curriculum Standards and in any revised standards that may be approved by the state in the future. This ensures that YPA students are held to the same learning standards and curriculum guidelines as other students in South Carolina. At the same time, we expect and prepare YPA teachers to adapt the subject topics and performance standards in the state standards according to their own professional expertise, with input from colleges and universities, Advanced Placement training through the College Board, and data from national standardized college entrance exams to accelerate and deepen content mastery and skills required for college readiness and success.

The education model for YPA will provide a rigorous, carefully sequenced education with a strong focus on K-3 literacy and address academic deficiencies of students while increasing graduation rates and student achievement. York Preparatory Academy seeks to furnish a rigorous, content-rich education to students, regardless of socio-economic background or previous academic preparation. As a school of choice adhering to open enrollment and strict non-discrimination policies, we serve a population of students from a variety of backgrounds and learning abilities. Each student who graduates from YPA will be ready for success in college and careers.

The YPA educational program is designed with the conclusions of the South Carolina Longitudinal Study of PACT Data 2000-2005 in mind. The study, released by the South Carolina State Department of Education on October 10, 2006, concluded that low achievement in South Carolina is too persistent, and there is too little improvement over time to attain South Carolina's educational goals. Ultimately, "increasing achievement over time will require instructional and institutional change." South Carolina's Superintendent of Education Jim Rex has described charter schools as,

"an idea whose time has come".

Our educational program is focused on maximizing student achievement. Strategies will include: use of problem based teaching approaches, small school size, standard school dress, collaborative teacher planning and professional development, Response- to-Intervention (RTI), character education, wellness and physical education, adequate time for recess in elementary grades, a strong extra-curricular program, and parental involvement in the learning process.

YPA curricula and instruction will be complemented by a problem based approach” that will be comprehensive, reputable, and rigorous. The YPA teachers and administrators regularly review and recommend for adoption curricula that current publishers offer and that are also recognized by the South Carolina Department of Education as approved curriculum resources.

YPA will implement the SC College and Career Readiness Standards along with the state approved textbook series in all content areas to service as the foundation of the curriculum. Additional resources may be obtained upon recommendation of the faculty and approval by the school administration as supported by the annual budget, which is approved annually by the YPA Board of Directors.

Basic Instructional Program: The York Preparatory Academy Academic Committee believes a curriculum must be maintained that will provide for the intellectual growth of students in kindergarten through the 12th grade. Our curriculum will give students a basic body of understanding, attitude, and knowledge while acknowledging that learning experiences may vary according to individual needs. This will ensure that students have the opportunity to

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develop intellectual curiosity, critical thinking skills, ethical problem-solving abilities, healthy personal habits, and aesthetic appreciation during their school years in such a manner that they will be used throughout their lifetime. The curriculum will be based on the South Carolina College and Career Readiness Standards. The professional staff of the school will develop the basic instructional program. The program will range from basic academic skills to college preparatory skills to dual credit courses. In compliance with state and federal regulations, the school will not exclude, deny benefits or prohibit students from course offerings on the basis of sex, race, religion, color, creed or national origin.

Research indicates that developing expertise requires learning subject matter as well as the thinking strategies needed to use and inquire more deeply into concepts. For example, Flick (1995) noted that explicit teaching can produce major gains in student achievement on selected kinds of instructional objectives, but “the high levels of teacher supervision implied by explicit teaching models may not foster the kinds of thinking required for instruction with complex and more ill-structured tasks” (p. 17). Accordingly, YPA will utilize teaching methods to develop critical thinking skills in our students and encourage active engagement while teaching specific content knowledge. In general, meta-analysis results indicate that effective teaching strategies including problem-based learning produce positive results across a variety of indicators (Hurd, 1998; Shymansky et al., 1983; Shymansky et al., 1990; Mechling and Oliver, 1983; Wise and Okey, 1983; Rosebery et al., 1992; Scruggs et al., 1993).

An old adage states: "Tell me and I forget; show me and I remember; involve me and I understand." Dewey's theory of learning is that optimal learning and human development and growth occur when people are confronted with substantive, real-life problems to solve. His

belief was that curriculum and instruction must be based on integrated, community-based tasks, and activities that engage learners in forms of pragmatic social action lending toward a real value in the world.

The focus on the role of the teacher as being expert is central to Vygotsky's learning theory. He proposed that cognitive development is "the product of social and cultural interaction around the development and use of tools of a cognitive, linguistic and physical nature". Learning occurs in a *Zone of Proximal Development* where authoritative tool users – teachers acting as mentors – initiate and lead students as novices into the use of technologies. Such a structured introduction into using tools is referred to as *scaffolding*. Work must be structured around projects that demand students to be engaged in a solution of a particular problem of a worthy significance and perceived as relevant to their world.

YPA believes that it is an important aspect of problem-based strategies to augment mastery of science and mathematics is best accomplished with an *open learning* approach. Open learning is when there is no prescribed target or result, which students have to achieve. In many conventional traditional science experiments, for example, the learner is told what the outcome of an experiment will be, or is expected to be, and the student is simply expected to verify this. However, open teaching at YPA will not reflect this type of learning environment; rather, at YPA, the student will be either left to discover what the result of the experiment is, or the teacher will guide them to the desired learning goal but without making it explicit what this will be. YPA is aware that real authentic and meaningful open teaching is an important but difficult skill for teachers to acquire. Therefore, YPA will emphasize purposeful teaching practices taught and monitored through a series of Professional Development opportunities. The

following is a list of priorities for Professional Development:

- Best Practices for Improving Literacy
- Use of Data to Drive Instruction
- Formative Assessments: NWEA MAP and Achieve 3000
- Academic Support Software Applications to Improve Math Achievement
- Identifying Lexile Levels and Improving Reading with Fountas and Pinnell
- Unpacking the SC College and Career Readiness Standards
- High Yield Instructional Strategies

YPA has common beliefs that will be threaded throughout the instructional program and can only be found when rooted in open teaching strategies. The following are some of these beliefs that must be exercised by teaching professionals to achieve success in teaching and learning if students are ever to reach their highest potential:

- Learning should emphasize constructivist ideas of learning. Knowledge is built in a step-wise fashion. Learning is best in group situations.
- The teacher does not exclusively communicate knowledge except when it is necessary, and has the role of being present to help students learn for themselves through a well guided funnel system. This funnel channels recently acquired knowledge into a meaningful experience of discovery learning through hands-on, mind stimulating events.
- The topic, problem to be studied, and methods used to answer problems are determined by the student in an atmosphere that values voice and choice.

Small School Size: YPA will limit school size and maintain separate campuses for elementary, middle and high school students. The three-campus model will insure personalized, small school climates. The research base on the relative effects of school size is large and quite consistent (Gregory, 1992; Howley, 1994, 1996; Jewell 1989; Kershaw and Blank, 1993; Monk and Haller, 1993; Nachtigal, 1992; Robinson-Lewis, 1991). Small schools consistently outperform larger schools on a variety of indicators.

Class Sizes: At capacity, YPA enrolls five sections of students per grade level. Each section is limited to 140 students (i.e., an average of 28 students per class). With respect to the size of any individual class or course, the following variables will be considered:

- 1) Statutorily imposed limitations (for example, in the case of special needs students)
- 2) The number of students seeking enrollment
- 3) The constraints of various physical classroom spaces
- 4) The constraints of current building safety codes
- 5) The financial viability of the school
- 6) Student scheduling constraints

On average, most class and/or course sizes (with the exception of some middle school related arts such as band, PE, and some high school electives) will range from 25 to 30 students.

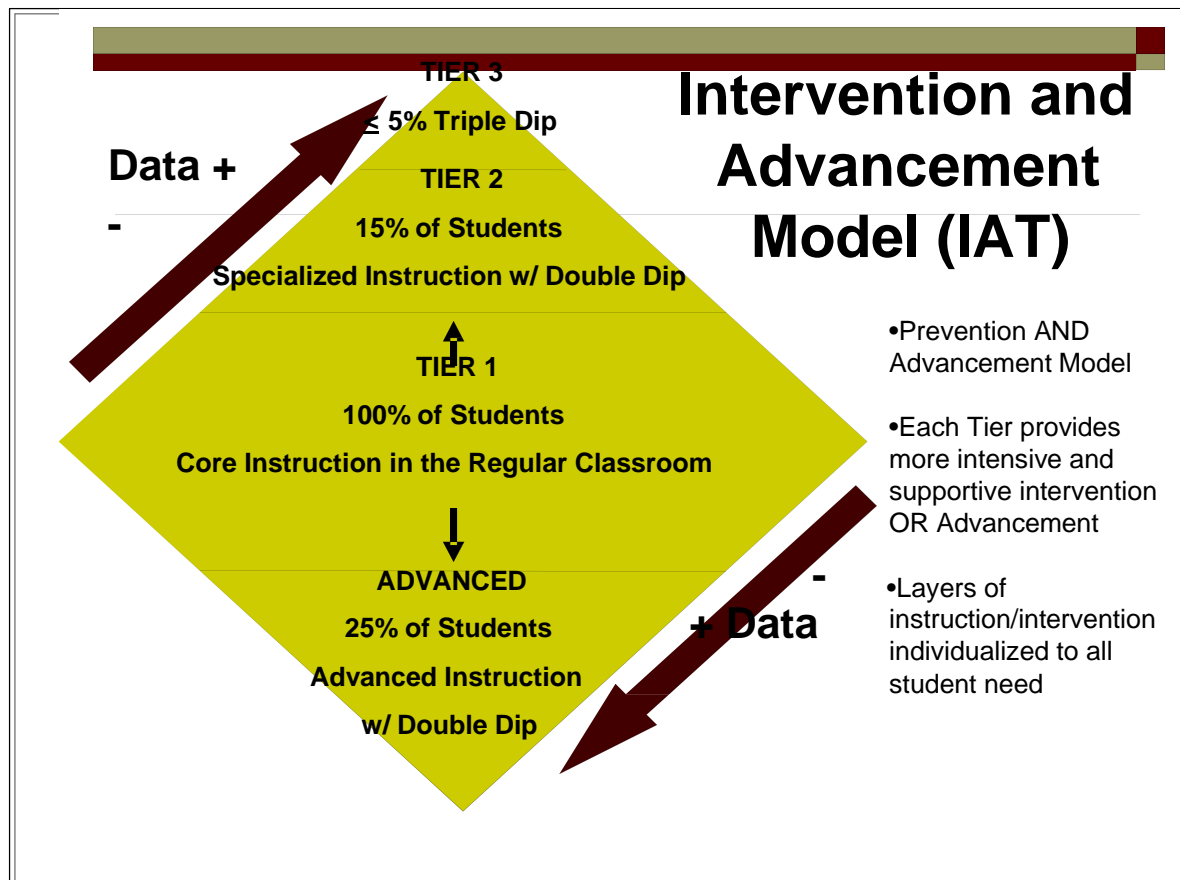
Standard School Dress Code: YPA students should display themselves neat and clean in appearance. YPA believes that the manner by which students dress has the potential to avoid unnecessary distractions in the academic environment and reflect a positive attitude in academic pursuits.

Increased Time for Planning and Professional Development YPA Master Schedules will include a significant time for collaborative teacher planning and professional development. As the What Matters Most (1996) report by The National Commission on Teaching & America's Future noted, investments in teacher knowledge and skills net greater increases in student achievement than other uses of an education dollar. YPA views meaningful professional development as integral to the act of teaching. Without increased time for professional development linked to the curriculum, teachers cannot acquire the knowledge and skills they need to help all students perform at high levels. We believe that the time teachers spend with each other and with other knowledgeable educators, engaged in thinking about teaching and learning, is just as important to students' opportunities to learn as the time teachers spend in direct facilitation of learning.

Response to Intervention (RTI) YPA will utilize a Response to Intervention (RTI) approach to addressing learning and behavioral problems. We will provide high-quality instruction and intervention matched to student need, monitor progress frequently to make decisions about change in instruction or goals, and apply child response data to important educational decisions, such as need for remediation or advancement. The regular classroom will be the first line of intervention. Lack of progress will lead to change in intervention.

Each prevention tier provides a greater degree of intensive and supportive instruction in response to student need. All students (Tier 1) will receive core instruction. The classroom has been identified as the first line of intervention or advancement. Teachers will be expected to differentiate instruction based on student need, and the role of the classroom teacher will be defined to reflect that expectation. Tier 2 and Advancement both will offer a "double dip" (i.e. more time in instruction) and small group instruction. Tier 2 also will provide a higher degree of

corrective feedback, more time on difficult tasks, teaching to mastery, increased opportunities to respond, more frequent progress monitoring, and fewer transitions. Tier 2 and Advancement are only delivered in conjunction with Tier 1, so the classroom teacher never transfers ownership or responsibility for differentiating instruction to other staff. Tier 3 offers interventions which are even more intensive and of longer duration than Tier 2. Advancement may continue throughout the school year depending on the student's response to the intervention. Multiple data from adaptive assessments and progress monitoring will be provided to parents to keep them informed of student progress. Data will be provided by the classroom teacher to the parent and stakeholders involved in the interests of educating the individual learner.



Differentiated Learning: YPA will serve all students in Kindergarten through Third grade according to their needs. In developmental core subject areas such as Mathematics, Reading, and Writing students need to be successful and must be directed away from either levels of frustration, where a concept is too difficult, or not being satisfactorily engaged to their potential during the learning process. For example, learning is like a path by which students learn through a series of experiences. Take away fundamental experiences, and then children will have gaps in their quest toward successfully advancing forward. The gaps need to be filled. Learning is only vertical if the appropriate steps are in place.

YPA will also implement comprehensive K through 12 universal screening and adaptive assessments measures to be determined during the continued planning phase. We will use the Measures of Academic Progress (MAP) tool. The assessment program will include benchmark assessments (up to 3 times per year) as well as progress monitoring assessments (conducted either weekly or every 3 weeks, depending on student risk level). The school will gather formative assessment data and the faculty will collaborate to make data-based instructional decisions via the IAT that meeting bi- weekly or monthly.

Character Education: YPA will teach thirty minutes of character education at least once weekly to kindergarten through grade 8 and will seek opportunities to build upon those lessons. It is the goal of YPA to hold students to a high standard of behavior, emphasizing personal discipline, responsibility and ethics to age appropriate materials. As a result of a connected educational program focused on both high academic and social expectations throughout the entirety of the school's structure, high school students become positive role models for middle school students, and both high school and middle school students become positive role models for younger elementary students.

Weekly Physical Education and Extended Time for Recess: Each week YPA will provide 60 minutes of physical activity including one class of PE per week to all students in kindergarten through grade 5, and offer at least one semester elective class of P.E. to students grades 6 through 8, and offer P.E. credit (one unit) to high school age students, as required by current state mandates. Increased physical activity will be encouraged for all high school students and activities will be provided with incentives given for participation (walking trail, running club, etc.). The school will also include recess each day for students in kindergarten through grade 5.

We believe that healthy kids make better students and that better students make healthy communities. The American Heart Association and the Centers for Disease Control and Prevention (CDC) recommend one hour of moderate physical activity 5 days per week for children and adolescents, and the National Association for Sport and Physical Education (NASPE) recommends P.E. for a minimum of 150 minutes per week for elementary children and 225 minutes per week for adolescents in middle and high school. In addition to prevention of medical problems, research supports that daily physical education is directly linked to higher achievement in academics. Athletic team includes soccer, baseball, volleyball, golf, basketball, etc.

iii. Academic Standards

Goals Students Will Achieve

YPA students will achieve in each subject area at each grade level those standards that have been identified by the State Board of Education. Student achievement will be expected to meet or exceed goals outlined in the SC College and Career Readiness Standards, as the academic standards adopted by the State Board of Education.

English Language Arts Education In grades Kindergarten through 12, YPA students will achieve in Language Arts those standards that have been identified for each grade level by the State Board of Education. It is essential that all students acquire and develop the content and skills of English Language Arts as specified in the state standards. The school will present learning opportunities to students so such skills and content knowledge may be acquired. Accordingly, the school will teach Language Arts skills and content at each grade level in accordance with the state standards. Students will complete required state examinations. YPA will meet or exceed state averages on all assessments. If we fall short of this established goal, we will reevaluate the curriculum, provide professional development opportunities for teachers, and give extra instructional opportunities for our students.

Mathematics Education: In grades kindergarten through 12, YPA students will achieve in mathematics those standards that have been identified for each grade level by the State Board of Education. It is essential that all students acquire and develop content knowledge and skills as required in the mathematics academic standards specified in the state standards. The school will present learning opportunities to students so that such skills and knowledge may be acquired. Accordingly, the school will teach mathematics skills and content at each grade level in accordance with the state standards.

Social Studies Education In grades kindergarten through 12, YPA students will achieve in Social Studies those standards that have been identified for each grade level by the State Board of Education. It is essential that all students acquire and develop content knowledge and skills as required in the social studies academic standards specified in the state standards. The school will present learning opportunities to students so that such skills and knowledge may be acquired. Accordingly, the school will teach social studies skills and content at each grade level in

accordance with the state standards.

