



Charter Application

To the South Carolina Department of Education

And The South Carolina Public Charter School District

Updated 1/10/2019

www.yorkprep.org

A. CHARTER SCHOOL MISSION STATEMENT

York Preparatory Academy (YPA) exists in order that its students possess the knowledge, skills, character, and determination necessary to excel in their chosen post-secondary pursuits and in life. 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 through shared core values in Kindergarten through grade 12. The school is committed to equity and access for the families who wish to attend and will make every effort to ensure that families in York County and South Carolina are aware of our programs and have opportunity to attend.

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. Literate Knowledge: Students will possess the reading and writing skills necessary to master a rich and diverse content base related to their post-graduation professional and personal goals, and to become self-directed over their own learning.
- Goal 2. Numerate Knowledge: Students will gain the ability to use numeracy skills in all areas of the curriculum, to understand how to practically apply them both within and outside of school, and be prepared to approach the numerical demands of higher education, employment, and adult life with confidence and competence.
- Goal 3. Communication: Students will be able to clearly and concisely convey their thoughts, ideas, and positions.
- Goal 4. Thinking: Students will be able to think through and solve complex issues.
- Goal 5. Collaboration: Students will be able to collaboratively work with others.
- Goal 6. Creativity: Students will use creativity to find answers and solutions.

Goal 7. Character: Students will develop the courage and integrity needed to consistently make noble choices that will positively affect themselves and others.

Goal 8. Determination: Students will build the resolve and tenacity required to overcome obstacles and failure, the work ethic to achieve success in their pursuits, and the intrinsic motivation to continue to improve themselves throughout their lives.

Strategies to Accomplish Educational Goals and Objectives

York Preparatory Academy is committed to serving families across South Carolina, potentially on multiple campuses, 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 strategies for achieving this are as follows:

Core Principles

1. A curriculum exceeding the minimum standards of the state of South Carolina that is detailed and vertically aligned K-12.
2. Rigorous and systematic monitoring of student progress through the curriculum using interim assessments that are formative and ongoing coupled with the needed changes for individual student success.
3. A belief that great teachers and staff constantly examine their effect on students and seek to gain the skills necessary to improve it.

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.

Clearly Defined Focus and Outcomes

Each YPA campus will have a clearly defined focus and outcomes. For the YPA campus in Rock Hill, SC, 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 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.

K-3 Literacy and Intervention

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.

Focus On Individual Student Growth

A key strategy to ensure that our students achieve the outcomes of our charter is the importance that we give to maximizing individual student growth. The YPA teachers and administrators will establish fixed benchmarks along the school's curriculum sequence that lead to the achievement of the measured outcomes. They will also ensure ongoing monitoring of student progress, both formally and informally, and make necessary adjustments to instruction that will give students the opportunity to display maximum growth in those outcomes. This may include the addition of intensive or supportive instruction similar to Tier 2 and 3 intervention in an RTI model.

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.

Character Education

The instruction of character education will be strongly integrated into the curriculum in all grades. 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.

iii. Academic Standards

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

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

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

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

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

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

YPA students will achieve in Foreign Language those standards that have been identified for each grade level by the State Board of Education. Students will be expected to achieve in Foreign Language at each grade level those standards reflected in the South Carolina Standards for World Language Proficiency

Computer/Technology Literacy

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 school 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

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 school 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.

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.

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. YPA seeks to be

innovative in every beneficial way. The data collected will be analyzed for improvement needs and opportunities. We will embrace continual improvement methods consistent with best practice in education and which help our students achieve the stated outcomes.

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 daily schedule for the elementary, middle, and high schools will be evaluated annually to ensure that the allocations of instructional time are maximizing both growth and achievement for each student while adhering to credit and other requirements of the state of South Carolina.

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. 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. 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.

The key to the successful implementation of the school's rigorous standards and end statements is not in the specific curriculum itself but in the teachers' ability to examine student progress and develop additional skills and curriculum to help each student succeed.

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.

Writing/ Handwriting: Writing for authentic purposes as well as the technical process of writing will be integrated into the content instruction of other subjects. Students will receive opportunities to develop critical thinking and analysis skills which will aid them in both creative as well as technical writing.

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. Math instruction will focus on how, when, and why the math concept is used. Emphasis is placed on effective strategies for problem solving.

