Pennsylvania Department of Education

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

Charter Annual Report

Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: Sugar Valley Rural CS
Address: 236 E Main St
Loganton, PA 17747

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: Sugar Valley Rural CS

Date of Local Chartering School Board/PDE Approval: June 8, 2010 by CAB

Length of Charter: 5 Years **Opening Date:** 2000

Grade Level: K-12 **Hours of Operation:** 8:10 - 3:00

Percentage of Certified Staff: 94.3% **Total Instructional Staff:** 30.5

Student/Teacher Ratio: 8.82:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 91.38%

Summary Data Part II

Enrollment: 269 **Per Pupil Subsidy:** $11,648.03 (Tuition / ADM)

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	0
Hispanic:	3
White (Non-Hispanic):	266
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 59.5%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 91

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	178	178	178	178	178
Instructional Hours	0	0	968	968	1012.5	1012.5	968-1012.5

SECTION I. EXECUTIVE SUMMARY

Educational Community

Sugar Valley Rural Charter School opened in August 2000 and is part of one of the most significant initiatives for change in public education in Pennsylvania. Founded by a local group of parents, educators, and rural community members, SVRCS opened its doors as the first rurally based K-12 charter school emphasizing flexibility in responding to students' needs, innovation, and individualized learning. SVRCS is located on a 10-acre campus in the borough of Loganton, PA serving a student body that reflects the community we serve.

Sugar Valley Rural Charter School provides a unique learning experience for students from the Keystone Central, Jersey Shore, East Lycoming and Penns Valley school districts. The school's culture is derived from the small school environment, the many teachers and staff experienced in rural environments, the ongoing community members' influence, and the values communicated by the expectations and procedures by which the school operates. With a diverse student population, consisting of special education, regular education, and vocational/technical education, SVRCS is the epitome of school choice. We offer all students the opportunity to achieve academic and personal success.

Students will leave SVRCS with a sense of community, of being a part of a family of teachers and learners, and with the knowledge that they have been successful at accomplishing their goals in all areas of their lives. They will have confidence to achieve because they have overcome obstacles and succeeded in numerous endeavors. All students graduating from SVRCS will have taken courses that are important to every student's academic experience.

Mission

The mission of SVRCS is to provide a rural, community-oriented lifelong learning center which both reflects and helps to shape the best of Sugar Valley's social, cultural and educational heritage as embodied in its citizen's knowledge, values and skills. Striving for a continued zero dropout rate, high academic achievements, and 100% post-secondary continuing education, Sugar Valley Rural Charter School extends the conventional K-12 classroom teaching/learning boundaries to include varied educational endeavors while employing multiple mediums, settings and locations to model and promote the practice of lifelong learning.

Vision

SVRCS will support high quality education with a program that:

- Utilizes innovative approaches to learning.
- Strives to exceed measurable performance objectives, including student achievement.
- Routinely evaluates school operations.
- Operates on a responsible budget.
- Employs highly trained, professional staff.
- Evidences a high degree of parent satisfaction and community involvement.
- Collaborates with a governing board dedicated to policy-making.

Shared Values

Among the many values and beliefs held by the SVRCS community, the following have been central to our success each school year:

A child's academic success is grounded in his/her sense of belonging, safety, and sense of self worth.

As a rural school, SVRCS promotes a culture that respects natural resources, appreciates history, and values neighborliness.

We expect success.

We educate the heart while we educate the head.

SVRCS welcomes and values the input of all its stakeholders.

Academic Standards

SVRCS adheres to all curriculum requirements found in Chapter 4 pertaining to content standards and maintains documentation of its compliance.

Strengths and Challenges

Strengths:

- Personalized learning
- Curriculum that integrates the rural environment

- Community ties and involvement
- Low student/teacher ratio
- K-12 continuum
- High staff commitment/ low staff turnover
- Ability to be flexible to changing needs
- Consistent cooperation with other agencies to offer at-risk individuals community service opportunities
- Compliance with state and federal regulations
- Sound fiscal management
- High degree of teacher/student connection based on common goals

Areas for Improvement:

- Improving PSSA scores
- Developing our connection with Penn State and other local universities
- Increasing community involvement
- Expanding curriculum choices and begin mapping process
- Increasing on-site professional development opportunities

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Strategic Planning Committee was established in May 2007 to develop the Strategic Plan for SVRCS for the next three years. Ms. Logan Coney and Mr. Ivan McElwain coordinated and facilitated the work of the committee. The Strategic Planning Committee met together each Tuesday and Thursday evening during the months of June and July 2007 and moved through several steps in the development of this plan.