Science Education: In grades kindergarten through 12, YPA students will achieve in Science those standards that have been identified for each grade level by the State Board of Education. Science education is a general educational activity for all students. The primary goal of the school's science program is to develop a scientifically literate citizen. The science program will be designed to promote the development of skills, concepts and attitudes, which will help students, discover, interpret and control natural phenomena as well as the products of technology, which confront them daily. The school will present learning opportunities to students so that skills and knowledge as presented in the state academic standards may be acquired. Accordingly, the curriculum will address state standards at grades kindergarten through 12.

Physical Education: In kindergarten through grade 12, YPA students will achieve in physical education those standards that have been identified for each grade level by the State Board of Education. YPA is committed to a sound, comprehensive health education program that is an integral part of each student's general education. One component of health education is physical education. Weekly physical education is a curriculum requirement in grades kindergarten through grade 5. Grades 6 through 8 also have a requirement of one semester each year at YPA. In grades 9 through 12 YPA students will need to earn one unit of PE prior to graduation.

Foreign Language Education: In grades 6 through 12, YPA students will achieve in Foreign Language those standards that have been identified for each grade level by the State Board of Education. Basic Spanish will begin being taught at an age appropriate level, with the opportunity to take more advanced instruction in grades 9 through 12. Students will be expected to achieve in Foreign Language at each grade level those standards reflected in the 2013 South Carolina

Standards for World Language Proficiency.

Computer/Technology Literacy: In grades kindergarten through 12, YPA students will achieve in computer/technology literacy those standards that have been identified for each grade level by the State Board of Education. The primary goal of computer/technology studies is to develop technologically literate citizens. However, these studies do not exist in a vacuum -- the school will use educational technology to support curriculum and instruction. The YPA charter committee believes students, teachers, and others should have access to technological resources and the ability to use those resources at the time and place of need. The school will present learning opportunities to students at each grade level in kindergarten through grade 12 so such technology skills and content knowledge may be acquired in accordance with the technology standards of achievement as provided by the state department of education.

Health Education In grades kindergarten through 12, YPA students will achieve in health education those standards that have been identified for each grade level by the State Board of Education. According to the South Carolina Code of Laws and what is referred to as the Comprehensive Health Education Act, 'Comprehensive health education' means health education in a school setting that is planned and carried out with the purpose of maintaining, reinforcing, or enhancing the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their good health and that promote wellness, health maintenance and disease prevention. It includes age-appropriate, sequential instruction in health either as part of existing courses or as a special course. As such, YPA is committed to a sound, comprehensive health education program that is an integral part of each student's general education. The school will fulfill its responsibility for meeting the health needs of children and youth through a comprehensive program of health education in all grades.

Character Education YPA is committed to the ideals of good character and citizenship through character education as a critical component toward the path of the school's motto of: "Kindling the light of lifelong learning." These ideals include, but are not limited to, the following: individual self-worth; strength in knowledge; personal integrity and honesty; choice and accountability; preparedness; respect for the rights of all persons regardless of race, religion, sex, age, physical condition or mental state; sense of justice and fair play; trustworthiness; patriotism; citizenship; understanding, sympathy, concern and compassion for others; discipline and pride in one's work, respect for one's property and the property of others, including public property; understanding of the rights and obligations of a citizen in a democratic society; respect for authority; and self-advocacy. The school's program of character education will include a meaningful and challenging curriculum that respects all learners and helps them succeed. The school will maintain school communities in which positive behavior is practiced, demonstrated, modeled, and reinforced within an environment of mutual respect and dignity. By embracing these principles throughout grades kindergarten through grade 12, middle school and high school students will serve as role models to the elementary school children.

Environmental Education: The YPA charter committee believes that the quality of life and ultimately the question of survival depend upon humans' ability to live in harmony with the physical environment, which lends way to personal solitude and a more focused learning experience. Our school will provide cross-disciplinary experiences leading to the knowledge, skills, and positive attitudes that will enable society to develop a balanced use of natural resources. The balanced use will recognize the concurrent rights of present and future generations. A basic aim of all environmental education is to succeed in making individuals and communities understand the complex nature of the natural and the built environments. This complex nature

results from the interaction of biological, physical, social, economic and cultural aspects. YPA environmental education will allow individuals and communities to acquire the knowledge, values, attitudes, and practical skills to participate in a responsible and effective way in anticipating and solving environmental problems and in the management of the quality of the environment.

The following are the goals of environmental education: (1) to foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas; (2) to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment, and (3) to create new patterns of behavior of individuals, groups, and society as a whole towards the environment. This will be through the practice of exploring both sides of a given issue.

Consumer Education: Today's society demands that education teach not only basic skills but that it also address issues relevant to the daily problems of life. Many of the problems that confront us in our lives are consumer-oriented. YPA affirms its responsibility to assume a leadership role in this area. The school will conduct instruction in consumer education in conjunction with courses in any relevant and appropriate area of study. The instruction will be sequential and interdisciplinary in nature, and suited to meet the needs of the students at their respective grade levels.

Evidence of the Process to Ensure Instruction Meets/Exceeds Standards

The following processes will be used to ensure that the instructional program meets or exceeds the student academic standards adopted by the State Board of Education:

Long Range Plans will include the following:

- Description of students
- Learning and developmental goals
- Units of instruction
- Instructional materials and resources
- Major assessments
- Student records
- Rules for student behavior
- Procedures for non-instructional routines
- Communication with parents
- Plan for evaluating and adjusting long range plans

Shorter Range Plans will complement the Long Range Plans and will include weekly lesson plans that will identify standards taught, strategies used, and major assessments. The Managing Director will be responsible for faculty to carry out both long and short range plans effectively in terms of the evaluation process.

Provisions for Determining Achievement

Student performance and other school data (e.g. interest/school process surveys, etc.) will be analyzed frequently by administrators, teachers, parents, and students to guide final decisions concerning curriculum for intervention, acceleration, and enrichment. Our charter school will systematically collect, analyze and apply data to monitor all aspects of organizational and instructional effectiveness at the student, classroom, and school level. The school's Leadership Team (reference page 104) will involve parents, staff, and the YPA Board in data collection and analysis so we will know what works, what doesn't, and how to get the results we want. Student

performance information will be gathered and monitored using teacher observations, portfolios, rubrics, formal and informal tests, report cards and progress reports, parent conferences, honor rolls, alternative assessments, MAP (fall, winter, and spring administrations), and standardized state assessments.

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that will provide YPA teachers and parents the information needed to improve teaching and learning. YPA teachers will use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to three times a year, YPA MAP test results will enable the teachers to make student-focused, data-driven decisions. These assessments adapt to each student's ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Most importantly, the results that YPA teachers will receive have the potential to have real practical application to teaching and learning. MAP test results will provide YPA teachers timely information to guide instructional planning and school improvement.

YPA seeks to be innovative in every beneficial way. The data collected from the items listed above plus other methods will be analyzed for improvement needs and opportunities. This includes the classroom environment as well as the overall operation of the school. We will strive to show continual improvement throughout the education environment through management by fact. The term “continual” and not “continuous” improvement is more accurate. Continual is more like a stair-step while continuous is more like a slope. The real world is stair-step. We will embrace continual improvement methods borrowed from the best practices of recognized American institutions. YPA will embrace those ideas and processes within the best-managed

American institutions that objectively improve our student's education, improve workplace satisfaction for our employees, and provide greater value to the taxpayers.

The continual improvement methods listed above have been proven in the business world and the academic world to improve any system. Curriculum/instruction easily meets the definition of a system. For example, formative data will be provided that allows students and parents to view their progress compared to others in their class, their grade, state peers, and personal progress over time.

At the individual student level, information is anonymous and known only to the student and their teacher. This "visual" school has charts and tables showing progress on performance measures where everyone can easily see performance measures by grade and for the school as a whole, but not on an individual basis. YPA will have data walls and visual displays of student progress.

Collaborative efforts bring best practices to every classroom so the teachers and students have the benefits of what their counterparts are doing in the school to meet and exceed the curriculum standards. Better methods are to be adopted by all based on data analysis and not just opinion. Teachers learn from each other what works and what does not. Controlled experiments and adoption of the results improve education. Best practices will prevail.

iv. Educational and Curricular Program

School Calendar and Daily Schedule

The school year will consist of 190 days. The school will use 180 days for student instruction. The school will use the 10 remaining days for professional development based on academic achievement standards and for teacher preparation and planning, development of academic plans,

and parent conferences. The Managing Director or his/her designee, in consultation with the staff, will prepare the school calendar. The calendar will set forth days of attendance for students; days of in-service and organizational meetings for teachers; holidays and vacation periods; days of reports to parents and other schedules of importance to the staff and public. The Managing Director will present the proposed calendar to the board for information in the spring of each year (see tentative school calendar in Appendix E).

State laws and regulations require that the length of the school day for elementary and middle school students must be six hours, or its weekly equivalent, including lunch. The length of the instructional day for secondary students must be at least six hours, or its weekly equivalent, excluding lunch. We will have an extended day for additional instruction time and/or homework time. The Managing Director and the Leadership Team will make recommendations for these considerations (see tentative school daily schedule in Appendix F).

The structure of the schedule will meet the individual needs of each stage of learning: flexible grouping schedule for grades K thru 3; a teamed schedule for grades 4 thru 5; content driven schedules for grades 6 thru 8; 4 X 4 flexible blocked schedule for grades 9 thru 12; and beyond the traditional brick and mortar classroom there will be an online option for grades 9 -12. The following will briefly discuss the framework and justify each schedule proposed.

At the elementary level, flexibility is required to group the developmental needs of each student in the core areas of mathematics, reading, and writing. Our program is designed to meet the needs of all learners, regardless of where they are on the developmental continuum. Therefore, splitting the parts of the day where the student is involved in learning experiences based on these core areas is essential.

For lower ability level students who may struggle in math or language arts, the intent is to have these developmentally challenged students assist younger aged students who may be more advanced in the stages of their learning. The effect is that this will allow the younger advanced student to be more challenged in content area explored while extending their current grade level. This will be in tandem of serving the discrepancies of the older students who may be at or below grade level.

In Grades 4 and 5, a two-person team model will be used to create two separate teams. The two teams will act as preparation to the middle school concept of class transitions. By grouping into teams, teachers will have the ability to continue to address all levels of learning: below, average, and advanced. This model will enable the teacher the option to split abilities into two different class clusters to be received at different time periods: below and on grade level; and advanced and on grade level. Through this model, the teacher will have a greater opportunity to differentiate their instruction by way of this model.

In the Grades 6 through 8 students will be subject to an optional rotating schedule as facility dynamics permit. The intent of the schedule is to reduce any unnecessary distractions that can cultivate during a traditionally static middle school weekly schedule as it will also promo.

In Grades 9 thru 12, students may have a schedule that will be blocked, as facility dynamics permit. The blocked schedule will allow the teacher to provide a more in depth instructional program, as more time per a given class is allocated. Research has time and time again discussed the advantages of extended class periods: more opportunity to be engaged increases in student participation, deeper content covered by educators, and extensions to the topics explored. Students will have the opportunity through this model to be better prepared for college.

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As previously stated, YPA will offer an online option for students in grades 9 thru 12. This option offered by SC. DOE will serve YPA 9 thru 12 grade students in several different aspects. First, students not able to physically attend the YPA traditional setting still would be able to participate and thereby take a certain level of ownership in their learning endeavor from an established brick and mortar school system. Second, those students who may or may not have the ability to attend YPA's traditional campus, but yet desire to participate in a certain elective or extracurricular events, such as athletics, intramurals, the arts etc. would now be able. Third, students who only wish to have online experience may do so accordingly. Regardless of the option chosen, student options would increase for all YPA students in the 9thru 12 grades. Online learning is feasible for an institution such as YPA to provide YPA with the ability to deliver a hybrid of instructional capabilities to all types of learners from all backgrounds not bound away from or to a traditional environment. Classes to be offered would be SC DOE accredited and range in courses from advanced to remedial in nature. A proctor will be a mandate for any one test that would be required for course credit to thus validate truth in scoring and evidence integrity in the learning process.

We will provide an extended school day in order to offer a dedicated time during the school day for Tier 2 and Tier 3 interventions, advanced classes, and enrichment activities. We will also implement a credit recovery program; thus all students will be able to remain in all regular classes and have the benefit of remediation and advancement as well. The Managing Director will consult with parents and faculty and obtain Governing Board approval before varying the length of the school day. YPA will give priority to teaching and learning tasks and may interrupt classes only for emergencies.

Instructional Strategies

School teaching strategies will be based on the work of educational researchers and theorists as well as the experiences of exemplary classroom teachers. The following principles will guide YPA methods. These are the guiding principles behind the Responsive Classroom approach. This educational approach creates learning environments where children thrive academically, socially, and emotionally. In urban, rural, and suburban settings nationwide, educators using these strategies report increases in student investment, responsibility, and learning, and decreases in problem behavior in the classroom.

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the adults at school work together is as important as individual competence: Lasting change begins with the adult community.

YPA curriculum will provide “best practices” instruction. Teachers at YPA will provide a high level of support, structure, and guidance for students while they learn concepts and skills.

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Rigorous implementation of the SC College and Career Readiness Standards will provide faculty with a comprehensive set of content and process standards that will not only allow our students to be competitive among local students when positioning themselves for higher education, but will also serve as a standard to assure that YPA students will be competitive at a national level.

YPA teacher's role is to:

- Be patient, caring, and passionate in their professional role and co-explore the learning experience with the children
- Provoke ideas, problem solving, and conflict resolution
- Take ideas from the children and return them for further exploration
- Search for opportunities for students to be leaders
- Organize the classroom and materials to be aesthetically pleasing
- Organize materials to help children make thoughtful decisions about the media
- Document children's progress with visual representation, film, digital recording, portfolios
- Help children see the connections in learning and experiences
- Help children express their knowledge through representational work
- Form a "collective" among other teachers and parents
- Have a dialogue about instructional strategies with parents and other teachers
- Foster the connection between home, school, and community

Problem based learning will augment the curriculum of York Preparatory Academy. Problems to be addressed during instruction are derived from student interest unfolding over time. They involve investigation, expression, reinvestigation, and more expression. Problem based learning is not done because students will be tested and graded on the specific problem used to engage the

students in the learning; effective strategies motivate children to learn. This approach responds to the combined expectations of children and families, and it reflects the continual evolution of competencies.

YPA lessons will:

- Emerge from children's ideas and/or interests
- Be stimulated by teachers
- Be introduced by teachers knowing what is of interest to children
- Be complex enough to develop over time, to discuss new ideas, to negotiate over, to induce conflicts, to revisit, to see progress, to see movement of ideas
- Be concrete, personal from real experiences, important to children, should be "large" enough for diversity of ideas and rich in interpretive/representational expression
- May be connected to areas of interest within the community

Specific Instructional Strategies - Kindergarten through Grade 8

Reading: Traditional reading instruction will include programs that use a systematic and explicit instructional approach that is grounded in research. Once children demonstrate an understanding of the essential components of reading, enrichment activities will follow. Children will be given the keys to understanding the reading process. This knowledge will be enhanced by observing what good readers do when they encounter unfamiliar words and a balanced approach to literacy instruction in text rich environments.

Consistent with best practice in literary instruction children will learn to read through real reading experiences, primarily using children's literature. The format for implementing

reading will include, yet will not be limited to:

- Achieve 3000
- Learning-Focused Strategies
- Adopted text and supplemental materials
- Explicit, direct instruction
- Shared reading
- Phonics
- Guided reading
- Leveled texts (Lexile use)
- Individual and small groups
- Reading workshops
- Individual conferences.

Writing/ Handwriting: Writing for authentic purposes will be done on a daily basis. Topics will be generated by individual students with teacher guidance aligned with a selected curriculum based on research.

Writing skills and strategies will be taught through whole class or small-group mini-lessons and writers will be coached individually during writing workshop. Students will be given ample opportunity to share their writing and will spend a great deal of time learning the craft of writing from carefully studying authors that they enjoy. Manuscript will be taught in earlier grades, and cursive in later grades as students demonstrate prerequisite skills and readiness. Students will practice handwriting when their work is published. Students will be encouraged to focus on content in draft work and concentrate on handwriting in the final drafts of writing. When appropriate, technology will be used in the publication process.

Consistent with best practice in writing instruction, children will learn to write through real writing experiences. The format for implementing writing will include, yet will not be limited to:

- Writing workshops
- Whole class or small-group mini-lessons
- Writing across the curriculum with school or grade level consistent rubrics
- Adopted text and supplemental materials
- Shared writing
- Mini-lessons
- Portfolio records
- Modeling
- Individual conferences.

Vocabulary: Language is a powerful tool and all vocabulary will be integrated into each subject discipline. In the classroom, language is used to stretch children's curiosity, reasoning ability, creativity, and independence. Vocabulary will be identified by individuals, small-groups, or whole class through inquiry into language use by readers and/ or writers. New words will be highlighted in various ways, and students will be encouraged to document important words in their writer's notebooks for later use in writing and conversation. Phonics and instruction in roots, prefixes and suffixes will be an important part of vocabulary building.