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 science courses will emphasize the processes of science and conceptual understanding of topics. Science units of study will be developed using the South Carolina state curriculum standards as one of many resources.

Social Studies: Social studies units of study will be developed using state standards and research based practices. A variety of experiences, including those using interdisciplinary approaches, in the social sciences of economics, sociology, psychology, geography, political science, anthropology, and history will enable 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 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.

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. 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

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.

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. 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 workforce, and as thoughtful, creative individuals.

Mathematics: South Carolina College- and Career-Ready Standards for Mathematics 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 SCCR Mathematical Process Standards, and life and career characteristics that are identified in the South Carolina Portrait of a College and Career Ready Mathematics Student. The school will focus on mathematics as a means of communications and as a tool for the discovery and exploration of ideas. Mathematics instruction will also emphasize problem

solving and interrelatedness of mathematical ideas rather than a series of isolated skills to be mastered independently.

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. 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.

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.

State Requirements for the High School Diploma

To qualify for a South Carolina State High School Diploma, students at YPA will meet all currently applicable credit requirements as designated by the State Office of Education.

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.

iv. 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.

Grade Level	Assessments Given	Administration Timeline
Kindergarten-8th Grade	-State Mandated Tests -Informal Classroom Progress Monitoring -School Benchmarks	As Required Ongoing Ongoing
9th Grade	-Individual Graduation Plans -End of Course Exams	Ongoing End of Semester

	-Informal Classroom Assessments -School Benchmarks -Pre-ACT	Ongoing Ongoing As Scheduled
10th Grade	-Individual Graduation Plans -End of Course Exams -Informal Classroom Assessments -School Benchmarks -Advisory Groups	Ongoing End of Semester Ongoing Ongoing Ongoing
11th Grade	-SAT/ACT -End of Course Exams -Informal Assessments -Individual Graduation Plans -Advisory Groups -Dual Credit/AP	End of Year End of Semester Ongoing Ongoing Ongoing End of Semester
12th Grade	-SAT/ACT -End of Course Exams -Informal Classroom Assessments -Individual Graduation Plans -4-Year Grad Rate -Scholarship Totals -Dual Credit/AP	End of Year End of Semester Ongoing Ongoing End of Year End of Year End of Semester

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.

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 YPA Board will adopt an annual reporting calendar. The calendar will ensure that a report is received on each of the school's End Statements. The Managing Director will

submit reports on the dates specified which describe the school's level of achievement for each end as well as the plans that are in place to continue to improve. The Board will determine if adequate progress is being made towards the accomplishment of the End Statements.

iii. Academic Assistance

The school will use the results of tests and informal assessments in the diagnosis of student deficiencies. When test results indicate a deficiency, the school will provide instruction to aid the student in bringing his/her performance up to the statewide standards. The instruction will be specific to the individual student's needs.

Personnel

A. 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. The school will ensure that background checks and other investigations required by law are conducted prior to any hiring decision. 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. 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 end statements in its charter agreement with the SCPCSD that elevate student achievement as priority. YPA will base its Teacher Support and Development efforts on the best available research and will make the ability of teachers to understand their impact and to improve on it annually the focal point of all Teacher Evaluation efforts. This focus will be used in place of ADEPT; except where the ADEPT concepts and process may otherwise complement but not supersede the school's efforts 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 the school shall cease to use ADEPT as a part of its Teacher Support and Development efforts. The limited and complimentary utilization of ADEPT by YPA is based on 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.

iii. Terms and Conditions of Employment

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. The procedures and policies concerning employee records will be consistent with applicable law.

C. GRIEVANCE AND TERMINATION PROCEDURES

i. Employment and Dismissal Procedures

The school will include a grievance policy which adheres to acceptable standards as well as applicable laws. The policy will be included in the employee handbook and employees shall be made aware of the policy and their protections under it. 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. All employees of YPA are at-will employees and can be terminated at any time, without resorting to any type of discipline.

A. SUPPORT FOR FORMATION OF THE CHARTER

SCHOOL

YPA is an existing charter school.

B. Budget and Accounting System

i. Annual Budget

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. The school will take a conservative approach when preparing this annually and will ensure that all district, state, and other financial requirements are satisfied. Major changes will be incorporated into the budget after discussion with the CFO and Managing

Director and as the budget allows to be submitted to the board for approval.