1. review of existing plans
2. discussion of current and future needs of SVRCS
3. revision of the current plan based on changing and progressing needs

Invitations for participation were extended in the SVRCS weekly newsletter and letters of invitation were mailed to families and community members prior to the meetings. Using both small and large group discussions, the Strategic Planning Committee brainstormed the current educational climate in order to determine the needs of SVRCS and to create a plan that will lead us into the future. The Strategic Planning Committee, along with the Administrative Team will monitor the plan and complete periodic reviews of its progress.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beth Spotts	SVRCS	Administrator	Logan D. Coney
Beverly Rauch	SVRCS	Parent	Logan D. Coney
Brian Stugart	SVRCS	Administrator	Logan D. Coney
Carla McElwain	SVCC	Community Representative	Logan D. Coney
Carrie Nixon	SVRCS	Special Education Representative	Logan D. Coney
Connie Martin	SVRCS	Community Representative	Logan D. Coney

Cory Sholes	SVRCS	Board Member	Logan D. Coney
Ivan McElwain	SVRCS	Board Member	Logan D. Coney
John Eddy Heggenstaller	SVRCS	Board Member	Logan D. Coney
Logan D Coney	SVRCS	Administrator	Logan D. Coney
Mark R. Jones	SVRCS	Board Member	Logan D. Coney
Michael Hughes	Hughes Cleaning	Community Representative	Logan D. Coney
Peg Barner	SVCC	Community Representative	Logan D. Coney
Richard Miller	SVRCS	Board Member	Logan D. Coney
Sandy Garverick	SVRCS	Parent	Logan D. Coney
Tiffany Goss	SVRCS	Elementary School Teacher	Logan D. Coney
Tisha Vonada	SVRCS	Board Member	Logan D. Coney
Wendy Lupold	SVRCS	Parent	Logan D. Coney
William Deavor	SVRCS	Administrator	Logan D. Coney

Goals, Strategies and Activities

Goal: 01.School Improvement Plan

Description: SVRCS will develop a school improvement plan based upon the results of PSSA scores.

Strategy: A: SIP

Description: The Staff and Administration of SVRCS will work in collaborative teams to identify school needs for improvement.

Activity: SIP

Description: All departments will meet frequently throughout the school year to begin work on the school improvement plan document.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: 02. Creating a Culture of Readers

Description: SVRCS will continue to utilize a cross-curricular teaching approach that will increase and improve reading skills for all students by developing a school-wide appreciation for the importance of reading.

Strategy: A: CCR

Description: SVRCS will determine the reading level of each student through the use of Dibels diagnostic tool and Informal Reading Inventories throughout the school year.

Activity: CCR

Description: Students of SVRCS will participate in the required diagnostic evaluations throughout the school year. Students new to SVRCS will be evaluated immediately for appropriate placement.

Person Responsible	Timeline for Implementation	Resources
William Deavor	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: B: CCR

Description: The SVRCS Staff will continue to monitor student's reading performance when provided appropriately leveled texts.

Activity: CCR

Description: The SVRCS English/Language Arts Department will meet regularly to review student performance to determine needs and interventions.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: C: CCR

Description: SVRCS students will be surrounded by a wide array of reading materials in all Phases to motivate interest and encourage the habit of lifelong learning.

Activity: CCR

Description: The SVRCS English/Language Arts department will meet regularly to review inventory lists, review new book offerings and identify books of high interest for individual students, groups and classes.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: D: CCR

Description: The SVRCS staff will provide numerous opportunities for shared, guided and independent practice in the use of text forms and features.

Activity: CCR

Description: All SVRCS staff will increase their reading time within their classrooms.

Person Responsible	Timeline for Implementation	Resources
William Deavor	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: CCR

Description: All SVRCS students and staff will continue to participate in 30 minutes of Sustained Silent Reading (SSR) daily.

Person Responsible	Timeline for Implementation	Resources
Logan D Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: E: CCR

Description: The SVRCS English/Language Arts Department, in collaboration with the SVRCS

Curriculum Committee, will begin discussions on the process of curriculum mapping to aid in student achievement.

Activity: CCR.

Description: The SVRCS English/Language Arts Department will meet regularly to review English/Language Arts Curriculum.

Person Responsible	Timeline for Implementation	Resources
Logan D Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: F: CCR

Description: The students in grades K-4 will participate in a new RTI program at various times throughout the school day.

Activity: CCR

Description: SVRCS will initiate an RTI program in the elementary department to provide for students who are experiencing academic needs.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: 03. Mathematics for Life

Description: With emphasis upon practical uses of math beyond the classroom, SVRCS will develop math students who demonstrate the ability to solve problems through analysis and interpretation of a variety of data.

Strategy: A: ML

Description: SVRCS staff will develop and implement instruction with its focus upon problem solving and the methods and strategies utilized for them.

Activity: ML

Description: The SVRCS Math department will meet regularly. Topics of discussion will include student performance in light of instructional delivery methods.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: B: ML

Description: SVRCS staff will provide opportunities for shared, guided and independent practice in analyzing, interpreting, and responding to problems using a variety of graphic representations.

Activity: ML

Description: Math department meetings will be held regularly. Topics of discussion during this meeting will include student performance, curriculum development and review, and lesson planning. The mapping process will continue.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: C: ML

Description: SVRCS staff will monitor student progress using Key Math and PSSA scores to determine needs for interventions and additional assistance.

Activity: ML

Description: The SVRCS math department meetings will be held regularly to review student sample work to determine need for interventions.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: D: ML

Description: SVRCS staff will participate in small group professional development opportunities focused upon the collection and interpretation of student work samples.