Spelling: An emphasis is placed on helping children understand and use English spelling patterns. Spelling instruction occurs through mini-lessons focusing on spelling patterns and strategies. Spelling patterns are addressed in daily-shared reading lessons and interactive writing

lessons. Spelling will also be addressed with individual children in writing conferences.

Mathematics: Mathematical concepts will be established through a selected program grounded in research aligned with fundamental mathematics. The math program emphasizes an explicit instructional approach. Once understanding of these foundational concepts is established, knowledge will be enriched through a variety of activities.

- Learning-Focused Strategies
- Destination Math (DM) series, by Riverdeep, for remediation
- Adopted text and supplemental materials

Math instruction will focus on how, when, and why the math concept is used. Concepts learned will be practiced through application in a focused study. Emphasis is placed on effective strategies for problem solving. Children will have many opportunities to apply the mathematical concepts they learn through interacting with the world in which they live. Math literature and math manipulatives will be used to deepen understanding of mathematical concepts.

Science: The development of YPA science units will be guided by the Science Academic Standards Support Guide (2005) and the 2014 South Carolina Academic Standards and Performance Indicators for Science Course Support Documents including the Crosswalk document until the test items specific to the 2005 standards are no longer included on state assessments. Problem based learning will be a fundamental component of the science program. YPA will utilize research-based curricula such as Foss, STC, and DSM in conjunction with a careful application of science note-taking. In the event that no relevant research-based materials are available, teachers will develop science units that follow a child's natural cycle of learning (Lawson, Abraham, & Renner, 1989; Eisenkraft, 2003). YPA science courses will

emphasize the processes of science and conceptual understanding of topics. As such, key YPA science units will culminate in a project that allows the students to demonstrate their knowledge.

Science units of study will be developed using the South Carolina state curriculum standards as one of many resources. Teachers will create lessons that provide baseline information regarding the topic or concept under study and then have children work independently or in small groups to inquire further. Children will be expected to learn the content standard and develop specialized expertise through expert projects.

Social Studies: Social studies units of study will be developed using state standards and research based practices. Teachers will build lessons that provide baseline information regarding the topic or concept under study and then will have children work independently or in small groups to inquire further. Children are expected to learn the content standard and to develop special expertise using critical thinking.

Informed citizen participation in public life is essential to the health of our democratic system. A variety of experiences, including those using interdisciplinary approaches, in the social sciences of economics, sociology, psychology, geography, political science, anthropology, and history enables students to function effectively and contribute constructively within society. These experiences must include both learning about and using the tools of the social sciences. An effective social studies program must prepare young people to live, work, compete, and solve problems in our increasingly diverse nation and interdependent world. The school will continually update curriculum guides as needed to present learning opportunities to students so that skills and knowledge as presented in the state academic standards may be acquired. The curriculum will address state standards.

Computer/ Technology Studies: The primary goal of computer/technology studies is to develop technologically literate citizens. However, these studies do not exist in a vacuum -- the school will use educational technology to support curriculum and instruction. YPA believes that students, teachers, and others should have access to technological resources and the ability to use those resources at the time and place of need. The school will present learning opportunities to students so such technology skills and content knowledge may be acquired in accordance with the technology standards of achievement as provided by the state department of education.

Classroom Management: Classroom communities will be established at the beginning of the year by developing a list of responsibilities that support the student. The focus will be on developing and implementing expectations for behavior that builds a strong sense of community and establishes healthy work habits for individuals and the class at large. Community building strategies such as morning meeting, class projects, problem-solving sessions, and role play activities promote respect and appreciation of all members of the class and enrich opportunities for children to learn from one another through the curriculum.

Community Connection YPA will utilize practical strategies for bringing together social and academic learning throughout the school day. Morning meeting will be an important part of our day. Teachers and students will begin the day with a class meeting that builds community, creates a positive climate for learning, reinforces academic and social skills, and gives children daily practice in respectful communication. Morning meeting consists of the following five components:

1. Greeting: students greet each other by name. There are many different greeting activities that can be used throughout the year, including handshaking, singing,

clapping, and greeting in different languages.

2. Sharing: each day, two or three students share information about an event in their lives.

Listeners take turns offering empathic comments or asking clarifying questions.

3. Group Activity: all participate in a brief, lively activity such as singing, chanting, playing a game, reciting a poem, dancing, etc.

4. Character “Power Word” of the Day: Students will be introduced to and expected to apply the concept of a daily Power Word that comes from a list selected by the local school’s leadership team and grounded on the Character Education curriculum. This practice will be used throughout the year framed around a weekly theme.

5. News and Announcements: children read the news and announcements chart that their teacher has written, or via television transmission. Sometimes they read silently as a group; sometimes they read aloud; sometimes they follow as the teacher or a fellow student reads. The news and announcements chart usually includes an activity that reinforces academic skills.

Character Education Daily in the regular education classroom (i.e.: homeroom), initially for five minutes in the morning, all students in the school will reflect on a character education topic as a focused theme for the day.

Music Education Music is a natural part of a child’s life and every child should be given the opportunity to explore music and the skills that it can produce. The South Carolina music curriculum standards are designed to embrace the national standards for music education. Studies in general, choral, and instrumental music are components of a comprehensive music program and are part of the overall school curriculum. The general music standards that are

addressed in each grade level are: singing, playing instruments, improvising, composing, reading notation, analyzing, evaluating, making connections, and relating to history and culture.

Visual Arts The art education component will be based on the six South Carolina visual art curriculum standards. These are:

1. The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.
2. The student will use composition and the elements and principles of design to communicate ideas.
3. The student will examine the content of works of visual art and use elements from them in creating his or her own works.
4. The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.
5. The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.
6. The student will make connections between the visual arts and other arts disciplines, other content areas, and the world

These standards will be used to teach art in a way that is fun and enjoyable for the student. The focus will not always be on the end product but sometimes just on the artistic process itself.

Other subjects will be incorporated into the lessons when appropriate. Artwork will be exhibited throughout the school in permitted locations.

Drama Dramatic expression will be based on dramatic texts, literature, history and personal

experience. Students will learn to communicate ideas and emotions by using their imaginations, voices and bodies while exploring both personal and shared space. While working alone, students will demonstrate physical traits of humans, animals, and objects. While working in groups, students will cooperate to communicate ideas and emotions, as well as work together to problem solve. Activities will include improvisation, mime, and puppetry as well as the use of masks, props, sets, costumes, and make-up. Students will also learn about the effect of lighting and sound. As audience members, students will learn audience etiquette and describe emotions in response to theatrical performances.

Service Learning: YPA supports the concept of service learning as a teaching method and encourages its use in the school “Service learning” means a teaching/learning strategy requiring students to develop and apply knowledge and skills through challenging projects that meet real community needs. Citizenship, academic subjects, and skills will be taught through learning activities aligned to state standards, character education, and/or local performance standards. As appropriate, the Managing Director will implement service learning with the input of staff, parents, the community, and higher education.

Specific Instructional Strategies - Secondary Education

YPA has an agreement with state technical colleges to offer dual credit courses on campus or allow students to attend the technical college campus or we use technology for distance learning opportunities. Identified courses are also eligible for transfer to 4-year universities. Courses such as college freshman English, calculus, history and social science courses, chemistry, physics, foreign languages, etc. will be available to the students of the school. In addition, Advanced Placement (AP) classes provide another opportunity for earning college credit while

in high school.

YPA will embrace opportunities for the secondary students who attend so that parents and students can have the customized options needed for each situation. We have committed the school to serve the best interests of the students wherever those opportunities lead.

English Language Arts: Students will progress through an English Language Arts curriculum that emphasizes mastery of the state adopted curriculum standards. A few of the strategies and approaches that will be used to accomplish educational goals and objectives as well as enable students to accomplish the curriculum standards are as follows:

- Destination Reading (DR) series, by Riverdeep, for remediation
- Adopted Text and Supplemental Materials
- High school English, through the study of separate courses, includes instruction in the SC College and Career Readiness Standards for English Language Arts 2015 with emphasis on: inquiry based literacy, disciplinary literacy, fundamentals of reading writing and communication.

English Language Arts instruction must enable learners to become confident, effective users of language as citizens of a world community, as competent members of the work force, and as thoughtful, creative individuals.

- College Prep
- Honors
- Students scoring below grade level standard on state mandated testing of English in eighth grade will be provided with additional course work through elective courses in language

arts skill development and practice. These elective courses will occur before or simultaneous with the students' taking English I so that they have the opportunity to master the basic skills necessary to perform high school level work.

- Electives/Dual Credit/Advanced Placement

Mathematics South Carolina College- and Career-Ready Standards for Mathematics 2015 contains a balance of conceptual and procedural knowledge and specify the mathematics that students will master in each grade level and high school course. High school mathematics, through the study of separate courses, includes instruction in knowledge that is supported by the rigorous K – 12 grade level and course content standards, skills that are identified in the SCCC Mathematical Process Standards, and life and career characteristics that are identified in the South Carolina Portrait of a College and Career Ready Mathematics Student: Schools must focus on mathematics as a means of communications and as a tool for the discovery and exploration of ideas. Mathematics instruction must emphasize problem solving and interrelatedness of mathematical ideas rather than a series of isolated skills to be mastered independently.

- College Prep
- Honors
- Dual Credit/Advanced Placement

The high school mathematics curriculum will provide students with daily instruction and practice in mathematics. Students will progress through a math curriculum that emphasizes mastery of the state adopted curriculum standards. A number of strategies and approaches that will be used to accomplish educational goals and objectives as well as enable students to accomplish the curriculum standards are as follows:

- Destination Math (DM) series, by Riverdeep, for remediation
- Adopted text and supplemental materials

Science High school science, through the study of appropriate courses, includes instruction in the content areas of the South Carolina Science Standards: life science, earth science, and physical science. The inquiry strand is integrated into all the science content areas. A sound grounding in science strengthens skills that people use every day, such as solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning.

- College Prep
- Honors
- Dual Credit/Advanced Placement

Students will progress through a science curriculum that emphasizes mastery of the state adopted curriculum standards. A number of strategies and approaches that will be used to accomplish educational goals and objectives as well as enable students to accomplish the curriculum standards are as follows:

- Science Labs
- Adopted text and supplemental materials

Social Studies High School social studies, through the study of separate courses, will include instruction in the South Carolina Social Studies Curriculum Standards 2011: history, government/political science, geography, and economics. Social Studies combines the study of anthropology, archaeology, economics, geography, government/political science, history,

philosophy, psychology, religion and sociology in a systematic way to help students understand what it means to be human and how, as human beings, we are members of society.

- Dual Credit/Advanced Placement
- College Prep/Honors

Students will progress through a social studies curriculum that emphasizes mastery of the state adopted curriculum standards. A number of strategies and approaches that will be used to accomplish educational goals and objectives as well as enable students to accomplish the curriculum standards are as follows:

- Adopted text and supplemental materials
- Problem based learning and presentations

State Requirements for the High School Diploma

To qualify for a the South Carolina State High School Diploma, a student must earn a total of 24 units of credit in state approved courses distributed as follows (See regulation 43-234 of the South Carolina Department of Education School Administrators Guide on Regulations and Statutes):

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English	4 units
Mathematics	4 units
Science	3 units (2 of the 3 must be lab sciences; 1 must be physical science)
U.S. History	1 unit
Economics	.5 units
U.S. Government	.5 units
Other Social Studies	1 unit PE
or ROTC	1 unit
Computer Literacy	1 unit
Foreign Language	1 unit
Additional Units	7 units

- i. One unit of credit is granted for the satisfactory completion of an approved course in which a student attends at least 120 hours or more yearly.
- ii. Complete a study and pass an examination on the provisions and principles of the United States Constitution and American institutions and ideals.
- iii. The student must attend the accredited high school issuing the diploma for at least the semester immediately preceding graduation except in case of a bona fide change of residence where the sending school will not grant the diploma.
- iv. In order to receive a state high school diploma, in addition to passing the required units, a student must pass the South Carolina High School Exit Exam.

v. A state high school diploma or certificate designed and issued by the school district shall be awarded to students who complete a program of prescribed special education.

vi. Students will be administered the appropriate end of course tests in the following areas:

- Biology 1/Applied Biology 2
- English 1
- U.S. History and Constitution
- Algebra I/Math Tech II

Individuals with Disabilities

The school will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. YPA will staff certified SPED teachers to facilitate the needs of students deemed in need of IEP assistance. These teachers will assist in the development, planning, and screening of SPED students or prospective SPED students.

i. All students identified as qualifying for services under IDEA or 504 will be referred by the parent or teacher to either the Managing Director or designee. A team composed of the student's teachers, parent/guardians, student, and Managing Director or designee (IEP / 504 Team) will convene to discuss the educational program designed to meet the individual student's needs. Methods of evaluation of current skill levels may include prior test results, grades, portfolio assessments, standardized tests, observations and teacher recommendations. These possible variances in performance are not limited to academic area, but may include social or emotional factors. Corrective action plans, including intervention by the school staff, will be developed in

cooperation with the parents. The team will determine if the student needs to attend mandatory after-school tutoring to remediate the problem, and/or if the student requires the services available under section 504 or IDEA.

ii. As identified by the legislation, an Individual Educational Plan (IEP) will be developed for each special education student. IDEA requires that students by the age of 14 be provided with an annual meeting for the purpose of discussing possible transition services. The school shall invite the parent and a student of any age with a disability to attend the IEP meeting if the purpose of the IEP meeting will be the consideration of transition services. This may include discussion concerning what the student wants for his or her future, what needs or challenges are perceived as barriers to reaching student goals, and what accommodations and supports will aid the student's efforts. Annual goals, short term objectives, statement of interagency responsibilities, statement of participation in state and district-wide tests and a list of special education and related services to be provided will be a part of the IEP. The IEP/ 504 Team for the student will determine if services outside the school are required for a student.

iii. If such services are deemed appropriate, the IEP / 504 Team and the school administration will make arrangements for the services to be secured. Some of these possible services to be secured may include speech, assistive technology, transition services, mental health, and vocational rehabilitation. Such services will be obtained by YPA through qualified local providers and such mainstream services will be paid for (if any) by YPA.

Assistive technology and transition services will be met in accordance with federally mandated laws, Section 504, IDEA, and ADA. Staff Development training will occur, if needed, so that teachers and staff will be prepared to support the student in using his/her assistive technology devices. The records of students identified as eligible for services through IDEA or 504 follow federal mandates. These records become a part of the student's permanent file that is maintained in a highly secure and fire proof area. The SC Department of Education audits records to ensure accuracy and security.

C. STUDENT ASSESSMENT

i. Student Achievement and Progress Evaluation

The following table describes the YPA's plan for evaluating student progress toward accomplishing standards at each grade level. The list includes state mandated assessments, *intended achievement*, and other optional assessments that may be utilized.

Grade Level	Assessments	Administer Timeline	
Kindergarten	State mandated assessments -Portfolio Assessment -Teacher Observation (anecdotal notes, conference notes) -Teacher Assessment (Tests, projects, rubrics, etc.) -	Pre and post testing Ongoing Ongoing Ongoing	

1 st Grade	<p>State mandated testing if required</p> <p>Adaptive, formative assessments</p> <ul style="list-style-type: none"> -Portfolio Assessment -Teacher Assessments (Tests, projects, rubrics, etc.) -Teacher Observations (anecdotal notes, conference notes) - -Reading Recovery Assessment -Standards Based Report Card 	<p>Beginning, middle and end of year</p> <p>Ongoing</p> <p>Ongoing</p> <p>of year</p> <p>Ongoing</p>	<p>100% Sometimes Demonstrates or Higher</p> <p>100% Achievement of 1.0 Level</p> <p>Initial Student Only</p> <p>100% Students Served</p> <p>OBME Instrument</p> <p>100% Administered and Retrieved: 80% Approval</p> <p>100% Achievement of 1.0 Level</p>
2 nd Grade	<ul style="list-style-type: none"> - State mandated testing if required Adaptive, formative assessment -Portfolio Assessment - -Teacher Assessment (Tests, projects, rubrics, etc.) -Teacher Observations (anecdotal notes, conference notes) - -Standards Based Report Cards 	<p>Beginning, middle and end of year</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

3 rd Grade	<ul style="list-style-type: none"> - Adaptive, formative assessment State mandated testing- Teacher Assessments (Tests, projects, rubrics, etc.) -Teacher Observations (anecdotal notes, conference notes) - surveys -Standards Based Report Cards 	<p>Ongoing</p> <p>Beginning, middle and end of year</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
4th Grade	<ul style="list-style-type: none"> - Adaptive, formative assessment State mandated testing- -Portfolio Assessment -Teacher Assessment (Tests, projects, rubrics, etc.) -Teacher Observations (anecdotal notes, conference notes) -Student, teacher, parent surveys -Standards Based Report 	<p>Beginning, middle and end of year</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
5th Grade	<ul style="list-style-type: none"> - Adaptive, formative assessment State mandated testing -Portfolio Assessment -Teacher Assessments (Tests, projects, rubrics) -Teacher Observations (anecdotal notes, conference notes) - surveys -Standards Based Report Cards 	<p>Beginning, middle and end of year</p> <p>End of year</p> <p>Ongoing</p> <p>Ongoing</p>	

6th Grade	Adaptive, formative assessment State mandated testing -Career Interest Survey -Portfolio Assessment -Teacher Assessment (Tests, rubrics, project, etc.) -Teacher Observations (anecdotal notes, conference notes) -Student, Parent, Teacher surveys	Beginning, middle and end of year Ongoing Ongoing Ongoing	
7th Grade	-Palmetto Assessment of State Standards (PASS) -Measures of Academic Progress (MAP) Adaptive, formative assessment State mandated testing -Portfolio Assessment -Teacher Assessments (tests, projects, and rubrics) -Teacher Observations (anecdotal records, conference	Beginning, middle and end of year Ongoing Ongoing Ongoing	
8th Grade	- Adaptive, formative assessment State mandated testing -Portfolio Assessment -Teacher Assessments (Tests, Projects, Rubrics, etc.) -Teacher Observations (anecdotal records, conference notes) - -End of Course Exams -Individual Graduation Plans (IGP) -Advisory Groups	Beginning, middle and end of year Ongoing Ongoing End of year Ongoing	

YORK PREPARATORY ACADEMY

12th grade	-SAT -ACT - End of Course Exams -Portfolio Assessment -Teacher Assessment (Tests, Projects, Rubrics) -Teacher Observation (Anecdotal records, conference notes) - 4 year grad rate Scholarship totals -Dual Credit and AP	End of the year End of the year End of the year Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing	
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ii. Performance Goals Timeline

YPA will annually exceed the state, district and comparison district (district in which the school is located) scores in all goal areas including content specific state mandated testing in math and reading and on state mandated EOC testing as well as ACT. YPA will meet or exceed the Read to Succeed Act's Third Grade Reading Guarantee.