Revenues

Revenue account codes used in the attached budget are in accordance with the SDE Financial Accounting Handbook for South Carolina school districts.

Expenditures

Expenditure account codes used in the attached budget are in accordance with the SDE Financial Accounting Handbook for South Carolina school districts.

Budget and Accounting Management

The YPA Board has a fiduciary responsibility to oversee the successful management of the school's finances.

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

The School may elect to negotiate services with outside vendors. Should that happen, the school will follow all applicable laws and procedures when considering contracts.

C. INSURANCE

YPA will ensure that it is adequately insured against theft, casualty, liability, and loss at all times. The amounts and carriers will be reviewed annually by the Governing Board to confirm that this requirement is met.

D. TRANSPORTATION

i. Transportation Needs

When financially and operationally feasible, YPA may elect to 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.

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.

Practices

A. GOVERNANCE AND OPERATION

i. Non-Profit Corporation Status

YPA is organized as a South Carolina non-profit corporation.

ii. Governing Board

Election of Governing Board

YPA will be managed in accordance with the requirements of the South Carolina Charter Schools Act. 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. All eligible voters will have adequate notification of the exact election date each year.

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 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 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. YPA may provide the ability to hold voting online or through other electronic means as long as 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 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 will use the Policy Governance model and its associated policies (see Appendix) to govern the school.

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 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

The administrative structure of the YPA Board will be established according to the Policy Governance Model and its associated policies. (See Appendix)

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 school. 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, students of charter school employees, and students of board members. If an applicant has previously withdrawn as a student from York Preparatory Academy, this applicant will no longer be eligible for priority status. The applicant may reapply to York Prep but will not be granted priority status to allow other applicants equal opportunity to attend. Should a family seek to withdraw their student(s) in order to pursue a unique life opportunity (such as study abroad, etc.) they may preserve their priority status by meeting with the Managing Director PRIOR to the withdrawal from school to fill out a request to do so. The signed request must be on file PRIOR to the student withdrawing from school in order to preserve the priority status.

The Lottery

If the number of applicants during the school's open enrollment period exceeds the capacity of a program, class, grade level, or building, a randomized lottery process will be used to determine enrollment. The school will follow all applicable laws in conducting the lottery. 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.

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

YPA will continue to work with community leaders to 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.

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. YPA maintains an informative web site <http://www.yorkprepsc.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

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.

E. 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.

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 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.

ii. Expulsion Procedures

The school has a policy for the consideration to expel a student. (See Appendix)

iii. 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.

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 sexual harassment of any student or other person. 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. The definition of bullying is when an individual or group repeatedly and intentionally abuse physically or verbally another individual or group who feel helpless to respond. Allegations of sexual harassment or bullying are to be reported to a teacher, counselor, or administrator as soon as possible. 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. Single episodes of social rejection or dislike, random acts of aggression or intimidation, mutual arguments or fights, or single acts of spite or poor behavior may be subject to discipline but do not fit the definition of bullying/harassment.

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.

Board Governance Policies

Policy GP #1: Global Governance Process Policy

The purpose of the board, on behalf of the citizens of South Carolina, is to ensure that York Preparatory Academy (a) achieves appropriate results for students for an appropriate cost (as specified in its charter and its board Ends policies) and (b) avoids unacceptable actions and situations (as specified in board Executive Limitations policies).

Policy GP #2a: Governing Style

The board will govern lawfully, observing the principles of the Policy Governance model, with an emphasis on (a) outward vision rather than internal preoccupation, (b) encouragement of diversity in viewpoints, (c) strategic leadership more than administrative detail, (d) clear distinction of board and the managing director, (e) collective rather than individual decisions, (f) future rather than past or present, and (g) proactivity rather than reactivity.