Activity: ML

Description: Math department meetings will meet regularly. Topics of discussion during this meeting will include student performance, curriculum development and review, and lesson planning. The mapping process will continue

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: E: ML

Description: The SVRCS Math Department, in collaboration with the SVRCS Curriculum Committee, will continue discussions on the process of curriculum mapping to aid in student achievement.

Activity: ML

Description: The SVRCS Math Department will meet regularly to review Math Curriculum.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: 04. Facilities

Description: SVRCS will monitor campus needs in order to provide the necessary environment for a quality educational experience for all students, staff and community.

Strategy: A: F

Description: SVRCS will define the current and future facility needs of the school based upon a variety of evolving data.

Activity: F

Description: The SVRCS Property Committee and Administration will continue to meet with SVCC to pursue the 15 year campus plan.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: B: F

Description: SVRCS will commit to the efficient operation in the use of facilities and staff.

Activity: F

Description: The SVRCS Property Committee will meet a minimum of one time per month. The meeting will include representatives from the SVRCS Admin team and the Sugar Valley Concerned Citizens. Agenda items will include facilities maintenance, facilities improvements, and future planning.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: C: F

Description: In all areas, SVRCS will establish an optimum lifelong learning environment for students, staff, parents and community.

Activity: F

Description: The SVRCS Property Committee will meet a minimum of one time per month. The meeting will include representatives from the SVRCS Admin team and the Sugar Valley Concerned Citizens. Agenda items will include facilities maintenance, facilities improvements, and future planning.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: 05. Finances

Description: SVRCS will create a committee to explore ways to increase student enrollment and revenue sources for the school.

Strategy: A: FI

Description: Various brainstorming strategies will aid the committee in determining the direction of the committee.

Activity: FI

Description: The SVRCS Finance Committee will meet at least one time per month to develop an agreed upon action plan.

Person Responsible	Timeline for Implementation	Resources
William Deavor	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: 06. Individual Student Needs

Description: SVRCS will maintain its commitment to provide a personalized learning experience to every student.

Strategy: A: ISN

Description: SVRCS will provide the English/Language Arts Department with 20 laptop computers for each student within their classrooms.

Activity: ISN

Description: The SVRCS English/Lanuage Arts department will meet with the SVRCS Technology Director for training in preparation for the laptop initiative.

Person Responsible	Timeline for Implementation	Resources
William Deavor	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: B: ISN

Description: Each SVRCS Elemiddle student will continue participating in the research based Learning in Depth initiative.

Activity: ISN

Description: Ele-Middle students (5-8) will pursue personalized research during mentor periods held on days 3 and 6.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: C: ISN

Description: SVRCS staff will participate in small group professional study groups with the focus upon personalized learning to strengthen the PL pillar of the SVRCS charter.

Activity: ISN

Description: SVRCS staff will meet in personalized learning study groups led by teachers/leaders to develop personal learning opportunities for all students.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: D: ISN

Description: SVRCS staff will provide each student consistent one-on-one attention.

Activity: ISN

Description: The SVRCS Administrative team will conduct informal observations monthly to ensure that teachers are complying with the Personalized Learning pillar of the SVRCS Charter.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: 07. A Diverse Community

Description: SVRCS staff will initiate planned curriculum focused on the teaching and modeling of diversity within the K-12 Continuum.

Strategy: A: DC

Description: SVRCS staff and Administration will seek current professional development opportunities in the instruction of diversity issues surrounding the themes of culture, race, beliefs, personality and ability.

Activity: DC

Description: The SVRCS Administration will initiate small group instruction/training and discussions under the direction of the school psychologist to address diversity issues within the school and the community.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: B: DC

Description: SVRCS will invite and encourage programs, agencies and organizations dedicated to promoting diversity to include the SVRCS community in their planning and events.

Activity: DC

Description: The SVRCS Community Involvement Committee will meet a minimum of one time per month. Agenda items will include planning community outreach activities, working with other community organizations, and diversity issues involving the school and community.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: C: DC

Description: SVRCS will continue its Spanish and German Language programs for the 2010-2011 school year.

Activity: DC

Description: SVRCS students will be offered the opportunity to continue studies in Spanish and German beginning in August 2010.

Person Responsible	Timeline for Implementation	Resources
Logan D Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: 08. Four-Year Graduation Rate (for districts and schools that graduate seniors)

Description: Graduate rate will continue to meet an 80% threshold and/or show growth.

Strategy: A: GR

Description: The SVRCS mentorship program will allow staff to monitor student progress and intervene if necessary.

Activity: GR

Description: Each Mentor will meet two times per six days with their mentor group students. The Mentor will keep in contact with the student's parents to keep them updated on their child's progress.

Person Responsible	Timeline for Implementation	Resources
Logan Coney	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: 09. Mathematics

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: A: M

Description: SVRCS will establish and include PSSA preparation classes into the regular school day.

Activity: M

Description: SVRCS teachers will participate in professional development opportunites focusing on PSSA math preparation.

Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: 10. Reading

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: A: R

Description: SVRCS will establish and include PSSA preparation classes into the regular school day.