The Board of Directors recognizes that effective classroom instruction rests on continuous evaluation of the instructional program. The school will design its evaluation program to regularly compare student progress with the aims and objectives established by the school's charter. The administration will consider a variety of evaluation instruments and techniques when selecting the means of evaluating different programs and activities. The Managing Director will submit to the YPA Board in the spring prior to each academic year an Annual Operating Plan with a corresponding annual follow-up report on the success of the prior Annual Operating Plan. Such Annual Operating Plan shall explicitly consider the strengths and weaknesses of the school education program. The Annual Operating Report shall include those strategies and plans for

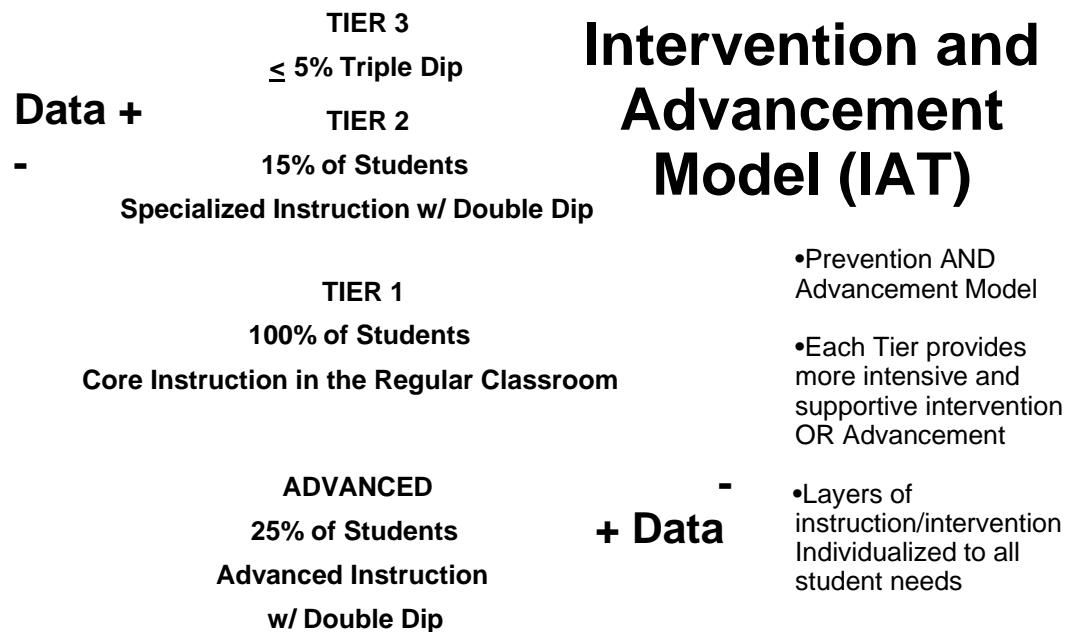
correcting the identified and evaluated weaknesses of the school education program. All evaluations of the YPA education program will be based upon state annual accountability reports, EOC/EAA school report card, EAA strategic plan updates, and nationally recognized/normed academic standards and statistics as well as all YPA goals noted herein.

iii. Academic Assistance

The school will use the results of tests administered in the diagnosis of student deficiencies. When test results indicate a deficiency, the school will provide basic instruction to aid the student in bringing his/her performance up to the statewide standards in association with the RTI model delineated in this application. The program will be specific to the individual student's needs. We will provide high quality instruction and intervention matched to student need, monitor progress frequently to make decisions about change in instruction or goals, and apply child response data to important educational decisions, such as need for remediation or advancement.

The regular classroom will be the first line of intervention. Lack of progress will lead to change in intervention. Also, one morning for 45 minutes prior to the start of the school day homeroom teachers will offer a “help-day” to assist students. This time may be used to provide non-instructional make-up tests and so on, but the main purpose will be to aid academically challenged students. To accomplish RTI, as stated previously, YPA will implement the Intervention and Advancement Team (IAT) Model (see Figure 2 page 58). The IAT model is oriented for prevention as well as advancement. Each prevention tier provides a greater degree of intensive and supportive instruction in response to student need. All students (Tier 1) will receive core instruction. The classroom has been identified as the first line of intervention or advancement. Teachers will be expected to differentiate instruction based on student need, and

the role of the classroom teacher will be defined to reflect that expectation. Tier 2 and Advancement both will offer a “double dip” (i.e., more time in instruction) and small group instruction. Tier 2 also will provide a higher degree of corrective feedback, more time on difficult tasks, teaching to mastery, increased opportunities to respond, more frequent progress monitoring, and fewer transitions. Tier 2 and Advancement are only delivered in conjunction with Tier 1, so the classroom teacher never transfers ownership or responsibility for differentiating instruction to other staff. Tier 3 offers interventions which are even more intensive and of longer duration than Tier 2. Advancement may last throughout the school year depending on the student’s response to the intervention.



YORK PREPARATORY ACADEMY

Students who enroll at YPA who have made scored below grade level standard on state mandated testing will be assigned to Tier 2 interventions. Students who enroll at YPA who have made advanced scores on any PACT/PASS test will be assigned to advanced classes. YPA will also implement comprehensive K through 12 universal screening measures with preliminary plans to use Measures of Academic Progress (MAP) and other adaptive formative assessments. The assessment program will benchmark various points of the academic year, as noted in the school's Annual Operating Plan (AOP), of the current year's academic progress as a monitoring assessment (at least twice and academic year). The school will gather formative assessment data, and the faculty will collaborate to make data-based instructional decisions. The team will include, at a minimum, parents, the regular classroom teachers, the Managing Director, and the special education teacher.

YPA will notify each parent/legal guardian of a student performing below grade level of the need for a conference at least 7 days prior to the conference date. A student must receive a plan if he/she did not score at the basic performance or grade level on any test in the state-mandated battery. If a student with an academic assistance plan transfers to the school from another district within the state, the originating school must transfer the academic plan with the student's academic record. Within 10 days of receiving the academic record, the school will schedule a conference to review the academic assistance plan and make any needed revisions to address the academic needs of the student. At the conference, the student, parent/legal guardian, and appropriate school personnel will discuss the necessary steps to ensure student success at or above grade level. Any accommodation plans as provided for under Section 504 IDEA, limited- English proficiency plan, student transition plan, and student career plan, if applicable, will be taken into consideration. Participants in the meeting will develop a plan outlining school, parent/legal guardian, and student responsibilities to include the following: (1) assistance/intervention services

the school will provide (Tier 2 interventions, Tier 3 interventions, etc.), (2) actions the parents/legal guardians will take to ensure success, and (3) actions student will take to ensure success.

The plan will identify specific areas of weakness and state the objectives of the plan. The school will provide for a method of evaluating the student's progress throughout the school year. A parent/legal guardian will sign off on the plan. If a parent/legal guardian refuses to sign the signature sheet of the academic plan, the school will document the refusal. If the parent/legal guardian is unable to participate in the conference, the school will solicit participation from parents/legal guardians using all possible avenues: phone calls, video conferencing, etc. The school will send a copy of the plan to the parent/legal guardian within 10 days, observing all school policies regarding confidentiality of information.

The school will implement a regular review process in accordance with law during the school year to review and document the student's progress as outlined in the academic plan. The school will document this process. YPA will use the nine weeks progress reports as the minimum timeline for the plan review.

YPA will distribute this procedure to every student and parent/legal guardian at the beginning of the academic year. The school will also make every effort to educate and inform parents/legal guardians and students through newsletters, student handbooks, PTO/PTA, etc. The school will maintain a copy of the academic plan, the conference notification letter, and other documentation as part of the student's permanent record. The school will provide annual reports of students with academic plans at each grade level per department of education guidelines.

2. Personnel

A. ADMINISTRATIVE AND TEACHING STAFF

i. Administrative Staff

YPA will employ administrators and teachers in a manner consistent with the South Carolina Charter Schools Act YPA will employ the Managing Director as the school's instructional and administrative leader. As the budget allows, the school may employ an Academic Director. The responsibilities of the Academic Director are to support curriculum, special education needs, professional teacher/staff development, and to perform other such duties as required by the Managing Director. The Managing Director will meet the following minimum qualifications: (1) Valid South Carolina Teaching Credential, (2) Master's degree, and (3) administrative certification or one year experience in school-based administration. The YPA Board of Directors has also determined that the successful candidate for the Managing Director will: (1) demonstrate outstanding oral and written communication skills; (2) exhibit a commitment to promoting academic freedom, trust, and respect among faculty members and school personnel; (3) be well versed in promoting a positive achievement oriented climate among faculty and staff; (4) understand and be able to model "best practice" teaching; (5) demonstrate competence in modeling and implementing a curriculum; (6) demonstrate competence in modeling and implementing a character education program; (7) demonstrate training and experience in adult mentoring; and (8) demonstrate training and experience in teacher development and evaluation.

The Academic Director will meet the following minimum qualifications: (1) Valid South Carolina Teaching Credential, (2) Master's degree, and (3) administrative certification or one year experience in school-based administration. The YPA Board of Directors has also

determined that the successful candidate for Academic Director will: (1) demonstrate strong organizational skills; (2) possess outstanding oral and written communication skills; (3) exhibit a commitment to promoting academic freedom, trust, and respect among faculty members and school personnel; (4) be well versed in promoting a positive achievement oriented climate among faculty and staff; (5) have prior Special Education Background; (6) demonstrate competence in implementing a curriculum; and (7) demonstrate training and experience in teacher development and evaluation.

Guidance Counselors must possess or be eligible for SC certification as a school guidance counselor.

ii Teachers

Anticipated Teaching Positions

a. The school will open with the following staff: K – 5 grade, 21 Teachers and 5 Kindergarten Teacher Aides; 6 – 8 grade, 16 Teachers; 9 grade, 4 Teachers; electives teachers will be shared between all grades as needed, 1 PE Teacher, 2 Foreign Language Teachers, 1 Art Teacher, 1 Music Teacher; additional staff includes 2 Resource Teachers, 2 Teachers for academically gifted, and 1 technology person. Allowances have been made for expanding personnel allocations in years 2 – 5 as shown on page 3 of the budget.

b. YPA will employ teachers who are certified and/or Highly Qualified (HQ). They will hold a Bachelor's degree or Graduate degree in core subjects in accordance with the South Carolina Charter Schools Act of 1996as amended.. At least 75% of all teachers will be certified. Each certified teacher must hold current certification by the State of South Carolina. In accordance with South Carolina Charter Schools Act of 1996 our non-certified teachers will be appropriately

qualified for the subject matter taught, have completed at least one year of study at an accredited college or university, and meet the qualifications outlined in S.C. Code Ann. § 59-25-115.

c. YPA teachers of exceptional children must meet the following minimum criteria: (1) minimum of a Bachelor's degree; (2) content knowledge demonstrated by achieving a passing score on state approved certification examinations, and (3) valid South Carolina Teaching Certificate in the area of disability for students needing special education (with no waiver of any requirements). YPA may contract with other agencies or qualified providers in order to provide the full range of necessary services for any and all children with special needs.

B. EMPLOYEE RELATIONS

i. Employment Process

Recruitment and hiring of professional personnel will transpire on the basis of qualifications and merit. We will establish an effective recruitment program designed to attract, secure, and maintain the highest qualified persons for all positions at York Preparatory Academy.

YPA will be an equal opportunity employer. Its responsibility will include recruiting, selection, training, and other employment decisions on the basis of individual merit and without discrimination because of race, religion, color, creed, disability, sex, age, or national origin in accordance with applicable state and federal laws.

Individuals designated by the YPA Board will analyze each required job prior to initiating the recruitment process in order to determine which recruitment strategies will be the most effective for the specific job vacancy. The charter school may consider strategies, which include, but are not limited to, the following:

YORK PREPARATORY ACADEMY

- advertisements in local, state, and regional newspapers
- advertisements in professional publications
- advertisements on Center for Educator Recruitment, Retention & Advancement (CERRA)
- advertisements with college and university placement services
- advertisements over the YPA school website
- internal and external searches
- inquiries and referrals
- professional contacts with community organizations that promote the interest of minority groups
- publications and pamphlets
- special activities and events for prospective applicants
- audiovisual packages and recruiting programs

The announcements/advertisements may also include such information as job title, major job responsibilities, location of the school, how to apply for the position, minimum qualifications, and deadline for receiving applications.

The applicant will provide an application form, South Carolina Teaching credential, and three professional references.

The YPA Board will ensure that background checks and other investigations required by law are conducted prior to any hiring decision. The YPA Board also reserves the right to conduct background checks on all employees or any individuals that have any contact with YPA students.

YPA will be a drug free workplace and in accordance will require pre-employment drug testing of all employees and maintains the right to perform random drug tests according to laws and policy to be set forth by the YPA Board. Applications of candidates meeting all local, state, and federal guidelines for public school employment will be given to the Managing Director. All hiring interviews will be initially conducted by the Managing Director in order to provide recommendations for hiring to the YPA Board.

The Managing Director will finalize employment of the faculty and staff.

ii. Teacher Evaluations

According to the SC Department of Education, South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) grew out of the knowledge that good teaching is fundamental to student achievement. YPA concurs that best teaching practices through properly developed and monitored delivery models produce results and outcomes reflective of the needs of students. In line with this pursuit to have success in learning, YPA has created goals in its charter agreement with the SCPCSD that elevate student achievement as priority. As an aggregate from several researched evaluation systems, YPA has developed the Outcomes-Based Measure of Evaluation (OBME) model that will be used in place of ADEPT; except where the ADEPT concepts and process may otherwise complement but not supersede OBME without any legal or governmental employment conditions or requirements. In the event that any aspect of ADEPT compels YPA to condition, limit or otherwise dilute its "employment at will" status as an employer or otherwise limits YPA in any fashion, based on the sole interpretation and discretion of YPA, then OBME shall become the sole teacher development process of YPA. The limited and complimentary utilization of ADEPT by YPA is based on

YORK PREPARATORY ACADEMY

assurances of the SCPCSD that ADEPT will not affect the “employment at will” status of YPA in any fashion or otherwise result in any government mandates except where the ADEPT process is solely considered to be a reasonable and customary teacher certification curriculum and process methodology. The driving force behind the OBME model is based on the first five goals outlined in the YPA Charter agreement with the SCPCSD:

YPA Goal #1: The primary goal of YPA is to improve student learning by assisting its students in reaching academic excellence.

YPA Goal #2: YPA will provide a supportive environment for students.

YPA Goal #3: YPA will be responsive to charter school parents.

YPA Goal #4: YPA will assist South Carolina students in reaching academic excellence.

YPA Goal #5: YPA will assist the local community by cultivating and training students to be leaders through community roles and responsibilities at the local school level as well as within the community.

YPA refers to these goals as Essential Goals and Objectives (EGO), or EGO1, EGO2, EGO3, EGO4, and EGO5, respectively. In an effort to meet EGO 1 through EGO 5, YPA has distinguished several best practice strategies that educators will be measured against known as *Reaching Strategies*, as their purpose is to reach to the needs of each individual learner. This approach brings the goals of the charter to the classroom. Incidentally, three different categories of educator performance standards result from the EGOs, outlining a pathway to evaluate and develop YPA educators: (1) Instructional Goals and Outcomes , (2) Observations, and (3) Duties and Responsibilities.