Policy GP #3a: Governing Style

1. The board will cultivate a sense of group responsibility. The board, not the staff, will be responsible for excellence in governing. The board will be the initiator of policy, not merely a reactor to staff initiatives. The board will not use the expertise of individual members to substitute for the judgment of the board, although the expertise of individual members may be used enhance the understanding of the board as a body.
2. The board will direct, control, and inspire the school through the careful establishment of broad written policies reflecting the board's values and perspectives. The board's major policy focus will be on the intended long-term impacts in the lives of students, not on the administrative or programmatic means of attaining those effects inside the school.
3. The board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuance of governance capability. Although the board can change its Governance Process policies at any time, it will scrupulously observe those currently in force.
4. Continual board development will include orientation of new board members in the board's governance process and periodic board discussion of process improvement.
5. The board will allow no officer, individual, or committee of the board to hinder or serve as an excuse for not fulfilling group obligations.
6. The board will monitor and discuss the board's process and performance at each meeting. Self-monitoring will include comparison of board activity and discipline to its policies in the Governance Process and Board-Management Delegation categories.

Policy GP #2b: Board Job Description

Specific job outputs of the board as an informed agent of the ownership are those that ensure appropriate school performance.

Policy GP #3b: Board Job Description

1. Authoritative link between the ownership and the operational organization.
1. Written governing policies that realistically address the broadest levels of all organizational decisions and situations to include:
 - a. Ends: The organizational impacts, benefits, outcomes; recipients, beneficiaries, impacted groups; and their relative worth in cost or priority
 - b. Executive Limitations: Constraints on the managing director's authority that establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
 - c. Board-Management Delegation: How power is delegated and its proper use monitored; the managing director's role, authority, and accountability.
 - d. Governance Process: Specifications of how the board conceives, carries out, and monitors its own tasks.
2. Assurance of successful organizational performance on Ends and Executive Limitations.

Policy GP #4b: Board Job Description

To accomplish its job products with a governance style consistent with board policies, the board will follow an annual agenda that (a) completes a re-exploration of Ends policies annually and (b) continually improves board performance through board education and enriched input and deliberation.

Policy GP #2c: Chief Governance Officer's Role

The chief governance officer (CGO) (i.e., referred to as the board chair in the YPA bylaws), a specially empowered member of the board, ensures the integrity of the board's processes and, secondarily, occasionally represents the board to outside parties.

Policy GP #3c: Chief Governance Officer's Role

1. The intended result of the CGO's role is that the board behaves consistently with its own rules and those legitimately imposed upon it from outside the organization.
 - a. Meetings will be conducted in a manner consistent with parliamentary procedure.
 - b. Meeting discussion content will consist solely of issues that clearly belong to the board to decide or to monitor according to board policy.
 - c. Information that is neither for monitoring performance nor for board decisions will be avoided or minimized and always noted as such in the minutes.
 - d. Deliberation will be fair, open, and thorough but also timely, orderly, and kept to the point.
1. The authority of the CGO consists in making decisions that fall within topics covered by board policies on Governance Process and Board-Management Delegation, with the exception that (a) contract renewal or termination of the managing director and (b) areas where the board specifically delegates portions of this authority to others. The CGO is authorized to use any reasonable interpretation of the provisions of these policies.
 - a. The CGO is empowered to chair board meetings with all the commonly accepted powers of that position, such as ruling and recognizing.
 - b. The CGO has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore, the CGO has no authority to supervise or direct the managing director.
 - c. The CGO may represent the board to outside parties in announcing board-stated positions and stating CGO decisions and interpretations within the area delegated to that role.
 - d. The CGO may delegate this authority but remains accountable for its use.

Policy GP #2d: Board Secretary's Role

The board secretary is an officer of the board whose purpose is to ensure the integrity of the board's documents.

Policy GP #3d: Board Secretary's Role

1. The intended result of the secretary's job is to see to it that all board documents and filings are accurate and timely.
 - a. Policies will be current in their reflection of board decisions. Decisions upon which no subsequent decisions are to be based, such as consent agenda decisions, motions to adjourn, and staff or board member recognitions, need not be placed in policy.
 - a. Policies will rigorously follow Policy Governance principles.
 - b. Bylaw elements necessary for legal compliance and for consistency with the principles of Policy Governance will be known to the board.
 - c. Requirements for format, brevity, and accuracy of board minutes will be known to the managing director.
2. The authority of the secretary is access to, and control over, board documents, and the use of staff time not to exceed 24 hours per year.

Policy GP #2e: Board Treasurer's Role

The board treasurer is an officer of the board whose purpose is to assist the board in auditor selection and financial oversight against the board's stated Executive Limitations.