Activity: R

Description: SVRCS teachers will participate in professional development opportunities focusing on PSSA reading preparation.

Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: 8/30/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: 11. Student Participation in State Assessments

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: A: AP

Description: All SVRCS Students in grades 3, 4, 5, 6, 7, 8, and 11 will take the appropriate PA State Assessment.

Activity: AP

Description: SVRCS Administrative Team will ensure that all students in grades 3, 4, 5, 6, 7, 8, and 11 take the appropriate PA State Assessment.

Person Responsible	Timeline for Implementation	Resources
William Deavor	Start: 8/30/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

- ***What curriculum does your charter school utilize?***

SVRCS adheres to all curriculum requirements found in Chapter 4 pertaining to content standards.

- ***Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?***

SVRCS maintains documentation of its compliance with Chapter 4.

- ***How is the curriculum organized to meet the developmental and academic needs of students?***

The K-12 continuum allows teachers and the administration to create smooth transitions for students as they make progress throughout the Phases. Curriculum offered in the early Phases is built upon by later Phases in each content area. All teachers incorporate similar methodology including hands-on and inquiry-based projects to encourage students to direct their own learning.

Teachers use the Pennsylvania Standards, ongoing local assessments and student portfolios from the previous year to determine the specific student needs, both developmental and academic. The curriculum at SVRCS is a framework within which teachers have flexibility to adjust individual lessons. These lessons are created or modified to meet the current needs of the students in each classroom. Proposals are written by teachers in the various departments regarding new course offerings they believe are needed. The administration brings those proposals to the Curriculum committee of the Board of Trustees and ultimately to the Board for approval.

- ***How does the charter school promote in-depth and inquiry-based teaching and learning?***

Inquiry-based teaching and learning is central to our charter so that students will direct their own learning. SVRCS teachers integrate the content areas throughout the year. This provides the students with a realistic and effective way of understanding concepts. It deepens their understanding of the knowledge and skills outlined in the Commonwealth Standards. Teachers have the opportunity to team teach many academic areas, thus integrating the content and compounding student learning.

In the spring of 2009, SVRCS students in Grades 7 and 8 participated in a research based Learning in Depth program that follows the personalized learning model based upon Eagon's Imaginative Education Research. In the fall of 2009, students in grades 5 and 6 will also participate in this experience.

Phase III/IV (grades 5-8) will also design, implement and complete a service learning project during the final nine weeks of the school year. Each student in Phase III/IV will participate in a one-to-one laptop computer initiative beginning in August of 2009 to complement the Learning in Depth and service learning programs.

- ***What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?***

Placement for students occurs within the appropriate Phase for each content area and matches their academic level. They are free to learn at a pace that is consistent with their needs and not forced to work more quickly or at a higher level than is effective. The content areas are integrated to obtain maximum learning. Some students take advantage of the tutoring SVRCS provides before school, during recess, lunch and study periods, and after school. Parents are also provided opportunities to assist their children in making progress in the areas of literacy and math skills. Lastly, the Instructional Support Team actively screens all elementary students' reading and math skills up to three times per school year. The data gathered from these screenings assists in designing effective pre-referral interventions and modifications, allows for monitoring individual student and classroom progress, and provides data for decision-making should the team wish to consider referring the student for a special education assessment. SVRCS has continued to implement the IST process within the Secondary department during the 2007-2008 school year and will expand this in the 2008-2009 school year.

- ***What types of teaching strategies are used to actively engage students in the learning process?***

SVRCS teachers in the K - 12 continuum are familiar with and continually review Bloom's Taxonomy of Learning and Gardener's Theory of Multiple Intelligences. The SVRCS has worked diligently to align the SVRCS Mission Statement, the goals and objectives, the standards and our assessments with the latest research on best practices. By utilizing this structure, students functioning on a variety of skill levels are able to be successful as they master material at their level. Teachers provide a variety of learning environments to include group discussion, open classroom and outdoor hands-on-learning, field experiences, writing opportunities, and exposure to literature, combined with varied assessments which include presentations, groups projects, writing assignments, and written tests which provide students with opportunities for success in each child's learning domain. Using the skills developed in this manner of delivery, students' ability to transfer what they have learned to other arenas is more fluid. Lesson plans are developed based upon the backward design model of Grant Wiggins and Jay McTighe.

Rigorous Instructional Program - Attachment

- Rigorous Instructional Program - Prof Dev - Induction approval

English Language Learners

PROGRAM OUTLINE

1. Program Goals and Objectives

The English as a Second Language Program at the Sugar Valley Rural Charter School will provide LEP students an opportunity to become more proficient English language speakers as they master benchmarks in the core curriculum. The program will be based on sound educational and second language acquisition theory. LEP students will be assessed and placed with the staff

and resources to meet their needs. As LEP students complete units of instruction and are assessed, they will move forward based upon their level of mastery. Teachers and staff will be aware of and sensitive to their cultural and academic needs.