YORK PREPARATORY ACADEMY

(1) Instructional Goals and Outcomes: The initial step of educator progress in both teaching and learning is the ability to create a system of realistic, reachable, and meaningful goals.

(2) Observations: The observation process is staged in three parts: informal walk-through, formal unannounced, and conference collaboration.

(3) Duties and Responsibilities: Daily responsibilities that an employee accepts as terms of employment merit levels of accountability. Each employee will be charged with expectations in several different areas of professional conduct and responsibilities, which include, yet are not limited to: duty points, monitoring student behavior on campus grounds, adhering to appropriate dress, model professional behavior, responsible classroom conduct, preparation for daily lessons and responsibilities, and other such areas of a professional code of conduct.

YORK PREPARATORY ACADEMY
Outcome-Based Measures of Evaluation (OBME)
2010-2011

The **E**ssential **G**oals and **O**bjectives of
York Preparatory Academy's Charter Agreement with the SCPCSD

You must evidence alignment to the EGO that you intend to address as the basis of your yearly Goals:

EGO #1: The primary goal of the YPA is to improve student learning, by assisting its students in reaching academic excellence.

Reaching Strategies: (Listed are expectations of each YPA educator)

- A. ☐ A variety of valid and effective assessments are used.
- B. ☐ The teacher regularly assesses student progress in order to determine next steps for instruction.
- C. ☐ Non-verbal representations are available and/or visible in the classroom.
- D. ☐ A conducive learning environment is sustained.
- E. ☐ Daily character education is provided and addressed when needed.
- F. ☐ Inquiry-based approaches occur in the classroom.
- G. ☐ RTI and other special needs are met inside of the classroom.
- H. ☐ Differentiated instruction is found in the classroom.
- I. ☐ The teacher uses a variety of representations in lessons, depending upon the content and level.
- J. ☐ The teacher clearly teaches and models summarizing throughout the learning process.
- K. ☐ The teacher uses higher order thinking strategies and imparts thought provoking questions.
- L. ☐ There is documentation of student goal-setting and monitoring.
- M. ☐ The teacher has focus in his/her lessons.
- N. ☐ The teacher gives appropriate wait-time and directs lessons appropriately after asking questions.

EGO #2: YPA will provide a supportive environment for students.

Reaching Strategies: (Listed are expectations of each YPA educator)

- A. ☐ Students monitor their own progress..
- B. ☐ Students are given timely and specific feedback on their practice to help them measure their own progress.
- C. ☐ Students complete meaningful classroom practice and/or homework for learning.
- D. ☐ Students are provided multiple and frequent opportunities for a variety of collaborative student experiences.
- E. ☐ Students are frequently communicated to about their progress and provided specific strategies for improvement.
- F. ☐ Students demonstrate understanding of comparisons and contrasts through verbal, written, and/or visual tasks.
- G. ☐ Students summarize learning in a variety of ways throughout the learning process.
- H. ☐ Students are encouraged to read and write for a variety of purposes.
- I. ☐ Students write frequently to respond to, apply, and communicate content.
- J. ☐ Students are provided multiple opportunities for inquiry-based problem-solving.
- K. ☐ Students are provided assistance to make a connection of their background knowledge to the current content.
- L. ☐ Student understanding is checked independently through modeling and guided practice.

YORK PREPARATORY ACADEMY
Outcome-Based Measures of Evaluation (OBME)
2010-2011

EGO #3: YPA will be responsive to charter school parents.

Reaching Strategies: (Listed are expectations of each YPA educator)

- A. ☐ The teacher frequently communicates students' progress to students and provides specific strategies for improvement.
- B. ☐ Meetings are held on a regular basis or as determined necessary by request of the student, parent, leadership team, or teaching faculty
- C. ☐ Opportunities are provided for parent-to-student interactions.
- D. ☐ Parents are afforded regular communication of student work and assignments.

EGO #4: The YPA will assist South Carolina students in reaching academic excellence.

Reaching Strategies: (Listed are expectations of each YPA educator)

- A. ☐ Standards are implemented across the curriculum and are evidenced within teachers' lesson plans and deliveries.
- B. ☐ Reflection is a part of the ongoing assessment of student learning.
- C. ☐ Opportunities to provide extensions in student learning are continuously at the forefront of student activities.
- D. ☐ The teacher uses disaggregated data and resources produced by technology tools (MAPS, benchmarking, databases) for planning instruction.

EGO #5: YPA will assist the local community by cultivating and training students to be leaders through community roles and responsibilities at the local school level as well as within the community.

Reaching Strategies: (Listed are expectations of each YPA educator)

- A. ☐ Participation in sponsoring student clubs.
- B. ☐ Participation in YPA committees.
- C. ☐ Invitations provided to a variety of outside community organizations or individual enterprises to assist and/or participate in the process of introducing local career functions and disciplines.
- D. ☐ Organize community-based service functions and activities for students to participate.

YORK PREPARATORY ACADEMY
Outcome-Based Measures of Evaluation (OBME)
 2010-2011

YPA Subject Area Goal:
 YPA Faculty Member's Goal:
 Justify:

BASELINE DATA OF STUDENTS (Assessment scores/levels as indicators of initial needs)	YOUR "GOALS" PLAN GOAL # (What you want to achieve)		TIMELINE OF PLAN (Start to completion of plan)
	<div> <div><i><u>Problem statement from data/other:</u></i></div> <div><i><u>Steps to address problem:</u></i></div> </div>		<div> <div><i>EGO Reaching Strategies:</i></div> </div>

YORK PREPARATORY ACADEMY
Outcome-Based Measures of Evaluation (OBME)
2010-2011

YPA Subject Area Goal:
YPA Faculty Member's Goal:
Justify:

Mid Year Evaluation

Initial Baseline Data	Current Data	Current Outcome Justification	Pathway Toward Success

Evaluatee's Signature

Date _____

Evaluator's Signature

Date _____

Managing Director's Signature

Date _____

YORK PREPARATORY ACADEMY
Outcome-Based Measures of Evaluation (OBME)
2010-2011

Annual Evaluation Summary

Initial Baseline Data	Outcome Data	Final Outcome Justification (Employee)	Conclusions (Supervisor)

Evaluatee's Signature

Date

Evaluator's Signature

Date

Managing Director's Signature

Date

The Managing Director or designee of the school will serve as the teacher's primary evaluator. The Managing Director will require other YPA personnel to assist in the evaluation process as deemed prudent.

1. The evaluation cycle identifies the three categories listed above (1) Instructional Goals and Outcomes, (2) Observations, and (3) Duties and Responsibilities and will sequence in the following order:
 - A. YPA teachers with three or more years of experience and not in the ADEPT process will desegregate each student's data to create a minimum of two goals using the reaching strategies in all five EGO areas. This will be done on the OBME worksheet and will be created within 30 days after the start of the school year with the children in attendance. These goals will address student achievement, classroom implementation strategies, and other prudent academically focused goals that can be declared measurable.
 - B. A separate goal setting session with the Managing Director, Academic Director, or designee will occur during the first 30 days of the school year and will result in a content area goal for each grade level. This goal can be part of the annual two goals each non-ADEPT teacher will set.
 - C. During the first and the second semesters, each non-ADEPT teacher will receive one unannounced formal classroom observation visit, which will last for a minimum of 30 minutes each. This visit will be written on the "YPA Observation Record". A conference will be held no later than two working days from the date of the observation to provide feedback and direction to the employee by the observer.

- D. Each semester, all teachers will have various “snap-shot” informal visits where written observations of the EGOs noted will be communicated via paper/pencil recordings.
 - E. During the month of January, no later than the end of the third working week, the Managing Director, Academic Director, or designee will have a formal individual conference appraisal utilizing the “Mid-Year” evaluation form. Determinations of what strategies are working and those that need improvement will be addressed in comparison to the baseline data. Goals must be reported in comparison to assessment data and class room observations of the EGO reaching strategies being implemented.
 - F. During the month of May, no later than the end of the third working week, the Managing Director, Academic Director, or designee will have a formal individual conference appraisal utilizing the “Annual Evaluation Summary” form. Determinations of what strategies worked and those that did not will be addressed in comparison to the baseline data. Goals must be reported in comparison to assessment data and classroom observations of the EGO reaching strategies being implemented. During this meeting, either a satisfactory or unsatisfactory rating will be confirmed and recorded on the “OBME Evaluation Summary Report”.
2. The Teacher and Managing or Academic Director understand that peer evaluations may take place, yet will not be part of the annual process unless designated to be so by the Managing Director. Reasons may include: the need of peer mentoring, department chair or grade level leader perspectives, and so on.

3. All observations will be followed by a conference between the teacher and either the Managing or Academic Director. A written summary of the observation and the conference will be provided by the Managing or Academic Director to the teacher for review and signature. A copy of the review will be filed in the teacher's personnel file at YPA. The teacher may attach comments. At the final conference of the year the Managing or Academic Director and teacher will discuss the outcome of either meeting or not meeting established goals, which may carry over to the next school year.

Confidential

YPA - OBME Observation Record - Evaluation Sheet

Teacher's Name:		School: YPA	
Beginning Time:	Ending Time:	Total Time:	Date:
Subject/Focus of the Lesson:		Lesson Segment: B M E	
<u>PROVIDING INSTRUCTION</u> Comments:		Circle Accordingly	
		<u>Level of Instruction:</u> Satisfactory Unsatisfactory N/A <u>Developed Content:</u> Satisfactory Unsatisfactory N/A	
<u>ASSESSES AND ENCOURAGES INSTRUCTION</u> Comments:		<u>Student Support:</u> Satisfactory Unsatisfactory N/A <u>Progress Monitored:</u> Satisfactory Unsatisfactory N/A <u>Response to Needs:</u> Satisfactory Unsatisfactory N/A	
		<u>MANAGEMENT</u> Comments:	
<u>MANAGEMENT</u> Comments:		<u>Time Usage:</u> Satisfactory Unsatisfactory N/A <u>Physical Setting:</u> Satisfactory Unsatisfactory N/A <u>Student Behavior:</u> Satisfactory Unsatisfactory N/A	

Observer's Signature

Date _____

Managing Director's Signature

Date

Teacher's/Evaluatee's Signature

Date _____

**NOTE: A YPA EMPLOYEE SIGNATURE ACKNOWLEDGES THE RECEIPT OF FORM;
CONCURRENCE IS NOT ABSOLUTE.**

Confidential**YPA - OBME Evaluation Summary Report - Annual**

Teacher's Name:	School: YPA
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Employee # DATE:	Current Year of Service: (circle)			Evaluation Summary: (circle)		
	<u>Taught:</u> 1 Year 2 Years Other __Years	<u>Certification Level:</u> Provisional Professional None	<u>Certification Areas:</u> HQ: Other:	<u>Observations:</u> Satisfactory Unsatisfactory	<u>Duties Fulfilled:</u> Satisfactory Unsatisfactory	<u>Goals Met:</u> Satisfactory Unsatisfactory
Satisfactory			<u>Overall Status</u>	Unsatisfactory		

<p align="center">Summary Comments (Supervisor)</p>
<p align="center">Summary Comments (Employee)</p>

Supervisor's Signature Date

Managing Director's Signature Date

Teacher's/Evaluated's Signature Date

**NOTE: A YPA EMPLOYEE SIGNATURE ACKNOWLEDGES THE RECEIPT OF FORM;
CONCURRENCE IS NOT ABSOLUTE.**

A good evaluation alone is not a contract or a commitment to provide a salary or other form of compensation adjustment, a promotion, a bonus, continued employment, or retention, nor is it to alter the at-will nature of a teacher's employment. An appraisal is only one of several factors that the School uses in making these and other employment decisions.

Any comments made on a teacher's appraisal by a supervisor or other School representatives, or statements made by such individuals during any discussions regarding the appraisal, or one's performance or future, including during any coaching or counseling session, should not be construed as a promise or guarantee, since circumstances may change in the future, including business conditions, and performance. In addition to the regular performance evaluations described above, special written performance evaluations may be conducted by a supervisor at anytime to advise you of the existence of performance or disciplinary problems.

iii. Terms and Conditions of Employment

An Employee Handbook including all policies and procedures that comply with state and federal laws is being developed by the administrative staff and Executive Charter Committee. The handbook will contain all personnel policies. This handbook will be reviewed and updated annually. The YPA Board will approve all updates. All employees of the school will be given a handbook during an orientation session at the beginning of each school year. During this time, employees will be given an orientation checklist to sign and date.

All personnel records will be maintained in the Managing Director's office. The procedures and policies concerning employee records will be consistent with the policies established by the YPA Board.

C. GRIEVANCE AND TERMINATION PROCEDURES

i. Teacher Employment and Dismissal Procedures

YPA expects to have certain reasonable policies and rules for the conduct of our school employees. YPA does not follow the statutory provisions of Article 5, Chapter 25 of Title 59 of the South Carolina Code of Laws, (1976 as amended), concerning the Employment and Dismissal of Teachers. YPA will have certain minimum rules that should not be violated under any circumstances. Violation of these minimum rules will lead to discipline, up to and including immediate termination. Examples of these rules include but are not limited to:

- substance abuse
- insubordination
- consistent poor performance
- theft
- threats and weapons in the workplace
- harassment
- absenteeism and tardiness
- misuse of property
- fraud, dishonesty and false statements
- violation and/or lack of enforcement of school rules
- breaching confidentiality

This list is not all-inclusive, and there may be other circumstances for which employees may be disciplined, up to and including immediate termination. YPA retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if

any. Employees of YPA are at-will employees and can be terminated at any time, without resorting to any type of discipline. YPA does not have to use any of the following steps of discipline, and does not have to use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

In the event it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the Managing Director and/or YPA Board:

1. Verbal warning.
2. Written warning.
3. Final warning and/or probation.
4. Termination.

ii Employment and Dismissal Procedures for Administrative, Paraprofessional, and Non- teaching Staff

We will use the same procedures noted above for this category of employees. In the interest of effective personnel management, the administration and Board recognizes the need for a personnel grievance procedure to provide prompt and effective means of resolving any differences that may arise among our personnel, be it between employees or between employees and administrators. Such procedure would be available to all employees, regardless of whether they are teaching employees or staff.

YPA does not follow the statutory provisions of Article 5, Chapter 25 of Title 59 of the South Carolina Code of Laws, (1976 as amended), concerning the Employment and Dismissal of Teachers.

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1. All non-teaching employees of YPA are considered employees at-will, as defined by the laws of the State of South Carolina unless modified in writing by contract and approved by the Board.
2. YPA has adopted the following Grievance and Hearing Procedure for the employees of the school. The Procedure is as follows:

School employees are encouraged to discuss any concerns regarding his or her employer with the employer's immediate supervisor. This discussion should occur within ten working days after the event/action, which results in the grievance.

- a. Should any issue arise between an employee and the immediate supervisor, including, but not limited to performance evaluations and decisions to terminate the employee's services, that cannot be resolved, then the employee may reduce his or her concerns in writing and submit this writing to the school's Managing Director.
- b. The Managing Director will meet with the employee within a reasonable time to attempt to resolve the issue. A summary of the discussion and the proposed resolution shall be given to the employee by the Managing Director within a period not to exceed ten working days after the meeting. The employee shall sign an acknowledgement of the receipt of the proposed resolution.
- c. If the employee is not satisfied with the proposed resolution, then he or she may appeal the proposed resolution to the YPA Board. Such appeal must be filed with the YPA Board in writing within five working days of receipt of the proposed resolution. This appeal must contain the following documents: 1) a copy of the original writing stating the dispute, 2) a copy of the meeting summary and the proposed resolution, and 3) a

YORK PREPARATORY ACADEMY

written statement prepared and signed by the employee stating the specific reasons why the proposed resolution is unacceptable. The appeal must be delivered to the YPA Board's legal counsel, and the employee shall be given the name of the YPA Board's current legal counsel upon request.

- d. Legal counsel shall select three members of the YPA Board or Business Committee to review the appeal. This panel, in its sole discretion, may conduct any additional investigation that it deems necessary, including, but not limited to, interviews of the Managing Director, the employee, or any other affected school employees. All deliberations and activities by the panel shall keep all of its proceedings confidential.
- e. The panel shall complete its investigation and submit its confidential findings and conclusions to the YPA Board's legal counsel within thirty days of appointment to the panel.
- f. The YPA Board's legal counsel shall present the panel's findings of facts and conclusions to the full board at the next scheduled board meeting. The YPA Board shall then decide what action, if any, that it will take concerning this appeal. The employee shall receive the YPA Board's decision in writing and a summary of any actions that will be taken by the YPA Board and the Managing Director. The YPA Board shall also provide a copy of the decision to the Managing Director.
- g. If the YPA Board decides to hold an appeal hearing, then the employee shall be given written notice of the time, date, and place of the hearing.
- h. The YPA Board will attempt to respond to any appeal filed within thirty days upon receipt of appeal. However, the YPA Board shall respond to all appeals within forty-

YORK PREPARATORY ACADEMY

five days of receipt. To comply with this time limitation, the YPA Board may call a special meeting for the limited purpose of issuing its decision concerning the appeal.

