
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report **Tuesday, May 07, 2013**

Entity: York Academy Regional Charter School
Address: 32 West North Street
PO Box 1787
York, PA 17401

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: York Academy Regional Charter School

Date of Local Chartering School Board/PDE Approval: November 13, 2009

Length of Charter: 5 years **Opening Date:** August 21, 2011

Grade Level: K-2 **Hours of Operation:** 7:40-3:30

Percentage of Certified Staff: 100% **Total Instructional Staff:** 19 staff

Student/Teacher Ratio: 25:1 **Student Waiting List:** 105 students

Attendance Rate/Percentage: 87%

Summary Data Part II

Enrollment: 199 students **Per Pupil Subsidy:** \$9802.07

Student Profile

American Indian/Alaskan Native:	.5%
Asian/Pacific Islander:	3%
Black (Non-Hispanic):	35%
Hispanic:	16%
White (Non-Hispanic):	32%
Multicultural:	13%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
59%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 20

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	193	193	193	193	0	0	193
Instructional Hours	1302.75	1302.75	1302.75	1302.75	0	0	1302.75

SECTION I. EXECUTIVE SUMMARY

Educational Community

Our community is urban. The local industry includes small businesses, entertainment such as the York Revolution Baseball Field and the Strand Capitol, food manufacturing and distribution, and local, small businesses.

The ethnic diversity of our students includes: 35% African American, 32% Caucasian, 16% Hispanic, 13% Multi-racial, 3% Asian, and .05% Other.

Our student population includes 60% from The District of the City of York. The remaining students are from the districts in York County. Our staff population includes 29 staff members.

The opportunities offered by our community include library services from York Martin Memorial Library, physical education instruction offered by the York Jewish Community Center, yoga instruction offered by Lotus Moon Yoga, York YMCA, and art instruction offered by York Arts.

Our organizational resources include the community members and parents of our student body.

Mission

The York Academy Regional Charter School provides students with a challenging learning environment

that opens doors for growth, opportunity and academic excellence.

Vision

Through a world-class International Baccalaureate curriculum, this school will set students up to succeed by teaching them the tools and the content knowledge necessary to participate as full citizens in our increasingly global culture. The school will ensure that the learning is engaging, relevant, challenging and significant. A trans-disciplinary model will promote interesting, comprehensive learning, stressing themes of global importance that transcend the confines of traditional subject areas. These themes promote an awareness of the human condition and an understanding that there is a commonality of human experience. This sharing of experience will increase the students' awareness of and sensitivity to the experiences of others beyond the local or national community. The development of an international perspective is an element critical to the vision of this Charter School.

Shared Values

We are committed to the success of each student by emphasizing:

Improvement of essential curriculum through high quality instruction

Analysis of data to make decisions in the best interest of students

Development of benchmark assessments to measure student progress

A commitment to providing training for staff in the areas of:

Analyzing data to improve and clearly focus classroom instruction

Reading instruction for all teachers in all subjects at all levels

Developing benchmark assessments

Motivating Students

Nurturing interpersonal & social skills for all students

Academic Standards

The York Academy will build learning activities for all students based on the Academic Standards released by the Pennsylvania Department of Education and approved by the State Board of Education. Academic Standards will be used in the following areas: arts, health and physical education, mathematics, reading, writing, speaking, listening, science and technology.

Attendance. The York Academy is establishing a 90-95% attendance target for the 2nd year of operation.

Art/Music. Classroom teachers teach art and music each cycle. Art is enhanced through the collaboration of YorkArts one time per month. Students receive creative instruction through musical performances arranged as assemblies throughout the year. These assemblies are provided by our PTO. Second grade students serve as the core group for our Artist in Residency program. These students receive instruction during a 20 day program which connects literary tales with drama and musical

performance. This program of improvisational storytelling is also introduced the students in the remaining grades.

Reading. The application of phonemic awareness, phonics and word study, vocabulary, fluency and text comprehension in reading critically across subject areas; the interpretation and analysis of literary expression with analysis of the origins and structures of the English language and learning how to search a variety of texts to conduct research. Resources: Treasures, McGraw-Hill Reading Series, leveled books, Reading A to Z, Leveled Literacy Intervention, My Sidewalks, Study Island, and SOAR to Success.

Writing. Narrative, informational and persuasive formal writing for an audience, including spelling and editing skills; and informal writing to capture and organize information for individual use. Resource: 6 Traits Writing

Speaking and listening. Participation in conversation and formal speaking presentations.

Mathematics. The understanding of fundamental ideas and the development of proficient mathematical skills in numbers, computation, measurement, statistics and data analysis, probability and predictions, algebra and functions, geometry, trigonometry and concepts of calculus. Using this content, students will learn to think, reason and communicate mathematically. Students will learn to model real-world situations by creating appropriate representations of numerical quantities and plan and implement problem-solving strategies to answer the question in the context of the situation. Resources: McGraw-Hill Everyday Mathematics, Touchpoint Mathematics

We use multiple benchmark assessments to drive instructional practices. Student progress is reviewed and frequently evaluated and shared with parents and guardians. Benchmark assessments indicate which students are not reaching proficiency levels. Attaining this information three times per year permits the instructional staff to provide safety nets such as interventions and direct instruction during daily classroom instruction. Focusing on common areas of weaknesses or looking at groups of students within a class with common weakness will provide maps of needed instructional strategies. A school-wide intervention period is scheduled to meet the needs of our students. Students will not only have the opportunities to rehearse needed skills to reach proficiency levels but also be challenged with accelerated lessons and strategies. Students who are placing at the advanced levels will receive opportunities to grow and enhance their knowledge levels.

The *Child Study Team*, consisting of the school psychologist, counselor, principal, classroom teacher, special education teacher and special education director, will analyze academic progress of all students and provide systematic methods of teaching and intervention to meet the needs of each student. The intent of this team is to be as proactive as possible in responding positively to the needs of our students. This team will be instrumental in determining if an evaluation will be warranted. This team will meet approximately three times per year to assess student progress and to improve instruction and intervention practices with students. This process will allow staff to review a variety of information for each student: academics, attendance, behavior, parent and teacher input, and overall social and emotional well-being.

The International Baccalaureate Curriculum supports the teaching of the *Learner Profile*. This is a life-long, holistic vision of education that underscores that the student is the center of what we do. The ten aspirational qualities of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what we mean by 'international mindedness'. The ten attributes that IB learners strive to be include: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Strengths and Challenges

Strengths:

- Longer school year, 193 student days
- Primary Years Program/Curriculum Coordinator
- Guidance Counselor
- School Psychologist
- Certified teachers
- Certified instructional assistants in each classroom of 25 students
- Nurse
- Board of Trustees
 - volunteers serving in this capacity
 - no management firm
- Community Connections
 - York Arts-art teacher
 - YMCA-swimming lessons, grade 2
 - Martin Library-onsite library services
 - Lotus Moon-Yogo sessions for students
 - JCC-physical education
 - York Revolution Stadium-schoowide field day
- Parent Commitment Volunteer Hours
- PTO
 - raised \$12,000 this first year
 - field trips provided to all grades
 - family events (math night, multi-cultural night, student picnic, etc.)
- Title I
- School Location
 - close proximity to local market, Strand Performing Arts Center, Soap Factory, etc.
- Playground Project
 - building community among students/families/community members
- IB Curriculum
- IB candidate school, implementing IB curriculum (planning, teaching, reflecting on 6 transdisciplinary units of study)
- Close correlation to community service opportunities for students
- Spanish Instruction classes once per 6 day cycle
 - art
 - music
 - physical education
- Spanish Instruction two times per 6 day cycle
- Fountas and Pinnell Benchmark Assessment
 - drives guided reading instruction
 - teaches students on instructional level
- Learner Profile Attributes
 - 10 attributes taught, modeled, and celebrated throughout the year
 - attributes connected to SWEBS program (School wide effective behavior support plan)
- Daily Collaboration among instructional staff
- Professional Development
 - International Baccalaureate training offered to instructional staff
 - Reading and Math professional development
 - Best Practices Training
 - Special Education

Challenges:

- Financial concerns within chartering districts

- Parent involvement
- Attendance
- Developing programs this first year
- Diversity of families
 - connecting families from diverse socio-economic backgrounds
- Students with needs

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

As a new charter school, The York Academy is incorporating the International Baccalaureate curriculum with the Common Core Standards. Our timeline includes sending all classroom teachers to IB training during the first year of operation. This is a 4 day training offered by the International Baccalaureate Organization. The Primary Years Program (PYP)/Curriculum Coordinator leads the collaborative meetings with the teachers. Teachers, in conjunction with the PYP/Curriculum Coordinator and Chief Academic Officer, will assist in planning professional development activities pertinent to the success of the students. The Chief Academic Officer and PYP/Curriculum Coordinator will assess the needs of the teachers through formal and informal observation. Students will be assessed three times per year with the universal tool, Fountas and Pinnell Benchmark Assessment. This assessment will indicate areas of literacy that need enhanced through instruction and intervention. As an organization, we will share educational needs through monthly staff meetings, surveys, and discussions. The York Academy staff will utilize resources offered by the local intermediate unit, educational consultants, and chartering school districts.

The York Academy is currently beginning our strategic planning process. The initial four meetings with the school community have been held in May of 2012. The steering committee of this strategic planning committee meets on July 18, 2012. Once this team meets, the SWOT data collected will be analyzed and a plan will be created for the York Academy.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Baughman, Dennis	President, Board of Trustees	Administrator	Kathleen Eshbach/Chief Academic Officer
Eshbach, Kathleen	Chief Academic Officer	Administrator	Kathleen Eshbach, Chief Academic Officer

Goals, Strategies and Activities

Goal: Instructional strategies for Improving Student Achievement

Description: Teachers will implement research-based instructional strategies to promote students achievement. Through continuous professional development we provide opportunities for staff members to develop, improve, implement, and refine effective instructional practices.

Strategy: Implement classroom management and instructional practices.

Description: Provide on-going professional development opportunities for improving classroom management and instructional practices.

Activity: Analysis of Data

Description: Teachers will utilize the information obtained from benchmark assessment administrations to make instructional and curricular decisions.

Teachers will work collaboratively to analyze the data and present suggested curricular changes to the Chief Academic Officer.

Teachers will work collaboratively to analyze data and make informed changes in instructional practices.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/22/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Application to daily practices

Description: Plan lessons and adjust expectations to meet the needs of all students. This includes evaluation of teaching practices and lesson components such as homework and prior knowledge.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/22/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Development of benchmark assessments.

Description: Teachers will work collaboratively to develop benchmark assessments for reading and math in grades K-2.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/22/2011 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Training in guided reading practices

Description: Provide staff with ongoing training and resources that will allow teachers to help student benefit from explicit instruction to break the code of subject area reading. Allow time for review for implementing research based reading strategies. Allow for cross grade level collaboration and discussion. Examples may include, but not be limited to: metacognition, content area reading strategies, before, during and after reading strategies, graphic organizers, and purposeful reading stations.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/18/2012	\$1,600.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: International Baccalaureate Curriculum Development

Description: Teachers will use the International Baccalaureate Curriculum in conjunction with the Common Core Standards. Instructional staff will collaborate in the planning, instruction and reflection stage of writing the transdisciplinary units. A mentor assigned to the York Academy will assist in the evaluation process of these units and continuation of the IB Curriculum.

Strategy: Utilize collaborative grade level meetings to facilitate collaborative development of curriculum.

Description: Provide International Baccalaureate training offered by the International Baccalaureate Organization. www.ibo.org

Activity: Application to daily practices

Description: Plan lessons and adjust expectations to meet the needs of all students. This includes evaluation of teaching practices and lesson components such as homework and prior knowledge.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/22/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Strategic thinking and creative problem solving.

Description: Develop classroom instruction to explicitly teach students to be strategic thinkers and creative problem solvers by:

- 1) Implementing activities that give students the opportunity to practice their multiple intelligences
- 2) Based on prioritized curriculum, designing lessons that require the student to use analytical and evaluative thinking
- 3) Designing lessons that teach creativity and innovations as problem-solving strategies

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/22/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The York Academy utilizes the Common Core Standards. We are using the International Baccalaureate curriculum; teachers attend IB training to support professional development needs. This curriculum, through an inquiry-based approach to learning, will include study in language, mathematics, social studies, science and technology, personal and social education, physical education, visual arts, music and drama. York Academy teachers will work collaboratively to compile daily lesson plans for the curriculum.

Curriculum is planned collaboratively by teachers using the student learning outcomes in the context of a coherent school-wide program, emphasizing the connections between and beyond core subject areas. Curriculum, built on inquiry, emphasizes a minimum number of big ideas in depth. These inquiries explore similarities and differences between cultures/places encompassing broad human experiences from a range of perspectives but focusing on significant world and societal issues.

Student performance is assessed in accordance with the curriculum standards and practices, the overall learning outcomes tied to Common Core Standards and the subject-specific expectations. On-going needs and interest assessments and formative and summative assessments are used to determine student progress. Students achieve a variety of levels of language competency in at least one language beyond the student's native tongue, emphasizing both written and verbal fluency. Technology is incorporated into all learning content.

The inquiry method of instruction is the organizing structure for the transdisciplinary approach to learning utilized by the International Baccalaureate program and is composed of structured units of inquiry planned for each grade level, each year. The units of inquiry are grouped under six organizing themes that present ideas in a way that transcends subject distinctions.

Special education services are provided for students in need of specially designed instruction. Individual education plans (IEPs) are written and followed for students needing learning support, gifted services, and speech services. The IEP team will direct the academic program and parents and teachers will act in harmony to support the identified student and ensure that the student is provided with a free and appropriate public education in the least restrictive environment.

Teachers utilize multiple strategies to engage students in the learning process. Best practices incorporating background knowledge, new knowledge, summarization, checking for understanding, and application of skills are implemented.

In the context of the inquiry-based program teaching methods will include, as appropriate, a range and balance of teaching strategies, grouping and regrouping of students for a variety of learning situations, viewing students as thinkers with emerging theories of the world, pursuing open-ended inquiry and real-life investigations, maintaining constant awareness of the needs of additional-language learners, and addressing the needs of students with different levels and types of ability. The constructivist approach respects the students' developing ideas and understanding of the social and natural world. This implies a pedagogy that is significantly, but not necessarily completely, dependent on students' inquiry where the planning incorporates a range of experiences that acknowledges the diversity of students' prior knowledge.