2. Student and Parent Orientation Procedures

Student needs will be first identified through the Home Language Survey. Once those are identified the parents will be invited to the school when an interpreter, if necessary, can be present. School officials will share the school's daily schedule, transportation, the Home/School contract, the Parent/Student Handbook, and the components of the ELL program. This orientation will cover special programs that will be available to ELL families, the school's homework policy, attendance policy, and the student's participation in district-wide assessments and in the PSSA, and behavioral expectations.

3. Identification and Placement

English language proficiency of LEP students will be determined via an informal assessment with the school's English teacher and/or an elementary teacher. Intermediate Unit #10 will assist our ESL program by providing assessment instruments to determine a student's ESL instructional level, proficiency in the content areas, and proficiency in the student's native language. Through discussion with the family and a review of the student's records, a placement will be determined. The curriculum used for the ESL program includes the benchmarks to determine mastery. Once students reach those benchmarks they move on to the next level in the program until they can be exited. The ESL teacher and the regular education teachers will monitor them for one year after exiting to determine their progress. Their placement into the content areas will determine their level for district-wide assessments and the PSSA.

4. Instructional Program

The ESL instructional program shall be based on sound educational and language-learning theory, shall be implemented with sufficient resources and staffed by appropriately prepared personnel. It shall be evaluated every year.

Planned instruction in ESL includes listening, speaking, reading and writing at different levels or proficiency (beginning, intermediate, and advanced). Pennsylvania standards will be addressed and objectives developed for ESL classes at all levels. Therefore, ESL replaces language arts/English instruction. At the secondary level, ESL replaces English classes required for graduation.

The amount and type of standards-based ESL instruction provided to students will depend upon their level of language development and proficiency as determined by an appropriate English language proficiency instrument. The following are amounts of daily instructional time: for non-English speaking students-2 to 3 hours; beginner- 2 hours; intermediate- 1 to 1 1/2 hours; advanced -1 hour. Students who have exited the program will be carefully monitored for progress. They may require some support that can be provided two to three times per week.

ESL instruction will be delivered by a qualified ESL instructor in a setting conducive to learning.

5. Student Participation in Related and Extracurricular Activities

ELL students will have equal access to all aspects of the academic and extracurricular programs in the charter school. The ESL teacher(s), ESL program coordinator, foreign language teacher(s), and/or regular education teacher(s) will be available to assist the ELL students so that their

participation is meaningful. The ESL program coordinator will be responsible for making the opportunities available to the student and providing explanation for the parents or guardians.

6. Pupil Personnel Services

Sugar Valley Rural Charter School employs a school counselor and a team of Special Education staff who will be available to offer the ELL student services necessary to make instruction successful. The ESL program coordinator will provide the parents or guardians with information regarding these services.

7. Staff Development Related to ESL Program

Sugar Valley Rural Charter School will provide funding for staff to be trained in the area of English language acquisition, the cultural needs of ELL students, adapting classroom instruction, and assessment strategies for ELL students. The training will be provided by a qualified, independent entity such as from a local university, the Pennsylvania Department of Education, or Intermediate Unit #10. The training provider will assist Sugar Valley Rural Charter School to assure its program is based on sound educational theory, is effectively implemented, produces successful results and provides ongoing professional training. Instructional staff will be trained as necessary when a trainer is available and when a substitute teacher will cover for the instructional staff involved in educating the ELL student(s). The ESL program coordinator will train non-instructional staff so that the student's daily needs are met.

8. Community Involvement

A parent advisory committee will be organized to include members of the larger community in which the school operates. This committee will work with the ESL program coordinator to ensure the program's ongoing effectiveness. Any complaints regarding the ESL program can be directed to the ESL program coordinator.

9. Program Evaluation Procedures

The ESL program will be evaluated annually by school administration. The ESL coordinator will collect and maintain data from the ESL teacher(s), regular education teachers, special education teachers (if applicable), Title I teacher(s) (if applicable), student records, local assessments, an evaluation form completed by the student and an evaluation form completed by the parents/guardians of the ELL student. Data will include achievement data, graduation rates, attendance rates, and informal observations.

English Language Learners - Attachment

- ELL Enrollment

Graduation Requirements

Seniors are required to complete following coursework:

The student must complete a total of 26 credits. These credits are broken down as follows:

Subject	Credits

English	4cr.
Mathematics	4cr.
Science	4cr.
Social Studies	4cr.
Wellness	2cr.
Art	2cr.
Music	2cr.
ELECTIVES	4cr.
	=====
TOTAL	26cr.

The four elective credits are courses of the student's choice. Those courses may come from any area of the curriculum or from independent study courses coordinated through the school administrators

Seniors are required to have a completed portfolio to present at their exit interview. These portfolios are an ongoing project that students begin when they enter elementary school.

Seniors are required to complete a graduation project as outlined in the Senior Project Planning Book. These books are distributed to students during the fall of their sophomore year. The Senior Project is a three-year process that includes a research paper and a hands-on, physical project. This project is completed under the supervision of the student's Academic Mentors and presented at the annual April Symposium.

Seniors are required to show proficiency in Math, Reading, and Writing via one of the following methods:

- Attaining proficient or advanced on the eleventh grade PSSA
- Attaining proficient or advanced on the twelfth grade PSSA retest
- Attaining a score of 85% or better in a "Standards Based Math", or "Standards Based Language Arts" course.