3. This procedure shall be kept as formal and confidential.
4. No person associated with a grievance shall be the object of administrative reprisal, sanction, or penalty of any kind for either activating or participating in the grievance procedure.
5. The procedure prescribed herein shall be adhered to in processing employee complaints under Title I of the Education Amendment of 1972 (Sex Discrimination).

Because of the YPA Board's desire to resolve grievances and appeals as quickly as possible, there will be no extension of the prescribed time contained in this procedure without a compelling showing of good cause in its sole discretion. The purpose of this procedure is to settle personnel grievances and complaints at a level as close as possible to the points of their origin. Proceedings will be informal and confidential whenever possible. All appeals for such extension of time will be submitted to the YPA Board Chairperson.

3. Plans

A. SUPPORT FOR FORMATION OF THE CHARTER SCHOOL

i. Charter Committee

The Charter Committee consists of a diverse group of interested parents, teachers, and community members from all attendance areas served by the school. The Charter Committee has been and will continue to be involved in establishing the educational program of the school as well as its budget, governance, and operational procedures. The Charter Committee consists of 53 parents and community leaders from a broad range of backgrounds including Chief Donald Rogers of the Catawba Indian Nation, Dr. John Hoitink, MD, and Dr. Erin Hamel, Ph.D and Dr. Laura Ullrich, Ph.D at Winthrop University. Standing committees, including Academic Committee, Business Committee, Student Services Committee, and Community Relations Committee, are organized to effectively involve and capitalize on the strengths of all its members as well as volunteers.

The Charter Committee is led by the Executive Charter Committee. The purpose of the Executive Charter Committee is to guide the school through the application process, establishment of the school and until the open election of the Governing Board. The York Preparatory Academy Executive Charter Committee consists of Craig Craze, Chairperson; Diane Whitesell, Secretary; Michael Smith, Treasurer; Laurie Whitesell, Recording Secretary; and Corey Helgesen (certified teacher/administrator) with Jenae Pannell (certified teacher Special Education and Elementary Education), Erin Neurohr (certified teacher in Elementary Education), Jennifer Schultz (certified teacher in Secondary English) as the Academic Committee, and John Davis, J.R. Curry, and Kathy Griggs as the Community Relations Committee. A table with names, addresses, qualifications, and experience of these members is in Appendix G.

ii. Evidence of Support

Representatives of various interests and backgrounds have indicated their support for YPA. Both parents and community members believe that the growth and development of children through a high quality and challenging academic program have the potential to cultivate leaders in the community. Support from our State Senator Robert ‘Wes’ Hayes and York County Council Chairman Houston ‘Buddy’ Motz has been greatly appreciated by our committee (see attached letters in Appendix H). The Herald, a regional newspaper serving York, Chester and Lancaster counties, endorsed the formation of YPA in an editorial on January 15, 2009. The appendix also contains other newspaper articles written about YPA and samples of advertisements and handouts that we have used.

The parents of York County, South Carolina, have indicated a clear desire for additional academic choices. Promoting a positive learning environment that accommodates all types of learners at an individual level has gained support for YPA from parents. This is accomplished by offering a program that is inclusive of students requiring Individual Education Plans (IEP's), gifted students, and different learning styles by virtue of inherent multiple intelligences of learning. The uniqueness of offering a charter school where a set of common beliefs flows from kindergarten through twelfth grade, as well as the process of parents and teachers being able to elect an accountable school board, provides efficacy to their educational opinions.

Since the summer of 2008, the charter school has been publicized through a series of community meetings, informational booths, media releases, and informational flyers provided at local points of interest and accessibility in York County. A website (<http://www.yorkprep.org>) was also developed to inform the community about the charter school, answer questions, and allow access to enrollment and community support forms.

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The first meeting occurred May 17, 2008, with approximately 100 people in attendance. At the conclusion of this meeting, and subsequent events, community members were provided a form to complete if they wished to indicate they supported the formation of the charter school. These signatures, combined with the names of those who showed their support through the website sign up form, total over 1200 community members. This group includes the parents of more than 900 students, spanning all grade levels. Copies of the meeting interest form, a copy of the website sign up form, and the interest by grade level are included in Appendix I. The spreadsheets with the family information are available upon request.

Thursday, May 15, 2008 6PM-8PM	Public Meeting/handouts York Public Library, Fort Mill, SC
Thursday, June 5, 2008 6PM-8PM	Public Meeting/handouts Magnolia Room at Laurel Creek, Rock Hill, SC
Saturday, June 7, 2008 11AM-1PM	Public Meeting/handouts York Public Library, York, SC
Tuesday, June 10, 2008 6PM-8PM	Public Meeting/handouts Magnolia Room at Laurel Creek, Rock Hill, SC
Saturday, June 21, 2008 11AM-1PM	Public Meeting/handouts York Public Library, York, SC
Thursday, June 26, 2008 6PM-8PM	Public Meeting/handouts Boyd Center, Rock Hill, SC
Saturday, June 28, 2008 6PM-8PM	Public Meeting/handouts York Public Library, Fort Mill, SC
Tuesday, July 1, 2008 6PM-8PM	Public Meeting/handouts York Public Library, Lake Wylie, SC
Thursday, July 10, 2008 6PM-8PM	Public Meeting/handouts York Public Library, Fort Mill, SC
Saturday, July 12, 2008 10AM-12PM	Public Meeting/handouts York Public Library, Rock Hill, SC
Tuesday, July 15, 2008 6PM-8PM	Public Meeting/handouts York Public Library, Fort Mill, SC
	Public Meeting/handouts

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Thursday, July 19, 2008 10AM-12PM	York Public Library, Lake Wylie, SC
Tuesday, July 24, 2008 7PM-8PM	Public Meeting/handouts York Public Library, Fort Mill, SC
Saturday, August 30, 2008 10AM-2PM	Information Booth Sullivan's Dance Studio, Rock Hill, SC
Wednesday-Saturday, September 3,5-6, 2008 Various Hours	Information Booth Upscale Wee Sale, Rock Hill, SC
Saturday, September 13, 2008 8:30 AM – 11:00AM	Information Booth York Football Jamboree, York, SC
Various evenings, September 2008, 5:30PM – 7:30PM	Hand out Flyers, Rock Hill Pee wee Football, Rock Hill, SC
Monday, Oct. 29, 2008 6:30PM-10PM	Public Meeting/handouts Freedom Center, Rock Hill, SC
Wednesday, Dec. 10, 2008 6:30PM-8PM	Public Meeting/handouts Rock Hill Public Library, Rock Hill, SC
Saturday, Dec. 13, 2008 11AM-1PM	Public Meeting/handouts Ft. Mill Public Library, Ft. Mill, SC

iii. Conversion Schools

YPA is not a conversion charter school.

B. Budget and Accounting System

i. Annual Budget

The YPA Board will determine the business and financial services protocol for our charter school. Currently the Executive Charter Committee is exploring alternatives (outsourcing, in-house) and will ultimately select the process that best suits our fiscal needs as well as establishes us as sound stewards of public funds. Appendix J contains our Five-Year Projected Budget. This budget has been prepared in accordance with State Department of Education (SDE) Financial Accounting Handbook, with reference to the funding Manual and the Single Audit Guide. The YPA Board will adopt an Annual Operating Budget during June preceding the start of the Fiscal Year and will receive and approve Monthly Financial Statements during the

operational fiscal Year.

a. Revenues:

Revenue account codes used in the attached budget are in accordance with the SDE Financial Accounting Handbook for South Carolina school districts. Documentation for the SDE of estimated revenues for the South Carolina Public Charter School District (SCPCSD) is Appendix K.

We have applied for the Federal Planning and Implementation Grant but did not include it in the budget.

b. Expenditures:

Expenditure account codes used in the attached budget are in accordance with the SDE Financial Accounting Handbook for South Carolina school districts. Anticipated expenditures follow the same budget codes (Fund, Function, and Object) that are required of school districts operating in South Carolina. Costs associated with planning, implementation and continuance are included.

c. Budget and Accounting Management:

The YPA Board will be responsible for the fiscal management of the school. As stated above, the Executive Charter Committee is researching fiscal management options.

ii. Annual Audit

A Certified Public Accountant (CPA) will conduct an annual audit of all financial records. The audit will be conducted in the same manner as any public school operating in South Carolina.

YPA will adhere to accounting, auditing and reporting procedures and requirements of the SCPCSD, which are those for all public schools operating in South Carolina. Accounting,

auditing and reporting procedures and requirements will comply with the published specifications of the Office of District Auditing and Field Services contained in the Financial Accounting Handbook, Funding Manual, and Single Audit Guide. The YPA Board will receive, review and approve the Auditor's Report prior to official reporting.

iii. Pupil Accounting System

In accordance with the guidelines set forth by the South Carolina Pupil Accounting Manual and the South Carolina Student Accountability Manual, YPA will adhere to the reporting procedures, policies, and regulations that apply to all public schools in South Carolina. The primary purpose of the Pupil Accounting System is to categorize each pupil into one of the pupil classifications described in the South Carolina Education Finance Act of 1977 (EFA). "Membership and attendance data will be submitted to the SED two (2) times a year". The primary purpose of the Student Accountability System is to secure a "cumulative head count of eligible students who are served for the current school year. The cumulative head count is used to calculate the amount of funds school districts will receive under established programs". Thus, YPA will maintain and file reports according to district, state, and federal requirements.

iv. Negotiated Services Documentation

Currently we have not negotiated any services with the SCPCSD or any other outside vendor. The Executive Charter Committee is currently researching options (in-house, out-sourcing, etc.) for fiscal services, food services, pupil transportation services, custodial services, and the like. We will thoroughly review all options and proceed with the protocol that best meets our financial needs.

C. INSURANCE

YPA will contract an insurance company who will provide Worker's Compensation insurance, liability insurance, property insurance, indemnity insurance, and automobile insurance.

Currently, automobile insurance will not be required.

The insurance company will be a South Carolina licensed insurance company. Any other type of insurance required by law or deemed appropriate by the Governing Board shall be obtained. The estimated annual premium would be \$43,870. A copy of the quote for all the insurance is attached as Appendix L. A breakdown by insurance type is listed below.

i. Worker's Compensation Insurance

An annual premium of \$9,509 would be for coverage of \$500,000 each accident, \$500,000 disease-policy limit, and \$500,000 disease-each employee.

ii. Liability Insurance

An annual premium of \$7,406 would be for coverage of \$2,000,000 general aggregate, \$2,000,000 products/complete operations aggregate, \$1,000,000 personal and advertising injury, \$1,000,000 each occurrence, \$100,000 damage to rented premises, \$5,000 medical payments each person, \$1,000,000 corporal punishment liability, and \$1,000,000 abuse and molestation liability.

iii. Property Insurance

An annual premium of \$17,730 would be for coverage of \$3,000,000 building, \$1,000,000 contents, and \$1,000,000 loss of income. This premium also includes coverage for a list of other incidentals.

iv. Umbrella Insurance

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An annual premium of \$3,100 would be for coverage of \$1,000,000 limit of liability.

v. Automobile Insurance

An annual premium of \$6,125 would be for coverage of \$1,000,000 liability per accident, \$5,000 medical payments each person, \$1,000,000 uninsured/underinsured motorist each accident, \$250 deductible comprehensive, \$500 deductible collision, and hired & non-owned liability coverage.

vi. Other Insurance

At the current time, the charter school applicants do not anticipate obtaining any other type of insurance.

D. TRANSPORTATION

i. Transportation Needs

Transportation will not be a barrier to attendance at York Preparatory Academy. YPA will provide limited bus services via activity buses for students. The service will utilize group stops where the pick-up and drop-off points will only be within the parking lots of private/public facilities as may be contracted with churches, libraries and commercial businesses. YPA will not operate any buses for pick-up or drop-off of students while on public thoroughfares. The limited bus services are provided by YPA where financially feasible for both basic and activity transportation.

York Preparatory Academy will operate its bus operations in accordance with the laws and requirements of the State of South Carolina Department of Education safety requirements for activity bus operation. All school bus drivers hired by York Preparatory Academy will have: 1) a Class B Commercial Drivers License with P and S endorsements and 2) have a current State Department of Education School Bus Certificate.

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York Preparatory Academy is in contact with John Dozier, Director of Safety and Information in coordinating the implementation of the overall activity bus operations of the school and assuring all bus drivers are properly trained, certified and receive appropriate on-going in-service training.

South Carolina Department of Education, Office of Transportation
Mr. John H. Dozier, Director of Safety & Information
1429 Senate Street, Room 211
Columbia, SC 29201
803.734.8245

The specific transportation plan of York Preparatory Academy is included as Appendix M. If parents choose to carpool, YPA will assist by gathering the names of those interested so parents can form carpools. Parents will assume all responsibilities when carpooling as it is not a school sanctioned function.

ii. School Bus

YPA will not provide transportation via state school buses.

iii. Contracted Services

YPA does not intend to contract with the local school district, but may engage a third party for transportation services if feasible.

iv. Special Needs Students

Students with disabilities will be provided the same transportation access and opportunities afforded to students without disabilities. If necessary, the school will provide reasonable accommodations for students with disabilities as defined by IDEA and Section 504 of the

Rehabilitation Act.

E. FACILITIES AND EQUIPMENT

i. Identified Facility

YPA has not identified a facility.

ii. Facility Not Identified

YPA will be located approximately on the northwest edge of Rock Hill. Highway 5 and Highway 161/901 are the primary roads connecting the two communities of York and Rock Hill as well as the northern and eastern ends of the county. A site of more than approximately 20 acres will be purchased. YPA will have a maximum enrollment of approximately 1,300 students and would require approximately 52 classrooms. A 10,000 square foot gym/auditorium is included. These estimations are subject to modifications as the size of the student body is determined.

A suitable facility of approximately 53,000 square feet under roof will be constructed on site.

By the end of January 2010, a suitable facilities plan will be approved and construction begun for a 2010 opening. Any facilities will adhere to the appropriate federal, state, local fire and safety guidelines. Parents, community members, and Charter Committee members will assist the school in providing a suitable environment for learning. Attached is a timeline showing the building process.

York Preparatory Academy

Preliminary Building Timeline

October 10, 2008

	April 2009	May 2009	June 2009	July 2009	August 2009	October 2009	February 2010	March 2010	April 2010	May 2010	June 2010	July 2010	August 2010
Execute Facilities Agreement	X												
Land Due-Diligence	X												
Land Contract		X											
Land Purchase			X										
Land Plan Design				X									
Site Prep							X						
Building Design Building					X								
Permitting Construction						X							
Commencement Certificate of								X					
Occupancy School Opening												X	
													X

iii. Equipment

YPA will purchase equipment needed to support the curriculum of the school such as tables, chairs, desks, bookcases, computers, and other technology support items such as overhead projectors, screens, printers, etc. Local business partnerships will be generated to monetarily support needed classroom equipment and materials. Institutional fundraisers may also be pursued to raise money for additional items that would embrace the mission, beliefs, and goals of the charter school.

4. Practices

A. GOVERNANCE AND OPERATION

i. Non-Profit Corporation Status

YPA is organized as a South Carolina non-profit corporation. A copy of our Certification of Incorporation, Articles of Incorporation, and By Laws are Appendix N.

ii. Governing Board

Election of Governing Board

YPA will be managed in accordance with the requirements of the South Carolina Charter Schools Act. During the planning stage, the applicants convened a Charter Committee consisting of teachers, parents, and community members with various background experiences from all county attendance areas to govern the school through the application process, the planning phase, and the election of the initial YPA Board.

The first election of the YPA Board will be held on or before October 30, 2010, and each subsequent election will be held on or before April 15 each year thereafter. The exact date of each

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election will be established when the school calendar is established for each upcoming year and will be clearly denoted on the school calendar and other school publications to ensure all eligible voters are notified of it.

All employees of the school and all parents or guardians of students enrolled in the school are eligible to vote in an election. Each employee will have one vote. Parents or guardians will have one vote for each student enrolled; however, only one parent or guardian will be eligible to vote in each election.

Sixty days prior to each election, a request for written nominations for candidates to serve on the YPA Board will be published to all eligible voters. The Managing Director or his/her designee will immediately begin accepting written nominations and will promptly notify each prospective candidate to determine his/her willingness to serve. Each prospective candidate must complete a training/orientation session, as previously established by the Charter Committee or YPA Board, within 30 days prior to each election. Each prospective candidate must also comply with Internal Revenue Service requirements of all 501(c)3 tax-exempt organizations, including prohibitions of any conflict of interest matters or any matter of inurement.

Thirty days prior to each election, an official list of all qualifying candidates will be published to all eligible voters, along with the date, times to vote, place to vote, and instructions to vote. If the school intends to host public forums, debates, or other campaign events, the dates, times, and locations of the events should be published with this notification as well. No candidate will campaign on the school campus, except at a school-sponsored forum, debate, or other event.