Policy GP #2f: Board Member's Code of Conduct

The board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as board members.

Policy GP #3e: Board Member's Code of Conduct

1. Members must demonstrate loyalty to the ownership, unconflicted by loyalties to staff, other organizations, or any personal interest such as board members with children in the school or spouses employed by the school.
1. Members must avoid conflict of interest with respect to their fiduciary responsibility.
 - a. There will be no self-dealing or business by a member with the organization. Members will annually disclose their involvement with other organizations or with vendors and any associations that might be reasonably seen as representing a conflict of interest.
 - b. When the board is to decide upon an issue about which a member has an unavoidable conflict of interest, that member shall withdraw without comment not only from the vote but also the discussion.
 - c. Board members will not use their board position to obtain employment in the organization for themselves, family members, or close associates. A board member who applies for employment in YPA must first resign from the board.
2. Board members may not attempt to exercise individual authority over the organization.
 - a. Members' interaction with the managing director or with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the board.
 - b. Members' interaction with the public, the press, or other entities must recognize the same limitation and the inability of any board member to speak for the board except to repeat explicitly stated board decisions.
 - c. Except for participation in board deliberation about whether the managing director has achieved any reasonable interpretation of board policy, members will not express individual judgments of performance of employees or the managing director.
1. Members will respect the confidentiality appropriate to issues of a sensitive nature.
2. Members will be properly prepared for board deliberation.
3. Members will support the legitimacy and authority of the final determination of the board on any matter, without regard to the member's personal position on the issue.

Policy GP #2g: Board Committee Principles

Board committees, when used, will be assigned so as to reinforce the wholeness of the board's job and so as never to interfere with delegation from board to the managing director.

Policy GP #3f: Board Committee Principles

1. Board committees are to help the board do its job, never to help or advise the staff. Committees ordinarily will assist the board by preparing policy alternatives and implications for board deliberation. In keeping with the board's broader focus, board committees will normally not have direct dealings with current faculty and staff operations.
2. Board committees may not speak or act for the board except where formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order to prevent conflict with authority delegated to the managing director.
3. Board committees will not exercise authority over staff. The managing director works for the full board, and will therefore not be required to obtain the approval of a board committee before or after an executive action.
4. Board committees are to avoid over-identification with organizational parts rather than the whole. Therefore a board committee that has helped the board create policy on some topic will not be used to monitor organizational performance on that same topic.
5. Committees will be used sparingly and ordinarily in an ad hoc capacity.
6. This policy applies to any group that is formed by board action, whether it is called a committee and regardless of whether the group includes board members. It does not apply to committees formed under the authority of the managing director.

Policy GP #2h: Cost of Governance

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity.

Policy BMD #1: Global Board-Management Delegation Policy

The board's official connection to YPA's operation, its achievements, and conduct will be through its managing director.

Policy BMD #2a: Unity of Control

Only officially passed motions of the board are binding on the managing director.

Policy BMD #3a: Unity of Control

1. Decisions or instructions of individual board members, officers, or committees are not binding on the managing director except in rare instances when the board has specifically authorized such exercise of authority.
2. In the case of board members or committees requesting information or assistance without board authorization, the managing director can refuse such requests that require, in the managing director's opinion, a material amount of staff time or funds, or are disruptive, or are in violation of FERPA

Policy BMD #2b: Accountability of the Managing director.

The managing director is the board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the managing director.

Policy BMD #3b: Accountability of the Managing director.

1. The board will never give instructions to persons who report directly or indirectly to the managing director.
2. The board will not evaluate, either formally or informally, any faculty or staff member other than the managing director.
3. The board will view the managing director's performance as identical to organizational performance so that organizational accomplishment of board-stated Ends and avoidance of board-proscribed means will be viewed as successful managing director performance.

Policy BMD #2c: Delegation to the Managing director.

The board will instruct the managing director through written policies that prescribe the organizational Ends to be achieved and proscribe organizational situations and actions to be avoided (Executive Limitations), allowing the managing director to use any reasonable interpretation of these policies.

Policy BMD #3c: Delegation to the Managing director.