Special Education

Please see attached reports for details

Special Education - Attachments

- Policy 113
- Policy 113.2
- Policy 113.3
- Policy 113.4

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information

Angela Basalla	1	Learning Support	SVRCS	13	.
Marsha Dieffenderfer	1	Learning Support	SVRCS	13	.
Carrie Nixon	1	Learning Support	SVRCS	8	.
Karen Sanders	1	Learning Support	SVRCS	14	.
Nicole Fravel	1	Learning Support	SVRCS	14	.
Kelly Day	1	Learning Support	SVRCS	12	.

Special Education Program Profile - Chart II

There is currently no data saved for this section.

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Director	SVRCS	1
Occupational Therapist	SVRCS	.05
Paraprofessional	SVRCS	12
COTA	SVRCS	1
Psychologist	SVRCS	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
PSU Speech Therapy Services	Speech Therapy	Two Days
Bethesda Day Treatment	Alternative Education	Five Days
Susquehanna House	Alternative Education	Five Days
CSIU10	Occupational Therapt	.05 Days

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No

Student Assessment

- How these results influence development of new or revised annual measurable goals and targets.

Performance on the PSSA/PASA and local assessments allow teachers and administrators to identify specific academic skill sets and content areas that may need attention for improvement. The annual measurable goals are created based upon those results.

- If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.

This year we have used commercially created assessments such as DIBELS, Key Math, and PSSA Coach assessment software to guide teachers in meeting the specific needs of students in the areas of math and reading. The results are analyzed to inform the Instructional Support Team with the ultimate goal of increasing student achievement. PSSA scores provide vital information that aids in detemining future programs and best practices.

- Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

Features of the student achievement plan include mid term progress reports and report cards that identify benchmarks in the elementary department. The plan also includes the Holistic Education Learning Plan for each student and Individualized Education Plan for special education students. Portfolios were used to collect student work. Key math assessments are given twice during the school year and Dibels, three times per year.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

The Elementary Instructional Support Team has helped to provide a more efficient and accurate method of identifying students believed to be most at risk for school failure due to difficulties in reading, math, and emotional/behavioral concerns. Teachers in each Phase meet monthly for new referrals to the IST process, to review current IST student progress with interventions, to request additional data from other support professionals (e.g. the school psychologist, nurse, counselor, etc), or to decide that the referral issue has been successfully ameliorated and dismiss the student from the IST services. One side benefit also discovered through implementing this process has been the early identification of students who might benefit from enrichment services.

The IST process mandates the use of instructionally sound and research-based strategies for a specified time period (usually 2 weeks to 1 month). The IST process now extends to ninth grade. An example of the IST process use of research based strategies for poor early reading skills might include the following steps:

1. **ASSESS/IDENTIFY:** The teacher should assess the student's ability to engage in phonological processing. If weakness is detected, a more comprehensive assessment is conducted by either the IST Support Teacher and/or Title 1 Teacher. This assessment includes phonemic awareness, sound-symbol relationships, and storage and retrieval of phonological information in memory.

2. **INTERVENTION:** Once the area(s) of need are identified, the classroom teacher is provided specific strategies to assist the student to progresses systematically through the needed skills. For example, the student might be provided exercises (sound counting with blocks or checks). This strategy helps the student to identify the number of sounds within a given word. A follow-up exercise might include saying the sounds represented by the blocks or checks. This strategy helps to reinforce the connection between the sound-symbol relationships.

3. **SUPPORT:** In addition, either the IST Support Teacher or Title 1 Teacher is assigned to work with the student at least three times a week on an individual basis. This additional service is to help support the interventions made by the classroom teacher.

4. **REVIEW:** The IST then reviews the strategies for their effectiveness and determines the next course of action.

Student Assessment - Attachment

- Student Assessment 2009-2010

Teacher Evaluation

a.) List the main features of the school's teacher evaluation plan.
The administrators meet with each teacher throughout the year to complete their annual goals. Administration then conducts both informal and formal observations in classrooms and in many school settings. We look for evidence of thorough knowledge of pedagogy in their planning and a variety of instructional strategies and assessments. Following these observations, the Administration conferences with the teacher to discuss their goals in light of their professional development needs and review their annual evaluation.

b.) List entities/individuals who are responsible for teacher and staff evaluation.
Logan D Coney, CEO

c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.
Logan Coney has completed curriculum integration, classroom assessment, supervision of student teachers, data driven decision making, multiple intelligences and other coursework from local colleges and universities.

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The SVRCS Board of Trustees reorganized in July 2009. Ms. Tisha Vonada and Mr. John Heggenstaller served as parent representatives. Ms. Tracie Kennedy and Mr. Mark Jones served as staff representatives. Mr. Rich Miller and Mrs. Sandra Garverick served as community representatives. One community representative seat was vacant. Ms. Katie Kerstetter held the Board Secretary and Board Treasurer position. The following changes have taken place since July: On October 20, 2010 Ms. Kimberly Patterson was appointed to the open community

representative seat for the remainder of the term, On January 19, 2010 Ms. Amy Rossman replaced Mr. Mark Jones as Staff Representative due to his resignation, and on April 20, 2010 Ms. Mary Weaver replaced Ms. Tisha Vonada due to her resignation.