Math: McGraw-Hill Everyday Math

Language Arts: McGraw-Hill Treasures

Science: FOSS

Rigorous Instructional Program - Attachment

- PDE letters of approval

English Language Learners

The York Academy implements various strategies and interventions to assist student success within the school. By using information from home language surveys, classroom teachers' input, and together with students previously included in an ELL program, groups of students are screened for each year's ELL program.

The WIDA ASSESS test is another measure used to identify the English Language Proficiency. This test is given to all ELL students during the months of February and/or March. ELL staff provided support by pushing into classrooms during reading and math to provide necessary accommodations for acquisition of the English language.

Our ELL students also receive support during benchmark testing as needed. The following practices are followed by the York Academy.

- The education of students, whose dominant language is not English and/or are English language learners, is the responsibility of every public school in the Commonwealth of Pennsylvania. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that public schools provide a program for every student who is limited English proficient (LEP) or an English language learner (ELL). The regulation states:
- "Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction."
- The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program.
- **Non-speaker and Beginner:** The student understands and speaks his/her native language, has limited ability in understanding and speaking English, and has limited or no ability to read and/or write English.
- **Intermediate:** The student understands and speaks English on a limited basis but is unable or has limited ability to read and/or write English.
- **Advanced:** The student understands and speaks English but needs support in the content areas

English Language Learners - Attachment

- LEP Report

Graduation Requirements

The York Academy is currently a K-3 school. We will be adding a grade level each year.

Special Education

The York Academy Regional Charter School is an International Baccalaureate Candidate School. For the 2011-12 school year students were enrolled in grades K-2. Each classroom has a maximum of 25 students; there are three classrooms per grade. All three kindergarten classrooms were managed by a teacher certified in elementary education. Each kindergarten classroom also was assigned an instructional assistant. All of our instructional assistants are

certified teachers. Grades two and three shared three instructional aides; three aides for serviced six classrooms. Our instructional aides worked with small groups of students who were not meeting grade level expectations and administered teacher made interventions as well as the Great Leaps Intervention program for those who needed extra support in communication arts.

The school does have an active school-wide positive behavior support plan in place. Students earn "train tickets" for following the universal school rules. These tickets are used to purchase special monthly activities (like an edible flower pot and a beach party) Functional Behavioral Assessments and Positive Behavioral Support Plans are developed for students who need a more customized approach to replacing inappropriate with appropriate behaviors.

Specialized academic and behavioral interventions were developed for students in need through grade level child study meetings. The meetings included the Chief Academic Officer, the school psychologist, the guidance counselor, the nurse, the primary years program coordinator, the classroom teacher and the parent. This process will become more structured next year as we will have additional staff and intervention materials. Our intent is to schedule meetings every marking period for students who are struggling academically or behaviorally, and to improve our methods of data collection to more accurately monitor the student response to the interventions that are recommended during these meetings.

The 2011-12 school year was year one of operation for YARCS. Upon opening there were no known students enrolled who had IEPs. A certified school psychologist, was contracted to conduct evaluations for students who were suspected of having a disability that impacted learning. A special education teacher was hired on January 10, 2012 to provide case management and special education services to identified students. At the conclusion of this school year she was delivering specialized instruction (itinerant or supplemental level) to nine students. A speech therapist, was contracted with EBS Health Care to provide the related service of speech and language to identified students. At the conclusion of the school year, the teacher provided her related service to 18 students. Next year speech services will be contracted with Lincoln Intermediate Unit.

Two students at YARCS were found to be in need of occupational therapy. The services of OT were contracted with the LIU for this purpose. One of our students has a vision impairment. YARCS purchased assistive technology so that she can see what goes on in the front of the room on a computer screen that sits on her desk. This student also receives itinerant vision support services, and these services are contracted with the Lincoln Intermediate Unit.

One student this year was identified as having an emotional disturbance. The IEP team determined that she needed a specialized placement that was not available at YARCs. Services were contracted with the LIU and this student now is placed in an LIU operated emotional support classroom in the Dallastown Area School District.

YARCS intends to officially give a certified staff member the title of Director of Special Education (part-time) for the 2012-13 school year. The Director will then be responsible for the coordination of case management and related services, will be responsible for Penn Data, and will stay current with special education initiatives through participation in the Lincoln Intermediate Unit Advisory Council. Relationships will continue to be fostered with the LIU, and additional services will be contracted for students with disabilities as the needs arise.

Special Education - Attachments

- Special Education Policy
- YARCS Board Policy 113.2 Behavior Support Plan
- YARCS Policy 113.1 Disciplining Students with Disabilities

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Ms. Clare Sweeney	100%	Learning Support	York Academy Regional Charter School	9	Seven of these students have been identified as having a learning disability; two are identified as having Asperger's disorder and receive itinerant learning support services. This teacher also coordinates gifted programming for the school. Ms. Sweeney is our only special education teacher employed at York Academy Regional Charter School.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Lincoln Intermediate Unit	100%	Emotional Support Classroom	Dallastown Area School District	1	We contracted with the LIU for one of our students to attend the IU emotional support classroom last year.

Special Education Program Profile - Chart III

Title	Location	FTE
certified school psychologist	York Academy Regional Charter	10%
director of special education	York Academy Regional Charter	50%

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Lincoln Intermediate Unit #12	occupational therapy	1 hour
Lincoln Intermediate Unit #12	vision support therapy	30 minutes
EBS Health Care	speech therapy	12 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	No	No
Fountas and Pinnell Benchmark Assessment	Yes	Yes	Yes	Yes	No	No

Student Assessment - Secondary

Test/Classification 6 7 8 9 10 11 12

Not Applicable No No No No No No No

Student Assessment

Teacher observations, surveys, portfolios and local instruments measure student progress. PSSA will be administered this year to our third grade students. Teachers and teacher assistants assess student progress through running records, anecdotal records, student portfolios, informal observations and the following assessments:

- The *Fountas and Pinnell Benchmark Assessment* provides data indicating a student's progress in the area of reading comprehension and fluency, allowing students to be placed in appropriately leveled texts for direct instruction.
- *DIBELS (Dynamic Indicators of Basic Early Literacy Skills)* are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.
- *Every Day Mathematics* benchmarks provide information on student progress in math computation and fluency of skills.
- *Study Island Benchmark Assessments* provide information developed specifically from the Pennsylvania Assessment Anchors.

- Treasures Reading benchmarks provide information on student progress in reading comprehension.

Student Assessment - Attachment

- Fountas and Pinnell Benchmark Assessment

Teacher Evaluation

The teacher evaluation process consists of the following components:

- Three formal observations by the Chief Academic Officer using the PDE 426 or PDE 428
- An individual action plan
- Daily informal walk-throughs by the Chief Academic Officer, PYP/Curriculum Coordinator
- Ongoing professional development

Formal Observations: Staff receive three observations which include a pre and post conference. All documentation is shared and areas for growth are reviewed and set as goals for enhancing professional practices. These observations are completed by the Chief Academic Officer, certified in administration. If needed, the PYP/Curriculum Coordinator is also certified in administration and could complete formal observations if needed.