1. The board will develop policies directing the managing director to achieve specified results, for specified recipients, at a specified or relative cost. These policies will be developed systematically from the broadest, most general level to more defined levels and will be called Ends policies. All issues that are not ends issues as defined here are means issues.
2. The board will develop policies that limit the latitude the managing director may exercise in choosing organizational means. These limiting policies will proscribe those practices, activities, decisions, and circumstances that would be unacceptable to the board, even if they were to be effective. These policies are developed systematically from the broadest, most general level to more defined levels, and will be called Executive Limitations. The board will never prescribe organizational means delegated to the managing director.
 - a. Below the global level, a single limitation at any given level does not limit the scope of the forgoing level.
 - b. Below the global level, the aggregate of limitations on any given level may embrace the scope of the forgoing level, but only if justified by the managing director to the board's satisfaction.

3. As long as the managing director uses any reasonable interpretation of the board's Ends and Executive Limitations policies, the managing director is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and pursue all activities. Such decisions of the managing director shall have full force and authority as if decided by the board.
4. The board may change its Ends and Executive Limitations policies, thereby shifting the boundary between the board and the managing director's domains. By doing so, the board changes the latitude of choice given to the managing director, but as long as any particular delegation is in place, the board will respect and support the managing director's choices.

Policy BMD #2d: Monitoring the Managing director's Performance

Systematic and rigorous monitoring of the managing director's performance will be solely against the managing director's job outcomes: organizational accomplishment of board policies in Ends and organizational operation within the boundaries established in Executive Limitations.

Policy BMD #3d: Monitoring the Managing director's Performance

1. Monitoring is simply to determine the degree to which board policies are being met. Information that does not do this will not be considered to be monitoring information.
2. The board will acquire monitoring information by one or more of three methods:
 - a. By internal report, in which the managing director discloses interpretations and compliance information to the board.
 - b. By external report, in which an external, disinterested third party selected by the board assesses compliance with board policies.
 - c. By direct board inspection, in which a designated member or members of the board assess compliance with the appropriate criteria.
3. In every case, the board will judge (a) the reasonableness of the managing director's interpretation and (b) whether data or other evidence demonstrates accomplishment of the interpretation.
4. The standard of compliance shall be any reasonable interpretation by the managing director of the board policy being monitored. The board is the final arbiter of reasonableness, but will always judge with "reasonable person" test rather than with an interpretation favored by board members or by the board as a whole.
5. All policies that instruct the managing director will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on a routine schedule.



Policy EL #1: Global Executive Limitations Policy

The managing director shall not cause or allow any organizational practice, activity, decision, or circumstance that is unlawful, imprudent, unethical, a material deviation from YPA's charter or authorizer policies and directives.

Policy EL #2a: Treatment of Families, Students & Prospective Families & Students

With respect to interactions with families and students (including prospective, exiting, and former families and students), the managing director shall not cause or allow operational conditions, procedures, communications or decisions that are unsafe, untimely, undignified, or unnecessarily intrusive.

Policy EL #3a: Treatment of Families, Students & Prospective Families & Students

The managing director shall not:

1. Use methods of collecting, reviewing, transmitting, or storing student information that fail to protect against improper access to the data.
2. Fail to operate facilities with appropriate accessibility.

3. Fail to establish with families and prospective families a clear understanding of what may be expected and what may not be expected from YPA's programs and student conduct requirements.
4. Fail to inform families and prospective families of this policy or to provide a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their rights under this policy.
5. Cause or allow any staff member to "counsel out" prospective students as a means of circumventing statutory prohibitions pertaining to nonselective enrollment.
6. Fail to conduct an annual lottery in those grades that are oversubscribed.
7. Fail to ensure appropriate services are provided for special needs students, including timely screening and evaluations, for any student with, or in need of, an IEP, 504, or EL services.

Policy EL #2b: Treatment of Faculty & Staff

With respect to the treatment of paid and volunteer faculty & staff, the managing director may not cause or allow conditions that are unfair, undignified, disorganized, or unclear.

Policy EL #3b: Treatment of Faculty & Staff

The managing director shall not:

1. Operate without written personnel rules that (a) clarify rules for faculty and staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions such as nepotism and grossly preferential treatment for personal reasons.
2. Retaliate against any faculty or staff member for non-disruptive expression of dissent.
3. Allow faculty or staff to be unprepared to deal with emergency situations.
4. Fail to acquaint faculty and staff with the managing director's interpretation of their protections under this policy.
5. Fail to inform faculty and staff of this policy or to provide a way to be heard for employees who believe they have not been accorded a reasonable interpretation of their rights under this policy.