Board of Trustees

Name of Trustee	Office (if any)
Sandra Garverick	Executive Director
Richard Miller	Associate Director
Amy Rossman	Staff Rep
Tracie Kennedy	Teacher Rep
Kimberly Patterson	Community Rep
Mary Weaver	Parent Rep
John Heggenstaller	Parent Rep
Katie Kerstetter	Secretary/Treasurer

Professional Development (Governance)

New SVRCS Board members are offered orientation to their positions on the board. All board members have received copies of the school charter and policy manual, Robert's Rules of Order, and PA Sunshine Law. SVRCS often schedules training retreats and instructional speakers for its board members.

Coordination of the Governance and Management of the School

Teachers and staff, as well as outside resource people, make presentations at each board meeting. The Board receives regular reports from the Business Manager regarding the financial status of the school and the Administration gives a monthly report to the board on all school activities. The Administrative Team encourages the Board members to attend their weekly team meetings to gain a thorough understanding of school operations.

The SVRCS Board of Trustees complies with all requests made by the granting district.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustee Schedule 2009-2010

Community and Parent Engagement

Community and parent involvement in the school and all of its activities is central to the charter. A teacher representative chairs the Community Involvement committee of the Board. Board members attend school activities to provide support to students and parents.

SVRCS employs a volunteer coordinator who manages and recruits parent and community volunteers to aid in our programming, events, and activities. The CSTPA (Charter School Teacher Parent Association) has a representative from the administration present at their monthly meetings to aid with particular questions and planning needs that CSTPA may have.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

SVRCS is currently involved in fundraising for a community playground and fitness trail. The Community Involvement committee of the Board has held several activities such as Family Movie Nights to help raise funds for this project.

Fiscal Solvency Policies

SVRCS maintains 10% of the current operating budget in an emergency fund account and may only access that account when all other funds are diminished and only with approval of the SVRCS Board of Trustees.

Accounting System

SVRCS uses the Fund Accounting software leased through Central Susquehanna Intermediate Unit. We comply fully with all GASB 34 procedures. SVRCS uses the PA State Chart of Accounts for budgeting, accounting and reporting, which complies with GAAP. The CSIU system fully integrates with the PA Chart and most of the PDE reports.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenues, Expenditures and Fund Balance 2009-2010

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

Audit Firm: Rogers Huber & Associates, 260 Reitz Blvd, Lewisburg, PA 17837
Date of Last Audit: 2/11/10

2008-2009 audit is included because the 2009-2010 audit is not due and will not be completed until this fall.

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

- SVRCS Audit 2008-2009

Citations and follow-up actions for any State Audit Report

A State Audit was started in June of 2010 for the 2006-2007 and 2007-2008 school years. The audit will continue into August of the 2010-2011 school year.

SECTION VII. FACILITY RESPONSIBILITIES

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

SVRCS facilities are leased through the Sugar Valley Concerned Citizens organization. Purchasing through the approved budget has provided the school with its furniture, fixtures, and equipment. Any purchase over $1000.00 from a single vendor is first approved by the Board. Purchase orders are appropriately approved for budgeted items and must have an attached receipt or invoice.

Future Facility Plans and Other Capital Needs

At the current time there are no immediate plans for expansion for the 2010-2011 school year. SVRCS will work hand-in-hand with SVCC to meet the needs of the current student population.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

SVRCS conducted monthly fire drills throughout the year that are fully documented. The Sugar Valley Volunteer Fire Department supervised a drill early in the school year and provides fire prevention education for all students and staff. SVRCS also complies with the annual bus evacuation drills and submits an annual report to PDE of these drills.

SVRCS maintains excellent working relationships with our local law enforcement agencies and fire departments. Law enforcement officers visit the school regularly and offer training to both staff and students. County probation officers make regular visits to SVRCS to meet with administration and any students on probation rosters.

All visitors, faculty, and Board members to our school register in the main office upon arrival and are given identification tags to wear during their stay. All staff wear personal identification tags while on campus. SVRCS staff are vigilant in aiding the administration concerning campus safety.

The school nurse routinely monitors the school campus and advises the Administration on safety concerns.

Health records are locked in a file cabinet in the school nurse's office and all HIPPA regulations are upheld. The school nurse reviews the records and identifies students who are in need of proper immunizations and medical attention. A licensed physician and dentist are brought to the school to check students who have otherwise not been seen by a doctor/dentist. The physician also provides physical examinations for students participating in athletics.

SVRCS requests health records of students who have transferred from other schools. Follow-up phone calls are sometimes required to obtain these records. The school nurse consults with the Pennsylvania Department of Health monthly to assure that all state standards are consistently being met. The school staff receive annual training on blood-borne pathogens, CPR, and basic hygiene requirements and are offered the Hepatitis inoculations on site from our nurse.

The SVRCS school nurse performs monthly safety checks of the school campus.