Each election should take place in one, easily accessible location on the school's campus. Polls should remain open from at least 7:00 a.m. until 7:00 p.m. One list of all eligible voters will be

maintained; however, the list may be divided into sections (i.e. Last names beginning A through L and M through Z) to make the process as quick and orderly as possible. Each ballot will be made of paper and will clearly identify each candidate in alphabetical order of their last names using the same font and size. No name will have distinguishing feature(s) from the others. Each ballot will also clearly instruct the voter how to vote. Each voter will place his/her ballot into a secure container, which will not be opened until votes are to be tallied. Only the Election Committee, as described below, will have access to the ballots.

The Election Committee will tally all votes from the initial election at a public meeting and will announce the first YPA Board within 10 days of the election. In subsequent years, tallying of the election votes will occur during a public YPA Board meeting during the second semester of each school year by the Election Committee. In future years, YPA would like to provide the ability to hold voting online through our school website once a safe and secure method is found to do so.

The following individuals will comprise the Election Committee: Managing Director and at least one teacher representative from each of the following areas (kindergarten through first grade), intermediate (second through third grade), transitional (fourth through fifth grade), middle level (sixth through eighth grade), and high school (ninth through twelfth grade). The Managing Director will chair the committee and will only vote in the event of a tie. The Committee will carry out the responsibilities set forth herein and supervise each election. All reports of irregularities, fraud, or concerns regarding an election will be made in writing to the Committee within 48 hours of the close of the election, and any concerns not properly presented to the Committee will be waived. The Committee will not announce the results of an election until all appropriately presented concerns have been satisfied within the sound discretion of the Committee. An announcement should be made, however, within 10 days of an election. **Authority of the**

YPA Board

The YPA Board has the authority to develop policies, make decisions, and execute each of the following responsibilities:

- i. Employee agreements and contracts with directors, teachers, and non-teaching employees;
- ii. Ensure that all certified personnel and non-certified teachers undergo the background checks and other investigations before they are employed in the school;
- iii. Contract for other services, including but not limited to transportation, financial, food, accounting, and legal;
- iv. Develop pay scales, performance criteria, and discharging policies for its employees, including the school's administrator;
- v. Deciding all other matters related to the operation of the school, including budgeting, curriculum, and operating procedures; and
- vi. Ensure that the school will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in the same school district.

Freedom of Information Act

YPA will comply with the Freedom of Information Act. The school will adopt any forthcoming South Carolina Public Charter School District policies concerning the public's right to know, Freedom of Information Act, and policies affecting student records, administrative records, and meetings.

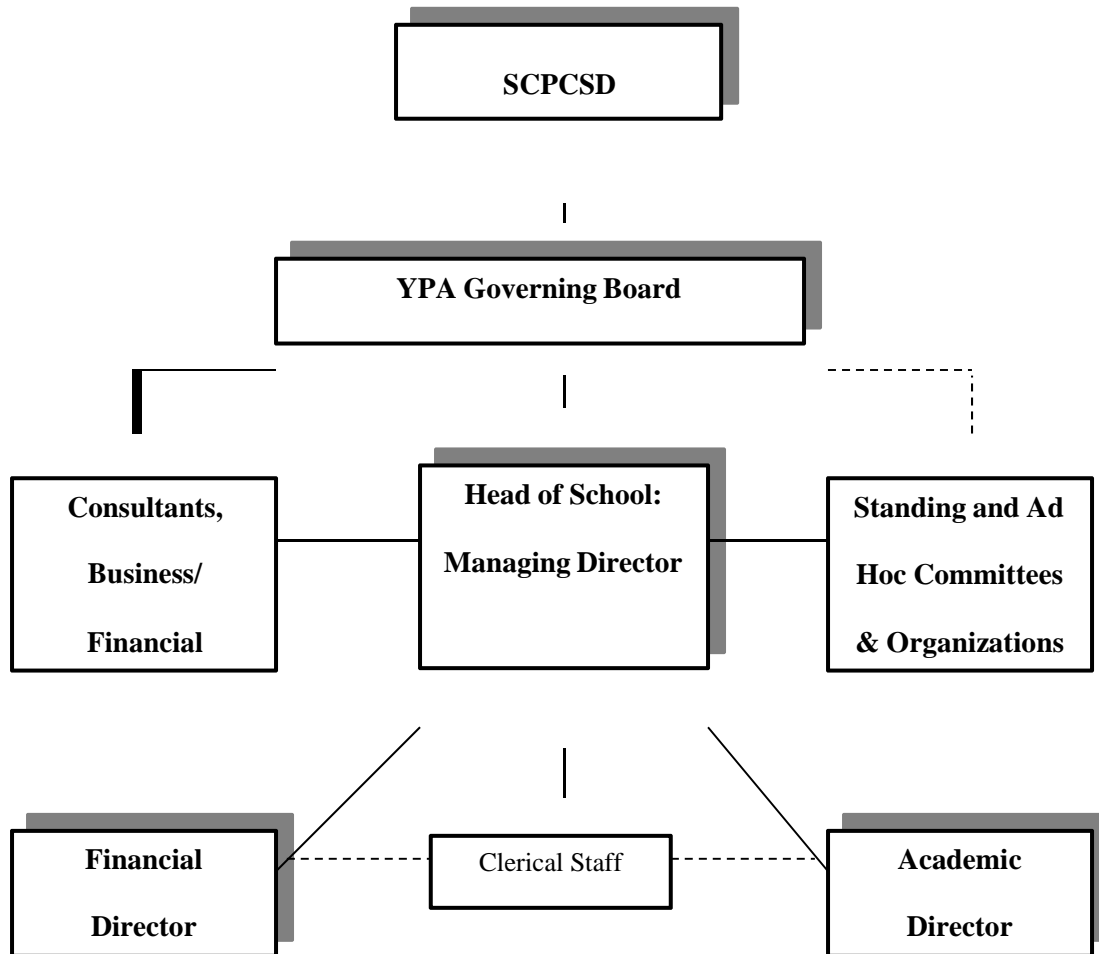
The YPA Board understands its role as a public servant and that its meetings and records are a

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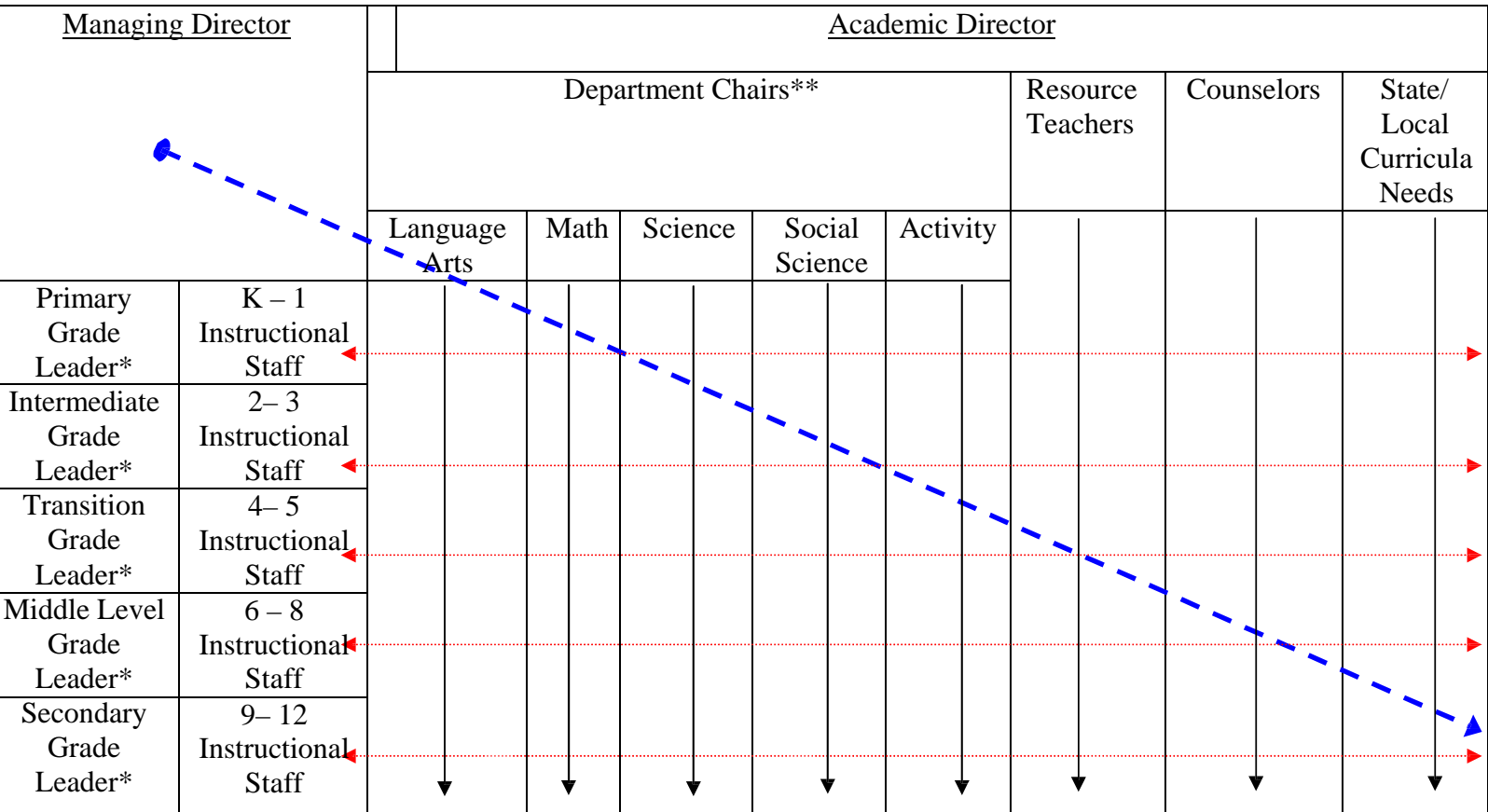
matter of public information except for those which pertain to individual personnel or other classified matters as provided by law. The official minutes of the board, its written policies, and its financial records will be open for inspection as provided by the Freedom of Information Act.

Only the YPA Board, subject to federal and state laws and regulations, may approve the release of names, addresses, and records of students and staff, and will do so only when such a release is in accordance with the law.

iii. Administrative Structure



Local School Structure



Students and Parents

* **Grade Leaders** represent their respective grade groups (the How and with Who – this group has the primary focus on the individual student and teacher)

** **Department Chairs** represent core curriculum throughout all grade levels (the What and Why – this group has the primary focus on pointing out the path and staying on it) to assure continuity, congruency and accountability.

These roles together balance out the entire academics of the school so that the school can benefit from:

- 1) More ideas from more sources.
- 2) More involved and satisfied teachers/leaders in the school strategy and tactics.
- 3) Avoid over reliance on singular personalities and a detached organization.
- 4) Requires the leaders to be more visionary and teach others what they are proposing rather than the typical top down vertical organization structure.
- 5) Flat organizations work best where people are your key resources.

Managing Director The YPA Board will hire a Managing Director as Head of School to serve as its executive officer with on-site responsibility for all aspects of school effectiveness. In relation to the progress of YPA, the Managing Director must have a state of the school report to be delivered by February 15th as well as a proposal regarding an objective and defined needs assessment of the organization. The Board has 30 calendar days to approve the proposal. This administrator will report directly to the YPA Board and will be responsible for upholding YPA's mission by fulfilling the following responsibilities and duties:

- provide strong academic and instructional leadership
- coordinate all standing committees and the Leadership Team of the charter school to promote shared decision making and accountability for teaching and learning
- guide the development, selection, implementation, and evaluation of all curriculum and instructional services and materials
- coordinate all activities affecting the daily operation of the charter school
- assist in planning staff development
- ensure coordination of all school programs with state and federal mandates
- interpret the school's programs to the staff community and charter school delegates
- exert a positive and professional attitude in working with all stakeholders
- interpret and implement Governing Board policies, corresponding rules, and regulations
- administer financial affairs
- coordinate rules for appropriate student and staff conduct
- prepare school, district, state, and federal reports as necessary
- report to the Governing Board regarding school needs

- provide assistance and direction to the staff to improve teaching and learning
- coordinate on-going monitoring and student progress
- facilitate communication among all stakeholders

Administrative/clerical support will be hired to assist the Managing Director and ensure efficient operation of the school. These individuals will report directly to the head of the charter school.

The Managing Director may be an Ex Officio member of any committee subject to YPA Board approval. The YPA Board reserves the right to exclude any person from a committee.

Academic Director The YPA Board will also hire an Academic Director, who will report to the Managing Director. Responsibilities of this person may include the following:

- provide leadership for the coordination and implementation of YPA's comprehensive and systemic academic curriculum/program through an on-going process of planning for innovation, change, and continuous academic/developmental improvement
- coordinate and evaluate the delivery of guidance services to students, parents, and staff
- coordinate and direct the appropriate programming of students in their chosen career path
- ensure that special education students are placed on the appropriate emergent learning path in early years and the best career path in later years in-line to their personal needs, including IEP's
- monitor the entry level process of all students enrolled
- facilitate and coach Curriculum Chairs per content area
- monitor student recruitment, attendance, and retention
- supervise the accuracy and maintenance of student records, K—12
- monitor and evaluate teacher performance through the OBME model

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- coordinate student activities, such as the Scholarship and Financial Aid Program, Student
 - Recognition, Awards Program, etc.
- provide leadership for the planning, design, and implementation of professional development and Career Days activities
- provide information and disseminate feedback from the community, partnered college(s), and the military as it relates to student progress and preparation toward higher education/vocational needs
- administer and oversee both local and standardized assessments

Business and Financial services shall report directly to the YPA Board. Communication to and from the Managing Director to Business and Financial services is to be maintained on all appropriate matters.

School Leadership Team In alignment with the six purposes of the Charter Schools Act, the administrative structure will include instructional support staff. A committee, as approved by the YPA Board, of teachers/staff, parents, and community members working with the Managing Director, will serve as members of a Leadership Team to develop a school environment and curriculum which stimulates and motivates all students and teachers to reach excellence. Their responsibilities will be as follows:

- curriculum development
- selection and organization of materials
- implementation of research-based instructional strategies
- horizontal and vertical articulation of curriculum and instruction
- data analysis for student and school improvement
- staff development

- mentoring, coaching of teaching staff
- media services coordination
- special education services coordination
- parental involvement
- technology integration
- service learning
- character education
- guidance services for students
- testing coordinator
- student assessment coordinator
- scheduling

Standing committees will be established by the YPA Board to support the YPA Board and the Managing Director. Examples of these standing committees are the Academic Committee, Business Committee, Facility and Maintenance Committee, and Community Relations Committee. These standing committees and the Leadership Team will serve the purpose of achieving site- based management and a keen sense of responsibility for academic achievement.

iv. Parental, Community, and Educator Involvement

Currently, a diverse group of interested parents, teachers, and community members representing surrounding areas form the Charter Committee. They will continue working during the planning year of implementation until the YPA community election of the YPA Board.

Parent, community, and educator involvement will be an essential component of the school. As the influence of the home directly impacts the student's well-being and academic motivation, YPA will strive to compliment a high standard of volunteer parental involvement. When schools, families, and communities work together, students are motivated to succeed. Our charter school will plan explicit fundamental strategies to actively engage families, community members, and educators. The YPA Board supports school guidelines, which will include the following:

1. All parents will be essential participants in the growth, accountability, and overall success of their children and will therefore be strongly encouraged to contribute volunteer hours along with staff and community members during both regular operational hours as well as special events.
2. Parental concerns and recommendations will be encouraged for the improvement of YPA.
3. Mandatory parent-teacher conferences will include students and will occur on a regular basis as specified previously. Teachers will be flexible to allow conferences to be held at times and dates convenient for parents. Parents will receive an accurate picture of their child's progress and have a personal vehicle for providing input. Together, parents, teachers, and students will establish learning goals that help the student achieve at the highest levels. Collaborative goal setting will develop a true partnership and sense of ownership for success.

Committees

The Leadership Team, working with the Managing Director, will recommend to the YPA Board adjustments and improvements for the educational program of the school as well as its budget and operational procedures. Participation by the broader school community will occur through the work of standing committees. A board member or designee will chair each of the standing committees and report recommendations back to the board for final approval. Standing committees

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(e.g. Academic Committee, Business Committee, Facilities/Maintenance Committee, Audit Committee, and Community Relations Committee) will be organized to effectively involve and capitalize on the strengths of all its members. The following paragraphs briefly describe some of the duties of standing committees.

1. Academic Committee: Through visits to other schools and keeping abreast of current research-based, best practices in professional journals and publications, the Academic Committee will refine the instructional goals, objectives, and student achievement standards as well as the plan for evaluating pupil achievement and progress that the school will implement to ensure all students meet the challenging state performance standards of their particular grade level. Remediation methods and procedures, if student achievement falls below standard, will also be finalized.
2. Business Committee: The Business Committee will work cooperatively with the finance department of the South Carolina Public Charter School District to ensure an economically sound budget for the school and provide guidelines for the annual audit.
3. Facilities and Maintenance Committee: We will build a facility near the Northwest area of Rock Hill. Our facility will adhere to state safety codes and regulations. This committee will assist in maintenance or other facilities needs thereafter.
4. Community Relations Committee: The Community Relations committee will work in all areas of the community to ensure that information is adequately disseminated regarding the school. Also, understanding that local businesses have a considerable stake in the quality of graduates that the schools produce, partnerships with area businesses and organizations will be formed to encourage diverse community support.