Individual Action Plans: This plan is created by the staff member and directly focuses on specific areas of professional growth and development. SMART goals will be created this year and used to evaluate staff.

Daily informal walk-throughs: Informal observations are conducted by the Chief Academic Officer and PYP/Curriculum Coordinator. Staff receive feedback after these observations in the forms of meetings, notes, or e-mails. The information gained during these informal meetings is discussed during the pre and post-conferences for the formal observations.

Ongoing professional development: Professional development is an integral element of the York Academy. Opportunities for professional development are provided by many organizations and offered to our staff. Staff are provided professional development informing of specially designed instruction and individual education plans.

Pennsylvania Inspired Leaders (PILS) training is provided to the Chief Academic Officer. This training provides a strong emphasis in the area of supervision.

Teacher Evaluation - Attachments

- Differentiated Supervision Model
- Teacher Formal Observation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The York Academy's Board of Trustees has increased from 9 members to 11 members. The nominating committee is currently seeking our 11th member to replace a recently deceased member, Mr. William Simpson.

Dr. Anna Bickford was hired in April, 2012 to fill the Primary Years Program Coordinator position. Her position will be adapted to include the role of a Special Education Director to begin the 2012-2013 school year.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Dr. Dennis Baughman	
Mrs. Susan Krebs	
Mr. Kevin Jackson	
Mrs. Ellen Johnson	
Mr. Robert Lambert	
Mr. William Simpson	
Mrs. Frances Wolf	
Ms. Allison Yinger	
Dr. Nancy Ahalt	
Mr. Stephen Tansey	
Mr. Steve Gohn	

Professional Development (Governance)

The York Academy's Board of Trustees reviewed the by-laws of the organization and discussed the format of the meetings. During the first meeting, the board discussed the topics that could be addressed in Executive Session and that all other business was to be conducted during meetings open to the public. As two new Board members were added, the board scheduled an orientation and reviewed all those items on that agenda.

Coordination of the Governance and Management of the School

The York Academy Board of Trustees meets twice per month at the school in the media center. Meeting dates and times are posted on the website and published in our school newsletters; the public is invited to attend.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting Dates

Community and Parent Engagement

The York Academy's Board of Trustees held multiple parent informational meetings prior to the opening of the school in August of 2011. As part of the International Baccalaureate Curriculum, students are exposed to local community organizations which foster the transdisciplinary themes of study. The school community is urged to participate in Back to School events, Multi-cultural Night, Title I events, math night, and other advertised functions supporting our connection with the home and community.

Family and Community Outreach

Board of Trustees

York Academy Regional Charter School

While in our planning stage, we held community information sessions which were advertised in the newspaper:

10/20/09 at the Jewish Community Center

10/22/09 at St. John's Episcopal Church

We presented information about our venture to the three districts to which we planned to present our charter application:

9/21/09 and 9/28/09 Central York School District

10/14/09 School District of the City of York

12/7/09 York Suburban School District

We visited childcare centers and community groups around the Metro York area to present information about charter school enrollment:

Salem Square Neighborhood Association, Northeast Neighborhood Association, Springdale Neighborhood Association, Community Progress Council Head Start, York Day Nursery, The WELL, Stillmeadow Church of the Nazarene Child Care Center, Hayshire UCC Childcare Center, Jewish Community Center childcare

We held 5 community information sessions at The Episcopal Church of St. John the Baptist in order to enroll students at YARCS:

February 17, 2011; March 17, 2011; April 27, 2011, May 7, 2011; May 25, 2011

In order to enroll students for our second year of operation (2012-2013), we held 4 parent information sessions and 2 student shadowing days:

Information sessions: January 26, 2012; February 21, 2012; March 3, 2012, March 16, 2012. Shadowing days: March 16, 2012; March 21, 2012.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

York Academy Regional Charter School(York Academy) is undergoing the process of creating the York Academy Foundation. Once the foundation receives the 501 (c)(3) IRS determination, fund raising efforts will begin. The primary focus will be to fundraise to support scholarships.

York Academy's Parent Teacher Organization has not conducted major fund raising activities but has held various minor fund raising activities such as sandwich sales, jewelry sales, book fairs, sponsored dress down days and a hosted craft show in the first year of operations.

York Academy Playground Committee is currently in the planning and design stages to build a creative playground/outdoor classroom for our students. Fund raising efforts have begun.

There are no known major fund raising initiatives for the 2012-2013 school year at this time, except for the York Academy Playground Committee to continue the Creative playground/outdoor classroom project.

Fiscal Solvency Policies

1. Authority SC 433, 601, 664, 687	The budget shall be designed to reflect the Board of Trustee's (Board) goals and objectives concerning the education of students. Therefore, the budget shall be organized and planned to ensure adequate understanding of the financial needs associated with program support and development. The financial requirements of charter school programs shall be reviewed on a continual basis.
2. Delegation	To meet the objectives of this policy, the Board

of Responsibility	directs the Director or designee to:
	1. Include an estimated annual cost for implementation of the school's educational program.
	2. Prepare a long range plan for annual maintenance and replacement of facilities. 3. Prepare a plan for current and future technology needs.
	4. Maintain an inventory and replacement schedule of all school equipment.
	5. Establish a projected budget of expenditures and income for the current year and ensuing year.
	6. Prepare an annual estimate of anticipated school enrollments.
	7. Maintain a plan of anticipated revenues based on changes in state and federal legislation.
	8. Report to the Board any serious financial implications arising from the budget plan.
1. Purpose	It is the philosophy of the Board of Trustees (Board) that the annual budget proposal represents the position of the Board, and all reasonable means shall be employed to present and explain the proposed budget to all members of the school community.
2. Delegation of Responsibility	Each Board member and each administrator shall be thoroughly familiar with and understand the need for each proposed expenditure so that they can answer any question directed to them.
	The Board shall designate members and/or administrators to meet with interested community groups to explain the budget and prepare news releases for community media presentation.

3. Authority SC 687	At least thirty (30) days prior to adoption of the final budget, the Board shall prepare and present a proposed budget, which shall be set forth in detail using the forms required by the Department of Education.
SC 687	The proposed budget shall be available for public review at the school administration offices at least twenty (20) days prior to adoption of the budget. Final action shall not be taken on the proposed budget until after ten (10) days' public notice.
SC 508, 687	The Board shall adopt the budget and the necessary appropriation measures required to put it into effect by a majority vote of all members of the Board.
	A simplified form of the budget also shall be prepared annually and be available to residents to enhance understanding.
School Code 508, 687	

	607. TUITION INCOME
1. Authority SC 1316 Pol. 202	When the charter school receives students who are residents of a member school district, it shall assess tuition charges in accordance with the School Code. Tuition shall be assessed for those students whose attendance has been approved by the Board of Trustees (Board), in accordance with policy.
2. Delegation of Responsibility	It shall be the responsibility of the Board Secretary to invoice tuition for approved students.
3. Guidelines SC 2561	Tuition rates shall be determined annually.
	Tuition billings will be made monthly.
	When payment is more than fifteen (15) days

	overdue, services will be terminated.
	When a student attends more than one (1) week, the sender will be charged for a full month of tuition.
School Code 1316, 2561	
Board Policy 202	