The certified school nurse is on site four hours every school day and is available by phone for the remaining school hours. A full-time health office assistant is available each school day.

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

- Compliance With Health and Safety Requirements - Wellness Policy
- SHARRS Report 09-10

Current School Insurance Coverage Policies and Programs

SVRCS provides its employees Health Assurance for health coverage, United Concordia for dental care, and US Life for life insurance. All of our liability and property insurance is through Jeffries Brown Insurance Agency in Loganton, PA. Vehicle insurance is purchased through Erie Insurance Company.

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Riders 2009-2010

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

SVRCS employs 34.5 professional personnel. All professional staff except one (started in December) were employed from the beginning of the school year. Thirty staff members returned from 2008-2009 school year. As of the end of the school year, 94.3% of professional staff were certified.

Quality of Teaching and Other Staff - Attachments

- PDE 414
- Staff Profile ACS 2009-2010

Student Enrollment

- If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.

Parents of prospective students generally notify the school to set up an agreeable time to meet with the school administration. At that time the students and parents have the opportunity to meet teachers and staff, tour the facility and discuss any concerns that each party may have about the child's school life. At this time they may complete the enrollment packet, make transportation arrangements, meet with the school nurse and create a student schedule based upon the information that the student and parent have with them.

SVRCS accepts students for Kindergarten who are 4 years and 7 months old or older. Prospective students and their parents schedule a time to meet with Administration and the Kindergarten teacher. The teacher assesses the student while the parents become familiar with the school's mission, curriculum and policies and speak with the Administrator. The parents also meet at this time with the school nurse and any other pertinent personnel. They then complete the enrollment packet. Kindergarten orientationis held prior to the opening day of school.

SVRCS does not utilize a lottery system.

- Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

Grade Level	Initial Enrollment	Added	Dropped	Ending Enrollment
K	26	2	3	25
1	14	2	1	15
2	19	1	3	17
3	19	4	5	18
4	22	0	1	21
5	26	4	4	26
6	12	9	5	16
7	14	10	6	18
8	11	8	4	15
9	18	16	8	26
10	26	7	7	26
11	23	12	5	30
12	21	5	6	20
TOTAL	251	80	58	273

- Provide the number of students who completed this school year who are currently enrolled to return in September.

253

- Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

Required to leave: 2; 1 student was expelled and then returned after 9 weeks of alternative placement.

Left voluntarily: 58

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

We continue to find that students who do not return to SVRCS have made other housing arrangements in areas outside our boundaries. Those students who return have either not been successful in their new school system or they have missed the close school community and small

class sizes that provide the extra attention that they require for their success.

SVRCS is neither under, nor over-enrolled

There are currently no supporting documents selected for this section.

Transportation

SVRCS students are transported using district busing. Several students were transported using a school vehicle to an alternative education facility and to SVRCS. One student was transported using a school vehicle as stipulated in his IEP. One bus aide was used on a district bus for a student as stipulated in his IEP.

Food Service Program

SVRCS employs a full-time Food Services director, a full-time POS employee, and two kitchen assistants. SVRCS lunch program participates in NSF school lunch program and complies with its standards and regulations. We participate in the Free and Reduced lunch program as well as the Free Breakfast program. Since we qualify as a severe need population, the school is reimbursed from PDE for the cost of breakfast. Food Service also provides grab-and-go breakfast and lunch for our summer programs.

Student Conduct

a.) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

Education is a statutory right and students must be afforded all appropriate elements of due process as stated in the PA Code 12.8 Hearings. All SVRCS students are entitled to a hearing that may be formal or informal and may include parental involvement. Students with IEPs or Chapter 15 plans are subject to the same discipline policy and procedures as regular education students, however, discipline for these students occurs within the guidelines of Chapters 12, 14, and 15 of the Pennsylvania Code.

During any expulsion, an SVRCS student shall be provided with alternative education, which may include home study. Students requiring suspension are informed of the reason for the suspension and given an opportunity to respond. In the case of the threat of health, safety or welfare of the school community, prior notice of the suspension need not be given.

All classrooms display and maintain the same system of classroom standards of behavior. Students are expected to maintain a high level of self-discipline and respect for themselves and others. A level system is utilized to manage school discipline. It relies strongly on parental support and teacher/staff regular communication concerning the child.

b.) Provide the number of suspensions and expulsions by student.

12 Students were involved in 12 suspension incidents and 2 students involved in 2 expulsion incidents

Student Conduct - Attachment

- Student Conduct - Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Sugar Valley Rural CS within Central IU 10 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 **Date**

2009 - 2010 Annual Report for Pennsylvania Charter Schools

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 Sugar Valley Rural CS 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: Logan D. Coney **Title:** CEO
Phone: 570-725-7822 **Fax:** 570-725-7822
E-mail: lconey@svrcs.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Sandra Garverick **Title:** Executive Director
Phone: 570-725-7822 **Fax:** 570-725-7822
E-mail: sgarverick@svrcs.org

_____ _____
Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.
Name: Carrie Nixon **Title:** Director of Special Ed.
Phone: 570-725-7822 **Fax:** 570-725-7822
E-mail: cnixon@svrcs.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Pages