Policy EL #2c: Financial Planning/Budgeting

The managing director shall not cause or allow financial planning for any fiscal year or the remaining part of any fiscal year to deviate materially from the board's Ends (as currently identified in the charter), risk financial jeopardy, or fail to be derived from a multiyear plan.

Policy EL #3c: Financial Planning/Budgeting

The managing director shall not make plans that:

1. Risk incurring those situations or conditions described as unacceptable in board policy "Financial Condition and Activities."
2. Omit a credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.
3. Provide less for board prerogatives during the year than is set forth in the "Cost of Governance Policy."

Policy EL #2d: Financial Condition and Activities

With respect to the actual, ongoing financial conditions and activities, the managing director shall not cause or allow the development of financial jeopardy or material deviation of actual expenditures from board priorities established in its Ends policies.

Policy EL #3d: Financial Condition and Activities

The managing director shall not:

1. Incur debt in an amount greater than can be repaid by certain and otherwise unencumbered revenues within sixty days.
2. Use any long-term reserves without prior board approval.

3. Conduct inter-fund shifting in amounts greater than can be restored to a condition of discrete fund balances by certain and otherwise unencumbered revenues within thirty days.
4. Fail to settle payroll and debts in a timely manner.
5. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.
6. Make a single purchase commitment of greater than \$19,999. Splitting orders to avoid this limit is not acceptable.
7. Acquire, encumber, or dispose of real estate or other significant assets..
8. Fail to submit an accurate month ending balance sheet, income statement, YTD budget vs. actual and cash flow report at every regular board meeting or at special meetings intended to replace a regular meeting.
9. Permit the existence of debit cards within the organization.
10. Permit the existence of no more than 10 organizational credit cards with a credit limit of higher than \$50,000 each.
11. Fail to have a credit card use policy that meets with the board-approved auditor's standards.
12. Fail to have an expense reimbursement policy that is materially different from IRS permissible rates.
13. Permit employees to use organizational credit cards for personal use.
14. Fail to report at every regular board meeting current enrollment, changes to enrollment from the previous reporting period and with reasons for withdrawal (to the extent that such reasons can be acquired with a reasonable effort by YPA staff).

Policy EL #2e: Emergency Managing director Succession

To protect the board from sudden loss of the managing director's services, the managing director may not permit there to be fewer than 1 other executive sufficiently familiar with board and managing director issues and processes to enable either to take over with reasonable proficiency as an interim successor.

Policy EL #2f: Asset Protection

The managing director shall not cause or allow YPA assets to be uninventoried, unprotected, inadequately maintained, or unnecessarily risked.

Policy EL #3f: Asset Protection

The managing director shall not:

1. Fail to insure adequately against theft and casualty to the YPA and against liability losses to board members, staff, and the organization itself.
2. Allow unbonded (or uninsured) personnel access to material amounts of YPA funds.
3. Subject facilities and equipment to improper wear and tear or insufficient maintenance.
4. Unnecessarily expose the organization, its board, or faculty and staff to claims of public liability.
5. Make any purchase wherein normally prudent protection has not been given against conflict of interest.
6. Fail to protect information and files from loss or significant damage.
7. Fail to conduct an annual risk management analysis, including fraud risk management using COSO standards.
8. Receive, process, or disburse funds under internal controls insufficient to meet the board-appointed auditor's standards.
9. Compromise the independence of the board's audit or other external monitoring or advice, such as by engaging parties already chosen by the board as consultants or advisors.
10. Invest or hold operating capital in insecure instruments, including uninsured checking accounts or in non-interest bearing accounts except when necessary to facilitate ease in operational transactions.
11. Endanger YPA's public image, its credibility within the South Carolina chartering community or its ability to accomplish its Ends.
12. Change YPA's name or substantially alter its identity in the community.
13. Cause or allow facilities, buildings, rooms, departments, programs, grounds to be named or renamed without prior board approval.

Policy EL #2g: Compensation and Benefits

With respect to employment, compensation and benefits to employees, consultants, contract workers, and volunteers, the managing director shall not cause or allow jeopardy to financial integrity or to public image.