	608. BANK ACCOUNTS
1. Authority SC 508, 621	The Board of Trustees (Board), by a majority vote of the full Board, shall designate one or more banks or bank and trust companies as depositories for the safeguarding of school funds.
SC 440, 624	Each depository shall be required to report monthly to the Treasurer or Board on the status of funds, in the manner required by law.
SC 622	Each designated depository shall furnish proper security for deposits in the amount designated by the Board and in accordance with law.
2. Guidelines	Each designated depository shall be advised not to cash checks payable to the school but to deposit said checks to the school's accounts.
	The Board shall annually obtain quotations for specified banking services prior to designating its depositories.
School Code 440, 508,	

621, 622 623, 624, 625	
	609. INVESTMENT OF SCHOOL FUNDS
1. Purpose	It shall be the policy of the Board of Trustees (Board) to optimize its return through investment of cash balances in such a way as to minimize non-invested balances and to maximize return on investments.
	The primary objectives of investment activities, in priority order, shall be:
	Legality - All investments shall be made in accordance with applicable laws of Pennsylvania.
	Safety - Safety of principal shall be of highest priority. Preservation of capital in the portfolio of investments shall be ensured through the mitigation of credit risk and interest rate risk.
	Liquidity - Investments shall remain sufficiently liquid to meet all operating requirements that are reasonably anticipated. A fiscal year operations anticipated cash flow shall be developed so that investments can be made as early as possible, with maturities concurrent with anticipated cash demands.
	Yield - Investments shall be made with the objective of attaining a market-average rate of return throughout the budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs.
2. Authority SC 440.1, 621, 622, 623	All investments of the school district made by an officer and/or employee of the district shall be made in accordance with this policy and a Board approved investment program.
3. Definitions	Short-term - any period twelve (12) months or less.
	Long-term - any period exceeding forty-eight (48)

	months' duration.
	Mid-range - any period between short-term and long-term.
	Credit risk - the risk of loss of principal due to the failure of the security issue or backer of the issue.
	Interest rate risk - the risk that the market value of securities will fall due to changes in general interest rates.
	Investment program - the specifically enumerated and Board-approved investment strategy.
4. Delegation of Responsibility SC 440.1	The Board shall delegate to a designated individual the responsibility to manage the district's investment program, in accordance with written, Board-approved procedures for operation of the investment program.
	An annual review of the investment program shall be prepared by the designated individual, based upon the anticipated cash flow of all district funds, i.e. general, capital reserve, bond, etc. The investment program shall be submitted to the Board no later than sixty (60) days after adoption of the annual budget.
SC 440.1	The designated individual responsible for investments shall report monthly to the Board the following:
	1. Amount of funds invested.
	2. Interest earned and received to date.
	3. Types and amounts of each investment and the interest rate on each.
	4. Names of the institutions where investments are placed.

	<p>5. Current market value of the funds invested.</p> <p>6. Other information required by the Board.</p>
	<p>The Board directs the Director to have developed written procedures that will ensure compliance with this policy. Such procedures shall include a disclosure form for designated individuals involved in the investment process and/or required written statements for advisors and bidders.</p>
5. Guidelines SC 440.1	<p>Investments permitted by this policy are those defined in Section 440.1 of the School Code, as amended, which are collateralized in accordance with applicable laws.</p>
	<p>All securities shall be purchased in the name of the school district, and custody of the securities shall be specified within the district's investment program.</p>
SC 440.1	<p>All investment advisors or bidders shall verify in writing that they have received a copy of this policy. Such written statement shall indicate that they have read and understand this policy and all applicable statutes related to school district investments, along with their intent to comply fully with these requirements.</p>
	<p>The district shall require all investment advisors/bidders to submit annually any or all of the following, as appropriate:</p>
	<p>1. Audited financial statements.</p>
	<p>2. Proof of National Association of Securities Dealers (NASD) certification.</p>
	<p>3. Proof of state registration.</p>
	<p><u>Disclosure</u></p>
65 P.S.	<p>Designated officers and employees involved in the</p>

1101 et seq	district's investment process shall disclose any personal business activity that could conflict with the proper execution and management of the investment program or could impair their ability to make impartial decisions.
	<u>Audit</u>
	The Board directs that all investment records be subject to annual audit by the district's independent auditors.
	The audit shall include but not be limited to independent verification of amounts and records of all transactions, as deemed necessary by the independent auditors.
	It shall be the responsibility of the investment advisor and/or bidder to maintain necessary documents to permit independent audit of the district's investments.
53 Pa. C.S.A. Sec. 8001 et seq Sec. 8224	

	610. PURCHASES SUBJECT TO BID/QUOTATION
1. Authority SC 751, 807.1	It is the policy of the Board of Trustees (Board) to obtain competitive bids and price quotations for products and services where such bids or quotations are required by law or may result in monetary savings to the school.
2. Guidelines SC 807.1	<u>Supplies</u> The Board shall, after due public notice advertising for competitive bids, purchase furniture, equipment, school supplies and appliances costing \$10,000 or more, unless exempt by statute. The Board shall

	advertise once a week for three (3) weeks in not less than two (2) newspapers of general circulation.
SC 807.1	Furniture, equipment, school supplies and appliances to be purchased by the charter school costing more than \$4,000 but less than \$10,000 may be obtained on written or telephonic quotations, unless exempt by statute. If it is not possible to obtain three (3) quotations, a memo must be kept on file showing that fewer than three (3) qualified vendors exist in the market area. The written price quotations, written records of telephonic price quotations and memoranda shall be kept on file for a period of three (3) years.
SC 751	<u>Contracts</u> The Board shall, after due public notice advertising for competitive bids, contract for construction, reconstruction, repairs, maintenance or work on any school building or property having a cost or value of more than \$10,000, unless exempt by statute.
SC 751	All contracts for construction, reconstruction, repairs, maintenance or work on any school building or property, having a cost or value of more than \$4,000 but not more than \$10,000, may be obtained on written or telephonic quotations, unless exempt by statute. If it is not possible to obtain three (3) quotations, a memo must be kept on file showing that fewer than three (3) qualified vendors exist in the market area. The written price quotations, written records of telephonic price quotations and memoranda shall be kept on file for a period of three (3) years.
SC 751	The Board may authorize charter school employees to perform construction, reconstruction, repairs or work having a cost or value of less than \$5,000.
3. Delegation of Responsibility	Bid specifications shall be prepared by the Director of Business Operations/Board Secretary.
	Bid specifications shall provide for alternates

	wherever possible.
	The Director of Business Operations/Board Secretary shall combine like items of supply and material whenever it is feasible and permissible under statute and shall not split purchases to avoid requirements for bidding.
	The Director of Business Operators/Board Secretary or designee is authorized to advertise for bids, in accordance with statutory procedures, without prior approval of the Board; but the Board shall be informed of such action at the next meeting. Records shall be kept in sufficient detail to show that a reasonable number of qualified vendors were invited to bid.
SC 807.1	Bids shall be opened publicly by the Director of Business Operations/Board Secretary before one (1) or more witnesses at a previously designated time and place. Contracts shall be awarded to the lowest responsible bidder upon resolution of the Board, unless the Board chooses to reject all bids.
SC 751	
	The Board recognizes that emergencies may occur when imminent danger exists to persons or property or continuance of existing school classes is threatened, and time for bidding cannot be provided because of the need for immediate action.
	Whenever a contractor shall submit a bid for the performance of work and the contractor later claims a mistake, error or omission in preparing the bid, the contractor shall, before the bids are open, make known the fact and in such case the bid may be returned unopened and later may be resubmitted provided the bid is resubmitted within a time specified for opening of the bid.