5. Audit Committee: The Audit Committee will be chaired by an independent Board member and is ultimately responsible for the audit and evaluation of all financial, academic, operational and overall corporate matters including board evaluations, student/academic evaluation/testing processes and systems, annual academic and operating plan evaluations, and financial audits. The Audit Committee will maintain its independence and objectivity in all its dealings including those matters where the Audit Committee Chair votes as a member of the Board.

Each standing committee will work to develop and maintain the foundation on which the school is based, being careful to collaborate with the Executive Charter Committee or YPA Board.

B. ADMISSIONS POLICIES AND PROCEDURES

i. Enrollment Procedures

Eligibility

All eligible K thru 12th grade students residing within the South Carolina Public Charter School District (SCPCSD) are eligible to attend YPA. Students will be admitted without regard to race, religion, gender, creed, national origin, disability, ancestry, need for special education or itinerant services, or socioeconomic condition. Expelled students will not be admitted according to the policy of the SCPCSD.

The Application

The application will be received and processed by the Board of Directors or designee of YPA. Media advertisements and public announcements will clearly state how or where applications are available and the deadline for receipt of completed applications.

Priority Enrollment

YPA will give priority enrollment to existing students, siblings of a pupil already enrolled, and students of charter school employees. In the first year only, priority will be given to children of Planning Committee members, provided that their enrollment does not comprise more than twenty percent of the enrollment of the charter school.

Students with priority status will be assigned to the available slots in each grade and not assigned a lottery number. Once this is done the remaining applicants will participate in the following lottery procedure.

The Lottery

If the number of applicants exceeds the capacity of a program, class, grade level, or building, a lottery process will be used to determine enrollment. At least three individuals that have no relationship or association with YPA shall be appointed by the YPA Board to oversee the lottery process and the actual lottery event. The lottery will be held no later than February prior to the beginning of the school year. It is to be held in a public forum open to all prospective YPA parents and should be announced at least 30 days in advance. The lottery process should be implemented as follows:

1. Each student application will be verified in advance for accuracy of age, date of birth, grade, and address to avoid any duplicate applications.
2. The name of each applicant, their grade, date of birth and any siblings who are also applying will be included in the spreadsheet of all student candidates. The spreadsheet shall serve as the master enrollment reference document for all lottery and enrollment processes.

3. The name of each applicant, their grade, and date of birth will be placed on an index card. If the applicant has siblings who are also applying, their names, grades and dates of birth will also be noted on the card.
4. The information on each index card will then be verified against the respective application and master spreadsheet for accuracy.
5. The individual index cards will be placed in a hopper that corresponds to the applicant's grade. There is one hopper per grade.
6. All index cards placed in the hoppers will be shuffled by individuals with no relationship or association to YPA. These same individuals will also draw from the hoppers per the next step.
7. The lottery will begin with the drawing of an index card from the hopper of the highest grade level. The name of the student will be announced to the public gallery and recorded on the grade roster in the order it was picked. If the student has siblings who are also applying, their names will also be announced to the public gallery and recorded on their respective grade roster. All results are to be immediately recorded on the master spreadsheet.
8. The next drawing will be made from the next highest grade level and will follow the same process as the first. The process is repeated descending down to the Kindergarten class. Once the first round of lottery picks have been made for all the grades, the same process occurs again beginning at the highest grade level and continuing on down to the Kindergarten class.
9. The process is repeated until all names are drawn and assigned to grade levels. As grade levels become full, remaining names will be placed on a waiting list in their lottery order number. This information is to be shared with the attendees.
10. There is no appeal to the sponsor in regards to this lottery process.

ii. Students Outside the District

This does not apply. The school is sponsored by the SCPCSD. Its boundaries are the state of South Carolina and are not subject to other county or school district lines. The former district of any student admitted will be notified in a timely manner.

iii. Student Appeals Process

There is no appeal process when a student is denied admission because of lottery results. However, if a student is denied admission for reasons other than the results of a lottery, the student may appeal the denial to the South Carolina Public Charter School District in accordance with the guidelines.

C. RACIAL COMPOSITION

i. Racial Composition

Current US Census Data (2005) indicates that the racial composition of York County, South Carolina is 19.2% black, 77.8% white, and 3.0% other. YPA intends to work with community leaders to develop a marketing program that will reach out to all members of the community to ensure that enrollment has a variance of no more than 20 percentage points as required by State law. YPA has established extensive rapport with various African American community leaders including Harold Menefee, a retired educator and psychologist, and Walter White, a retired school principal.

ii. Policies and Procedures

Prior to the beginning of each enrollment period, YPA will inform students and parents in the community about the charter school and solicit applications in a variety of ways in order to give students of all genders, races, national origins, colors, creed, and disabilities an equal opportunity to attend. Methods of marketing the school will continue to include:

- open houses in a variety of locations for the purpose of informing the public about the educational focus and mission of the school
- wide circulation of advertisements to reach the broad community, including posters at local libraries, churches, YMCA, community centers
- direct contact with community leaders and community organizations with access and means to reach at-risk populations and diverse ethnic groups
- speaking opportunities at community churches and events
- YPA website with clear, specific information about the educational focus and mission of the school, specifically addressing frequently asked questions and lottery procedures
- newspaper advertisements in local newspapers
- submit articles for regional newspaper
- education job fairs at local universities to recruit teachers
- contact education departments at local universities to e-mail information to senior education students
- application information on the school's website and at public libraries.

YPA maintains an informative web site <http://www.yorkprep.org>. Reminders of meetings and other articles of interest are posted regularly to this site. We will continue to maintain such a website for our parents, educators, and supporters as well as for the community at large throughout each year of implementation.

iii. Desegregation Plan or Order

The South Carolina Public Charter School District and York County's school districts are not currently under any desegregation plan or order. Should the district be placed under such an order during the operation of York Preparatory Academy, the school will respond as directed by the order.

D. STUDENT CONDUCT RESPONSIBILITIES AND DISCIPLINE PROCEDURES

i. Student Conduct

Student Responsibilities include behaviors that create a(n)

- Atmosphere in the classroom conducive to learning without behaviors that disrupt.
- School atmosphere in which students can expand their minds and grow in wisdom.
- Safe environment in which to learn and study.

YPA will provide to each pupil a Student Handbook at the beginning of the year. The handbook outlines expectations and consequences in all aspects of life as a YPA student. The student handbook includes the following items:

- Academic requirements, including the consequences of cheating

- Code of conduct
- Parking regulations
- Attendance policy
- Dress code

D. BEHAVIOR AND DISCIPLINE POLICY

i. General Considerations

York Preparatory Academy will require good manners, respect for self and others, appreciation for property, honesty, punctuality, reliability, and responsibility from all students, staff, parents, and community participants. We fully expect our focus on ethics and good decision-making to produce an environment where good character is important to all. YPA's intention is to praise rather than to reprimand whenever possible. Nonetheless, to ensure that the school maintains a proper learning environment, the following disciplinary policies will be applied and enforced.

York Preparatory Academy has compiled a list of violations of school policy, each of which is classified as a Class I, II, or, III offense. (Note: The list of offenses, which shall be published in the Student Handbook, may be modified by the YPA Board of Directors without amending the Charter.) Students who exhibit any Class I offense will generally receive school-based discipline, yet may receive a 1 day out-of-school suspension for actions that are repeated. A Class II violation will result in temporary suspension from YPA for up to 5 days. To re-enter the school, the student must show evidence that indicates that he or she is now focused on

academic, motivational, and behavioral aspects of his or her life. Any student who (i) receives three out of school suspensions within a single academic year or (ii) commits any Class III offense will be expelled from the school and may not re-apply.

Application of any form of discipline short of expulsion shall be the ultimate responsibility of the Managing Director, who shall act in consultation with a student's classroom teachers, Grade Leader, and other members of YPA administration, as necessary and appropriate. The Managing Director may recommend that a student be expelled, but the decision whether to expel a student shall be made by YPA's Board of Directors, acting in accordance with this policy.

YPA's Administration may utilize a designated room (e.g. Character Education Room, Focus Room, ISS) and/or Behavior Contracts with students to foster and encourage appropriate behavior. Methods used in the Focus Room, for example, may include students writing about what their behaviors are and how they will work to correct them. Behavior Contracts allow the school team, student, and parents to address behavior issues and establish clear expectations and consequences.

ii. List of Offenses

The specific list of offenses for which students are subject to discipline is set forth in YPA's Student Handbook. The Board of Directors of YPA may revise that list of offenses from time to time, without amending this Charter.

iii. Expulsion Procedures

1. When it is alleged that a student has committed a violation of the YPA Behavior and Discipline Policy that could subject the student to expulsion, the Managing Director shall oversee a preliminary investigation to determine if there is reasonable cause to

pursue expulsion. The Managing Director may delegate primary responsibility for conducting the investigation to another member of the school's administration.

2. The student will be suspended from YPA pending the completion of the investigation. The student's record (e.g., PowerSchool) will be marked "Suspended."
3. Following the investigation, if the Managing Director decides to recommend the student's expulsion to the Board of Directors, the following procedures shall be followed:
 - a) As soon as practical, but no later than two (2) business days following the Managing Director's decision to recommend expulsion, the Managing Director shall hold a conference with the student and his parent/guardian to explain: 1) that the student's expulsion is being recommended to the Board of Directors, 2) the basis for the recommendation for expulsion; 3) that the student will continue to be suspended pending the expulsion hearing and; 4) the procedure to be followed at the expulsion hearing.
 - i. The meeting/conference shall be held in person whenever possible, but may be conducted by phone, if necessary.
 - ii. The Managing Director shall have at least one other person present to take notes during the meeting/conference (another administrator, Guidance Counselor, etc.).
 - iii. At the conference, the parent/guardian shall be provided with a copy of the completed "Recommendation for Expulsion" form that describes the

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basis for the expulsion recommendation and that includes a description of expulsion procedures. If the conference is held by telephone, the Recommendation for Expulsion form shall be sent to the student's parent/guardian by certified mail, return receipt requested.

4. The student will continue to be suspended from YPA pending the expulsion hearing before the Board of Directors. The student's record (e.g., PowerSchool) will be marked "Suspended > Pending Expulsion."
5. The expulsion hearing will be held at the next regularly scheduled Board of Directors meeting following the conference described in Paragraph 3 above, or at such other time as is mutually convenient for the Board and the parents/guardians of the student whose expulsion has been recommended. If the parents/guardians choose not to attend the expulsion hearing, the hearing will proceed in their absence.
 - a) At the expulsion hearing, the Managing Director or his designee shall present a summary of the alleged misconduct that is the basis for the expulsion recommendation. The Managing Director or his designee shall then present the evidence supporting the recommendation to the Board.
 - i. Evidence presented at the expulsion hearing may include, but is not limited to, witness statements, police reports, and photocopies of evidence.

- ii. The expulsion hearing need not be conducted according to formal legal rules of or procedure.
 - iii. The Managing Director or his designee may call witnesses to testify in support of the school's position. YPA should receive written parent/guardian permission for any witnesses who are minors.
 - iv. The Chairman of the Board of Directors shall preside over the expulsion hearing and shall have full authority to admit or exclude evidence.
-
- b) The student shall have the right to be represented by legal counsel at the expulsion hearing, at the student's expense. The student and his parent/guardian and, if present, legal counsel, shall have the right to receive copies of any evidence presented by YPA at the hearing and to cross-examine any witnesses called by YPA in support of the expulsion recommendation.
 - c) Once the Managing Director or his designee has presented evidence in support of the recommendation for expulsion, the student, through his parent/guardian or legal counsel, shall be allowed to present evidence and call witnesses in opposition to the recommendation. YPA shall have the right to receive copies of any evidence presented by the student at the hearing and to cross-examine any witnesses called by the student in opposition to the expulsion recommendation.
 - d) Further rebuttal evidence by either party may be presented at the hearing if the Chairman of the Board of Directors determines such evidence is necessary or useful.

- e) The hearing shall be tape-recorded, but no transcript shall be produced unless requested by the student through his parent/guardian or legal counsel. The student shall bear the cost of producing a written transcript of the hearing.
- f) Immediately following the expulsion hearing, the Board shall deliberate and decide whether to expel the student. The Board may consult its legal counsel during the deliberations. Within two (2) business days following the Board's decision, the Board shall issue a written Record of Expulsion Hearing that: 1) identifies those present at the expulsion hearing, 2) describes the basis for the Recommendation for Expulsion, 3) summarizes the evidence received at the hearing, and 4) memorializes the Board's vote granting or denying the Recommendation for Expulsion. YPA shall provide the student, though his parent/guardian and, if applicable, his legal counsel, with a copy of the Record of Expulsion Hearing.

iv. Miscellaneous

Searches

The YPA Board reserves the right to authorize the Administration and/or his/her designee to search a student's belongings (lockers, desks, vehicle, book bag, or other possessions), including if an imminent danger to the student or others is suspected. At the time of the search, only the student and involved personnel will be present so as to maintain the student's privacy. Parents of any involved students will be notified as soon as possible if such actions are required. A student's failure to cooperate or obstruct a search will receive consequences congruent to a Class III infraction.

IDEA

Students eligible for protections under IDEA and Section 504 are subject to the same disciplinary procedures as their non-disabled peers in accordance with the regulations specified by IDEA and Section 504 of the Rehabilitation Act.”

Sexual Harassment and Bullying

YPA prohibits unlawful sexual harassment of any student or other person. Prohibited sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including but not limited to insulting or degrading sexual remarks or conduct and inappropriate touching. YPA believes bullying is a form of harassment. Bullying is defined as the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but is not limited to actions such as verbal taunts, name-calling and put-downs, extortion of money or possessions, and exclusion from peer groups within school. The above allegations are to be reported to the teacher and the guidance counselor. All allegations are then investigated and reported to the proper authorities, including but not limited to parents and local law enforcement. Retaliation for the reporting of sexual harassment or bullying will be met with additional disciplinary consequences.

RECOMMENDATION FOR EXPULSION**Background Information**

RE: _____ TO: _____

Student Name_____
Parent/Guardian_____
Home Address_____
ID#_____/_____/_____
Date of Birth_____
Grade_____
Race_____
Sex_____
Parent/Guardian Home Phone_____
Parent Guardian/Work Phone**Incident and Rule Violation**

This is to inform you that an investigation has occurred concerning your child's participation in an incident that occurred on ____/____/____, resulting in his/her suspension. I have determined, based on the investigation, that your child's involvement in this incident justifies expulsion. I am recommending your child's expulsion to YPA's Board of Directors.

This recommendation for an expulsion is based on the following Class III disciplinary infraction in YPA's Code of Conduct:

Section ____ No. ____ Time of Incident: _____ Location of Incident

Description of Behavior or Circumstances of Misconduct:

Expulsion Hearing

Your child has been suspended from YPA pending the completion of my investigation. Your child's suspension will continue until the Board of Directors holds an expulsion hearing at its next regular meeting, scheduled for __:__ a.m./p.m. on _____. During the suspension, your child may not take part in any school function and must remain off all school property.

YPA's Procedures for the Expulsion of Students, attached to this form, describes the procedures that YPA will follow when considering the expulsion of a student, including the procedures to be followed at the expulsion hearing before the school's Board of Directors. You and your child are entitled to be present at the hearing, to review the evidence presented in support of expulsion, and to examine any witnesses who testify before the Board of Directors. You may also have legal counsel present, at your expense.

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Contact Information

If you have any questions concerning this Recommendation for Expulsion or your child's school status as a result of this action, please contact me at (803) 324-4400.

_____/_____/_____ Managing Director's Signature
Date

RECORD OF EXPULSION HEARING

The Board of Directors of York Preparatory Academy, Inc. met on _____, 20__, at _____ p.m. at York Preparatory Academy, to consider a Recommendation for Expulsion made with respect to _____, a student at YPA.

Present at the hearing were:

With the knowledge and consent of all parties present, the hearing was tape-recorded.

The Chairman of the Board of Directors, or his/her designee, opened the hearing by asking all parties present to introduce themselves. The Chairman then confirmed that none of the YPA Board Members present had a conflict of interest that would prevent them from acting fairly and impartially.

_____ presented the Recommendation for Expulsion issued on _____ by YPA. The Recommendation indicated that

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expulsion was being recommended for the following Class III infraction contained in YPA's Code of Conduct:

_____.

[BRIEF SUMMARY OF HEARING]

The Board adjourned to receive legal advice in executive session concerning the expulsion. Following the executive session, the Board returned to open session and voted to _____ the Recommendation for Expulsion.

This _____ day of _____, 20____.

Secretary, York Preparatory Academy, Inc.

E. INDEMNIFICATION

YPA assumes the liability for the activities of the charter school and agrees to hold harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of actions, suits, claims, or judgments arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.