Policy EL #3g: Compensation and Benefits

The managing director shall not:

1. Establish current compensation and benefits that deviate materially from the geographic or professional market for the skills employed.
2. Create obligations over a longer term than revenues can be safely projected, in no event longer than one year and in all events subject to losses in revenue.
3. Operate without a reasonably uniform pay scale based on experience and credentials.
4. Pay performance bonuses to any employee without publishing clear criteria well in advance of determining amounts to be paid.

Policy EL #3h: Communication and Support to The Board

The managing director shall not:

1. Neglect to submit monitoring data or evidence required by the board in Board-Management Delegation Policy "Monitoring the Managing director Performance" in a timely, accurate, and understandable fashion, directly addressing provisions of board policies being monitored, including the managing director's interpretations consistent with Board-Management Delegation Policy "Delegation to the Managing director," as well as relevant data or evidence.
2. Allow the board to be unaware of any actual or anticipated noncompliance with any Ends or Executive Limitations policy regardless of the board's monitoring schedule.
3. Allow the board to be without decision information required periodically by the board or let the board be unaware of relevant trends.
4. Let the board be unaware of any significant incidental information it requires including anticipated media coverage, threatened or pending lawsuits, and material internal or external changes.
5. Allow the board to be unaware that, in the managing director's opinion, the board is not in compliance with its own policies on Governance Process and Board-Management Delegation, particularly in the case of board or board member behavior that is detrimental to the work relationship between the board and the managing director.
6. Present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation, and other.
7. Deal with the board in a way that favors or privileges certain board members over others, except when (a) fulfilling individual requests for information or (b) responding to officers or committees duly charged by the board.
8. Fail to submit to the board consent agenda items delegated to the managing director yet required by law, regulation, or contract to be board-approved, along with applicable monitoring information.
9. Fail to inform the board of all personnel changes on a timely basis, including but not limited to, promotion, termination, resignation, reassignment, and compensation.
10. Fail to inform the board of any written or verbal correspondence from the YPA's authorizer or other regulatory agency that conveys information about actual or impending non-compliance with any statute, regulation or directive.

Policy EL #2i: Protection and Safety of All Stakeholders

The managing director may not permit any visitors to campus or at off-campus YPA sponsored events to have unsupervised access to students.

Policy EL #3i: Protection and Safety of All Stakeholders

The managing director shall not:

1. Allow any unofficial visitor or vendor on campus without first requiring that they provide identification for use with a computerized commercial database that conducts instantaneous national criminal records background checks.

Expulsion Policy

York Preparatory Academy: Procedures for the Expulsion of Students

Charter Amendment Approved by the Board of Directors on Oct 28, 2014

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 longer than two business days after, 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 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. Parent/guardian may opt for delivery via email, delivery confirmation 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.
 - 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, through his parent/guardian and, if applicable, his legal counsel, with a copy of the Record of Expulsion Hearing.
- g) If the student is expelled, his/her record (e.g. PowerSchool) will be marked "Expelled."
- h) The student may not reapply for admission to YPA during the academic year in which (s)he is expelled. The student may petition YPA's Board of Directors for permission to apply for readmission to the school in any academic year subsequent to the year in which (s)he is expelled. The Board of Directors may, in its sole discretion, grant the student's petition for reapplication after considering the following factors and such other factors as the Board may deem appropriate under the circumstances:
 - (i) The severity of the offense for the which the student was expelled;
 - (ii) The risk of harm that the conduct for which the student was expelled posed to himself, herself or to others;
 - (iii) Evidence of the student's genuine remorse and contrition for the conduct for which the student was expelled;
 - (iv) Evidence that the student has genuinely reformed his or her behavior and will not repeat the conduct for which (s)he was expelled; and
 - (iv) Parental and other support of the student that will assist the student in conforming his /her behavior to YPA's expectations.

The Board will entertain a petition for reapplication following expulsion in executive session during the next regular Board meeting following receipt of the petition. The student who has submitted the petition, together with his/her parents, may make a brief presentation to the Board in support of the petition. The student may have legal counsel present, at his/her own expense, in

support of the presentation. The decision of the Board of Directors with respect to any petition for reapplication following expulsion is final. No appeal of such a decision will be permitted.