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611. PURCHASES BUDGETED	
1. Authority SC 751, 807.1	It is the policy of the Board of Trustees (Board) that when funds are available all purchases contemplated within the current budget and not subject to bid shall be made in a manner that ensures the best interests of the charter school.
2. Delegation of Responsibility	All purchases that are within budgetary limits and were originally contained within the budget may be made upon authorization of the Director.
	In addition, purchases budgeted in the maintenance accounts shall be able to be authorized by the Director, provided that sufficient funds exist in the proper account, and that the purchase is less than \$1,000.00. Purchases in excess of \$1,000.00 shall be required to have final authorization by the Director.
SC 609, 751, 807.1	All purchase order requests must be referred to the principal and the Director, who shall check whether the proposed purchase is subject to bid, whether sufficient funds exist in the budget, and whether the material might be available elsewhere in the district.
	In the interests of economy, fairness and efficiency in its business dealings, the Board requires that:
3. Guidelines	1. Items commonly used in the school be standardized whenever possible.
	2. Opportunity to do business with the school shall be provided to as many responsible suppliers as possible. Lists of potential suppliers for various types of supplies, equipment and services will be developed and maintained.
	3. No purchase request will be honored unless made on a district requisition form that has the necessary approval.
1. Authority	Employment of all permanent, temporary and part-

<p>SC 406, 1106, 1107 Pol. 308, 408, 508</p>	<p>time school personnel must be approved by the Board of Trustees (Board). The Board shall authorize payment of salaries to employees. Actions by the Board to employ staff on a contractual basis may include the name of the individual, position title, salary, period of employment, position classification, and if the employee is tenured in the position.</p>
	<p>Actions by the Board to employ temporary or part-time personnel may include the name of the individual, position title, rate of pay, position classification, the maximum number of hours or days an employee may work, and the school or vocation assignment.</p>
	<p>The minutes of Board meetings shall record all actions with regard to resignation, retirement, death or discharge of all employees, or nonretention of a temporary professional employee. Each action shall include the name of the employee, date upon which salary or wages will terminate, and position formerly held.</p>
<p>2. Guidelines</p>	<p>Daily sign-in and sign-out procedures adequate to meet wage and hour requirements and Board policy may be required of all employees.</p>
	<p>Salary or wages may be withheld for unapproved time off, in accordance with established procedures, by the Director.</p>
<p>Pol. 530</p>	<p>Overtime can be scheduled and paid only when authorized in advance by the Director and immediate supervisor.</p>
	<p>The payroll shall be certified by the Director of Business Operations/Board Secretary.</p>
<p>616. PAYMENT OF BILLS</p>	
<p>1. Purpose</p>	<p>It is the Board of Trustee's (Board) intent to direct prompt payment of bills but at the same time to ensure that due care has been taken in the review of district bills.</p>
<p>2. Authority</p>	<p>Each bill or obligation of this district must be fully</p>

<p>SC 439, 607, 1155</p>	<p>itemized, verified and approved by the Board before a check can be drawn for its payment, except that the Board Secretary is permitted to draw payment orders for:</p>
<p>SC 427, 439</p>	<p>1. The prompt payment of items that will accrue to the school's advantage.</p>
	<p>2. Progress payments to contractors specified in a contract approved by the Board.</p>
	<p>3. Orders to cover approved payrolls and agency account deposits.</p>
	<p>4. Utility bills in months the Board does not meet.</p>
<p>3. Delegation of Responsibility</p>	<p>It shall be the responsibility of the Board Secretary or designee upon receipt of an invoice to verify that the purchase invoice is in order, goods were received in acceptable condition or services were satisfactorily rendered, funds are available to cover the payment, the Board had budgeted for the item, and invoice is for the amount contracted.</p>
	<p>Should the invoice vary from the acknowledged purchase order, the Board Secretary or designee shall document on the invoice the reason for such variance.</p>
<p>SC 607, 687 Pol. 612</p>	<p>Should funds not be available in the account to which a proposed purchase will be charged, the Director or designee shall determine the overage and request the Board make a legal transfer to cover it.</p>
	<p>All claims for payment shall be submitted to the Board and recorded in the minutes of the Board meeting.</p>
	<p>The list of bills shall include for each:</p>

	1. Check number.
	2. Check date.
	3. Vendor.
	4. Vendor number.
	5. Amount of remittance.
	6. Reason for remittance.
	7. Invoice number.
	8. Account charged.
	Prior to the Board's consideration of the bills for payment, each invoice in excess of \$5,000.00 shall be reviewed by the Treasurer.
SC 439	Upon approval of an order, the Treasurer shall prepare a check for payment and cancel the commitment placed against the appropriate account.
SC 427, 433, 439	All checks approved by the Board shall be signed by the President, Board Secretary and Treasurer.
SC 428	The Vice-President may sign for the President.
4. Guidelines 65 P.S. 302	Signatures of the President, Vice-President, Treasurer and Board Secretary may be engraved on a signature plate or stamp.
	No check shall be made out to cash.
	<u>Sales Tax</u>
72 P.S. 7204 (12)	The district is exempt from sales tax on the purchase of tangible, personal property or services that are sold or used by the district. The district shall control use of its sales tax exemption number issued by the Department of Revenue, in compliance with established regulations. The exemption number shall be used only when buying property or services for district use.

	The district shall obtain a sales tax license number for school organizations who purchase items to be resold.
	In order to monitor these activities, the Director of Business Operations/Board Secretary shall develop procedures to assure coordination and accumulation of information and proper reporting and remittance to the Department of Revenue.
School Code 427, 428, 433, 439, 607, 608, 610, 687, 1155	
65 P.S. 301 et seq	
72 P.S. 7204 (12)	
Board Policy 612	

	619. DISTRICT AUDIT
1. Purpose SC 408, 2401 65 P.S. Sec. 66.1 65 Pa. C.S.A. 701 et seq	The Board of Trustees (Board) recognizes the importance of the public's right to have access to the public records of the school, including public financial records. The public has the right under law to inspect and procure copies of the annual audit conducted by the school's accountants and the audit conducted by the Auditor General's office.
2. Authority SC 2401	The Board shall employ an independent, certified public accountant to conduct an annual district audit in conformance with prescribed and legal standards. The completed audit shall be presented to the Board for its examination and approval.
	The Board recognizes its obligation as an elected body to represent the best interests of all its constituents. Therefore, the Board shall make the results of both the district's accountant's audit and the Auditor General's audit available to the public at the business office of the district.
	The Board believes that the two (2) available audits provide adequate safeguards for the public interest. Therefore, special audits by special interest groups are not permitted.
Pol. 801	The Board recognizes that certain information shall not be made available to the public, such as:
	1. Personnel records.
	2. Student records.
	3. Labor relations negotiations records.
	4. Property acquisition negotiation information.
	5. Records regarding actions of a criminal justice nature.

	6. Other records not considered public records.
School Code 408, 2401	
65 P.S. Sec. 66.1, 261	
65 Pa. C.S.A. 701 et seq	
Board Policy 801	

	622. GASB STATEMENT 34
1. Purpose SC 613	The Board of Trustees (Board) recognizes the need to implement the required accounting and financial reporting standards stipulated by the Pennsylvania Department of Education.
	The primary objectives of implementing the GASB Statement 34 are to assure compliance with state requirements, and properly account for both the financial and economic resources of the district.
2. Authority SC 218	Participation of the charter school in any such activity shall be in accordance with Board policy.
3. Delegation of Responsibility	The responsibility to coordinate the compilation and preparation of all information necessary to implement this policy is delegated to the Board Secretary.
	The designated individual shall be responsible for implementing the necessary procedures to establish and maintain a fixed asset inventory, including depreciation schedules. Depreciation shall be computed on a straight-line basis over the useful lives of the assets, using an averaging convention. Normal maintenance and repairs shall be charged to expense as incurred; major renewals and betterments that materially extend the life or increase the value of the asset shall be capitalized. A schedule of accumulated depreciation shall be consistent from year to year. The basis for depreciation, including groups of assets and useful lives, shall be in writing and submitted for review to the Board.
	The Board Secretary shall prepare the required Management Discussion and Analysis (MD&A). The MD&A shall be in the form required by GASB Statement 34 and shall be submitted to the Board for approval, prior to publication.
	Prior to submission of the MD&A for Board approval, the school's independent auditors shall review the MD&A, in accordance with SAS No. 52,

	"Required Supplementary Information".
4. Guidelines	In order to associate debt with acquired assets and to avoid net asset deficits, any asset that has been acquired with debt proceeds shall be capitalized, regardless of the cost of the asset. The asset life of these assets shall be considered relative to the time of the respective debt amortizations.
	For all other assets not acquired by debt proceeds, the dollar value of any single item for inclusion in the fixed assets accounts shall be not less than \$4,000.
	The capitalization threshold shall be set at a level that will capture at least eighty percent (80%) of all fixed assets.
	The assets listed below do not normally individually meet capitalization threshold criteria:
	<ol style="list-style-type: none"> 1. Library books. 2. Classroom texts. 3. Computer equipment. 4. Classroom furniture. <p>These asset category costs shall be capitalized and depreciated as groups when that group's acquisition cost exceeds the capitalization threshold in any given fiscal year.</p>
	For group asset depreciation purposes, the estimated useful life of the group may be based on the weighted average or simple average of the useful life of individual items, or on an assessment of the life of the group as a whole. Periodically, the district shall review the estimated life of groups of assets and adjust the remaining depreciation life of the group.

	Assets that fall below the capitalization threshold for GASB 34 reporting purposes may still be significant for insurance, warranty service, and obsolescence/replacement policy tracking purposes. The district may record and maintain these non-GASB 34 asset inventories in subsidiary ledgers.

	626. FEDERAL FISCAL COMPLIANCE
1. Authority	The Board of Trustees (Board) will review all applications for federal funds submitted by the district.
2. Delegation of Responsibility	The Board designates the Principal as the district contact for all federal programs and funding.
AP No. 626	The Director or Designee will develop administrative regulations governing the procurement, use, management and disposal of goods, materials and equipment purchased with federal grant funds. At a minimum, the administrative regulations will provide procedures to ensure:
	<ol style="list-style-type: none"> 1. Expenditures of federal grant funds are completed in accordance with federal requirements. 2. Title to and control of location, custody and security of equipment and/or property purchased with federal funds are maintained.
	The Principal will track and document all federal programs' expenditures and verify budgetary information required for those programs.
	All district employees paid with federal funds will document the time they expend towards federal

	programs, in accordance with law.
	References:
	No Child Left Behind Act — 20 U.S.C. Sec. 6301-6514
	Maintenance of Effort Regulation — 20 U.S.C. Sec. 7901

Accounting System

York Academy Regional Charter School utilizes the Central Susquehanna Intermediate Unit (CSIU) software to manage and process the following modules: Fund Accounting, Personnel and Payroll.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- 2010-2011 Financial Statements
- Revenue and Expenditures, June 30, 2012 (Pre-audited)

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

York Academy Regional Charter School (York Academy) has submitted the 2010-2011 Compilation Financial Statements presented by SF & C Company. York Academy has selected the auditing firm Kochenour, Earnest, Smyser & Burg for a three year term (2011-2012, 2012-2013, 2013-2014). The 2011-2012 audit is scheduled to occur August 6, 2012 which is 5 days after the Annual Charter Report is due. Upon completion of the 2011-2012 audit, statements will be available and can be submitted at that time.

Due to the fact that York Academy did not officially operate as a school until July 1, 2011, the Board of Directors selected an audit firm to prepare compilation financial statements to review financial information from the start-up until to June 30, 2011. Please see the independent accountant's compilation report below and the compilation financial statements attached.

Date of Last Audit: Compilation Financial Statements were issued as of June 30, 2011.

Independent Accountants' Compilation Report (Dated August 12, 2011)

To the Board of Directors

York Academy Regional Charter School

York, Pennsylvania

We have compiled the accompanying Statement of Financial Position - Government-Wide and the Balance Sheet - Governmental Fund of York Academy Regional Charter School (a nonprofit organization) as of June 30, 2011, and the related Statement of Activities - Government-Wide and the Statement of Revenue, Expenditures, and Changes in Fund Balance - Governmental Fund for the year then ended. We have not audited or reviewed the accompanying financial statements and, accordingly, do not express an opinion or provide any assurance about whether the financial statements are in accordance with the basis of accounting therein described.

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the basis of accounting therein described and for designing, implementing, and maintaining internal control relevant to the preparation and fair presentation of the financial statements.

Our responsibility is to conduct the compilation in accordance with the Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. The objective of a compilation is to assist management in presenting financial information in the form of financial statements without undertaking to obtain or provide any assurance that there are no material modifications that should be made to the financial statements.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- 2010-2011 Financial Statements

Citations and follow-up actions for any State Audit Report

York Academy Regional Charter School has not been audited by the state of Pennsylvania. The 2011-2012 school year was our first year in operations; as a result there are no previous year audits.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

York Academy Regional Charter School (York Academy) has not acquired any facilities. The school currently leases the building located at 32 West North Street, York, PA 17401.

York Academy has purchased office and classroom furniture as well as equipment from various vendors to outfit the school for its first year of operations. York Academy continues to compare pricing with vendors to select the most competitive price.

The 2011-2012 Audit process will provide a listing of assets and the schedule of depreciation of those assets (furniture, fixtures and equipment).

Future Facility Plans and Other Capital Needs

York Academy Regional Charter School currently houses grades kindergarten through third grade. Each additional year, a grade will be added. As a result of adding additional grades per year, the school will have to do renovations to accommodate the additional grades.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

The York Academy Safety Committee meets once a month during the school year. Agendas are filed at the school. Safety manual is attached.

Fireprevention and train safety is part of our instructional program. Firedrills are planned and performed; dates are submitted to PDE.

The York Academy's first SHARRS Report is due to the state in September 30, 2012.

We are in contact with the Pennsylvania Department of Education, Division of School Health. Current health records are maintained and stored in the healthroom. Mrs. Karen Richardson is our school nurse. We have met the mandates for school health room requirements.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachment

- Wellness Policy

Current School Insurance Coverage Policies and Programs

Commercial Property Coverage

Commercial Crime Coverage

Commercial Inland Marine Coverage

Commercial General Liability Coverage

Employee Benefits Liability Coverage

School Leaders Errors and omissions Liability Coverage

Sexual Misconduct and Molestation Liability Coverage

Commercial Auto Coverage

Terrorism Risk Insurance Act

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Coverages

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The instructional staff at the York Academy consists of 15 teachers. The new staff recently hired are our grade 3 teachers and reading specialist/librarian. We currently have 5 instructional assistants who are also teacher certified. We are in the process of hiring 7 additional instructional assistants.

We have one teacher (ESL/Spanish) not returning due to a move out of the area.

- 3 kindergarten teachers
- 3 grade 1 teachers
- 3 grade 2 teachers
- 3 grade 3 teachers
- ESL/Spanish teacher
- Reading Specialist/Librarian
- Learning Support/Gifted teacher

The percentage of instructional certified staff is 100%.

Other staff members include:

- Primary Years Program/Curriculum Coordinator/Special Ed. Director
- nurse
- plant manager
- administrative assistant
- clerical (part time)
- business manager
- 5 instructional assistants
- speech teacher (part time)
- school psychologist (part time)
- school counselor
- custodian(part time)

A part time library assistant is contracted through Martin Library. Cafeteria support staff (2) is contracted through the Central York School District. JCC staff (3) is contracted to serve as physical education instructors. An art teacher is contracted through YorkArts to provide art instruction on a part time basis.

Quality of Teaching and Other Staff - Attachment

- Qualifications of staff

Student Enrollment

Kindergarten is offered at the York Academy. See attached admission policy for admission information.

Lottery Procedures:

The lottery will be held at a public board meeting at a time set by the Board of Trustees. All members of the public and any school district representatives will be invited to attend the meeting.

No students were required to leave the York Academy.

Based on exit interviews, the few students who have left the York Academy are due to a family career change or a desire to attend the home district.

Student Enrollment - Attachments

- Admission Policy
- Enrollment History

Transportation

The York Academy relies on the home districts to provide school transportation per charter law. Parents collaborate with the individual transportation departments. Students walk to school and are transported by parents or guardians.

Food Service Program

The York Academy contracts with the Central York School District to provide our food service program. All free and reduced informational forms and practices are completed by that district. Our parents directly pay Central York School District.

Breakfast and lunch is offered on a daily basis for students at the York Academy. The York Academy does participate in the Free and Reduced Lunch Program. In 2011-20112 school year, approximately 60% qualified for this service.

Student Conduct

Rights and Responsibilities of Students

General

Student responsibilities include regular school attendance, conscientious effort in classroom work and homework, and conformance to school expectations and regulations. Most of all, students are responsible to share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.

Students should express their ideas and opinions in a respectful manner.

It is the responsibility of the students to conform to the following:

- (1) Be aware of all expectations and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until an expectation is waived, altered or repealed in writing, it is in effect.
- (2) Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
- (3) Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.
- (4) Assist the school staff in operating a safe school for the students enrolled therein.
- (5) Comply with Commonwealth and local laws.
- (6) Exercise proper care when using public facilities and equipment.
- (7) Attend school daily and be on time at all classes and other school functions.
- (8) Make up work when absent from school.
- (9) Pursue and attempt to complete satisfactorily the courses of study prescribed by local school authorities.
- (10) Report accurately in student media.
- (11) Not use obscene language in student media or on school premises.

Guidelines and Consequences for Student Behavior

No student may engage in conduct, or encourage any other person to engage in conduct, that jeopardizes or threatens the health, safety or welfare of any member of the school community, or that disrupts or undermines the educational mission of the Charter School.

None of the consequences listed below will be applied in such a manner as to discriminate against any student based on race, sex, color, religion, sexual orientation, national origin or disability. The Administration of the Charter School will impose consequences for behavior that falls within the range of consequences for a particular violation of this Code. The severity and/or nature of the consequence imposed will be based on factors including, but not limited to, age of the student, number of prior offenses, disability, and/or severity of the violation.

The Charter School has the right to impose consequences for acts or behaviors that are not specifically delineated within this Code if those acts or behaviors threaten the health, safety and/or welfare of other members of the school community, or if those acts or behaviors disrupt the learning environment.

Various means may be used by school personnel to discourage or extinguish undesirable behaviors. Such means may include counseling the student; conference with the parent/s; assigning extra responsibilities at school; assigning community service; or imposing detention, in-school suspension, out-of-school suspension for up to 10 consecutive school days, expulsion for a period of more than 10 consecutive school days, or permanent expulsion.

Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is strictly prohibited by law and school policy. Teachers and school authorities may only use reasonable force under the following circumstances:

- (1) To quell a disturbance.
- (2) To obtain possession of weapons or other dangerous objects.
- (3) For the purpose of self-defense.
- (4) For the protection of persons or property.

Disciplinary Action

Detention: Retaining the student after school hours with the parent and/or student being responsible for transportation of the student at the end of the detention period.

Exclusion

Exclusion from school may take the form of suspension or expulsion.

- (1) Suspension is exclusion from school for a period of from 1 to 10 consecutive school days.
 - (i) Suspensions may be given by the principal or person in charge of the public school.
 - (ii) A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.
 - (iii) The parents or guardians shall be notified immediately in writing when the student is suspended.
 - (iv) When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code.

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

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

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

During the period prior to the hearing and decision of the board in an expulsion case, the student shall be placed in his normal class except as set forth below.

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

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

The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the district's superintendent.

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

If the approved educational program is not complied with, the Charter School may take appropriate action to ensure that the child will receive a proper education.

Hearings

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

(b) *Formal hearings.* A formal hearing is required in all expulsion actions. This hearing may be held before the board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire board is required to expel a

student. The following due process requirements shall be observed with regard to the formal hearing:

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the

event for which the student is being suspended or to show why the student should not be suspended.

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

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

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

(ii) Sufficient notice of the time and place of the informal hearing shall be given.

(iii) A student has the right to question any witnesses present at the hearing.

(iv) A student has the right to speak and produce witnesses on his own behalf.

(v) The school entity shall offer to hold the informal hearing within the first 5 days of the suspension.

Discipline of Students with Disabilities

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

During the 2011-2012 school year, six students were suspended for nine infractions. No students were expelled. We sent one student to Dallastown School District for an emotional support placement.

Student Conduct - Attachments

- Student Discipline Policy
- Discipline Students with Disabilities Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The York Academy Regional Charter School within Lincoln IU 12 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The York Academy Regional Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at:
<http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.
Name: Kathleen Eshbach **Title:** Chief Academic Officer
Phone: 717-801-3900 **Fax:** 717-718-1092
E-mail: keshbach@yorkarcs.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Dr. Dennis Baughman **Title:** Board President
Phone: 717-801-3900 **Fax:** 717-718-1092
E-mail: dbaughman4144@yahoo.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.
Name: Dr. Anna Bickford **Title:** Special Education Director
Phone: 717-801-3900 **Fax:** 717-718-1092
E-mail: abicford@yorkarcs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature page