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# Pennsylvania Department of Education

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

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

**Entity:** Stone Valley Community CS  
**Address:** 13543 Greenwood Road  
Huntingdon, PA 16652  
**Phone:** (814) 667-2705  
**Contact Name:** Verna Etchells

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2011 - 2012

**Name of School:** Stone Valley Community CS

**Date of Local Chartering School Board/PDE Approval:** March 14, 2011

**Length of Charter:** 5 years    **Opening Date:** August 29, 2011

**Grade Level:** K-5    **Hours of Operation:** 7:45-3:45

**Percentage of Certified Staff:** 100%    **Total Instructional Staff:** 4

**Student/Teacher Ratio:** 15:1    **Student Waiting List:** No

**Attendance Rate/Percentage:** 95%

**Second Site Address, Phone Number and Site Director:**  
None

## Summary Data Part II

**Enrollment:** 43 **Per Pupil Subsidy:** (from HASD) reg ed/ \$7892 and spec ed. 16590; (Mifflin Co) spec ed \$13395, reg ed \$7739; Juniata Valley reg ed. \$9072.

### Student Profile

<b>American Indian/Alaskan Native:</b>	0
<b>Asian/Pacific Islander:</b>	0
<b>Black (Non-Hispanic):</b>	0
<b>Hispanic:</b>	0
<b>White (Non-Hispanic):</b>	43
<b>Multicultural:</b>	0

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 0

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 7

## Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	n/a	n/a	175	175	n/a	n/a	175
Instructional Hours	n/a	n/a	1006.25	1006.25	n/a	n/a	1006.2

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Stone Valley Community Charter school received its charter in March of 2011 from the Huntingdon Area School district. We are a small rural school that meets the needs of the surrounding community children who would otherwise have to travel long distances as Huntingdon closed two of the elementary schools in their area. This school was started by a group of parents who wanted a school that would provide a flexible learning environment as well as accommodate each child's individual learning style and developmental pace, and respond not only to their intellectual needs, but also equally important to their emotional, social, and physical needs.

SVCCS prides itself on providing opportunities for students to interact with a variety of instructional materials and emphasize the importance of learning from each other, from adults, and from community resources. We believe experiences outside the traditional classroom setting are an essential component of learning. SVCCS has numerous individuals in the community with varying talents as well as connections to companies as our community resources.

SVCCS served 43 students from our community as well as surrounding districts. The student's needs ranged from regular education to special education as well as some requiring support through outside agencies. We had the pleasure of having

wonderful community support with opportunities for volunteering as well as crop sharing, visiting local businesses as well as SVCCS providing our community with a harvest festival. The community has really opened their arms up to our school and has shown an interest/involvement in what we are doing. They support our mission and vision as well as volunteer their time, talents etc in order to help us continue to be successful.

## **Mission**

The mission of the Stone Valley Community Charter School is:

- To provide a rural, community-oriented learning center that both reflects and helps to shape the best of the Stone Valley's educational, social, and cultural heritage. We believe it is our responsibility to give back to our community by providing a location for gathering and service to all.
- To provide a flexible learning environment with small classes and a high teacher-student ratio where teachers are able to design and tailor the best working and learning environment to meet the needs of the whole child. We believe that school must be able to accommodate each child's individual learning style and developmental pace, and respond not only to their intellectual needs, but also equally important to their emotional, social, and physical needs.
- To provide opportunities for students to interact with a variety of instructional materials and emphasize the importance of learning from each other, from adults, and from community resources. We believe experiences outside the traditional classroom setting are an essential component of learning.
- To involve parents as an integral part of the overall school program
- To integrate the learning process with a personal understanding of the natural environment and the cultural heritage of the surrounding area.

## **Vision**

Our vision is a school where individualized instruction, small classes, and a genuine motivation to learn. This offers the opportunity for the academic success of all students and also contributes to the essential character traits of self-esteem, self-confidence, and self-sufficiency. Our vision is also a school that explores, enjoys, and preserves its community's cultural heritage through the environment and the arts. We envision our school as the rural community hub that brings families closer together through education by creating and inspiring good citizens and future leaders who give back freely to their community through service and involvement.

## **Shared Values**

At Stone Valley Community Charter School we believe that all students can be successful well rounded individuals through a variety of opportunities including academically, physically, socially and emotionally. We value an environment that responds to the unique developmental needs of the whole child so that each student develops into a healthy, happy productive adult. We recognize the importance of academic and non academic goals and objectives.

## Academic Standards

At Stone Valley Community Charter School the academic program provides a strong foundation in the core subjects of mathematics, reading/language arts, sciences, social studies and technology. In addition to students receiving academic core standards, they also receive art, music, physical education and health. Teachers incorporate the state standards into their teaching and all students participate in state mandated testing.

Reading, writing, grammar, and spelling are taught through integration with social studies and science as well as through specific skill lessons. Through read aloud time in younger grades, guided reading in all grades and individual choice reading, students expand their knowledge of and appreciate literature. Students have the opportunity to create original pieces of poetry, stories and plays that are shared with families and community members during special evening events. Students write in journals, do weekly assignments, and create larger projects as part of their academic studies. Students are assessed in reading through the Fountas and Pinnell assessment quarterly or on an as needed basis as determined by the classroom teacher.

Mathematics provides an opportunity for students to work individually or in small groups according to their abilities and learning styles. There is opportunity for students at any level to review material and to be challenged with new concepts at their own pace. Many students catch up quickly if they are behind their grade level and those who are ready to advance can easily do so. Students learn problem - solving skills at all levels as well as are provided the opportunity for hands on learning.

Social studies and science are taught through integrated units that often involve the whole school. Using a two year rotation, students study history and science through hands on experiences both within school as well as in the surrounding community. Students have the opportunity in the fall and spring for the field experience as we integrate field trips that provide students at SVCCS the ability to practice what they have been studying. We also involve the community by bringing members in to demonstrate a specific skill or knowledge bases having to do with said topic.

Science units are taught according to the specific academic PA standard for each grade with outdoor classroom experiences being offered. The students will participate in hands on learning during science as well as keeping a science journal. Students will be taught how to conduct an experiment as well as produce journal entries. Community members will be provided the opportunity to visit our school and participate in various teaching opportunities. SVCCS students will also produce a science fair each year.

Environmental education is a vital component of the Stone Valley Community Charter School. In the fall and spring each week the students will take a half-day or full- day field trip to give the students a chance to apply book learning to real life experience, foster in them an appreciation and sense of stewardship for nature, and teach them about our natural environment, geology, and cultural history. Perhaps more importantly, they also provide opportunities for team building, cooperation, adventure, and the sense of accomplishment that comes from hiking up a mountain, going through a cave, or learning how to steer a canoe.

Music class provides students with a variety of vocal and instrumental opportunities, depending on the interests and abilities of each child. Students learn music appreciation, study basic music theory, and sing. Students are also provided the opportunity to learn to play the recorder while reading music. Students will perform two to three times a year for parents, grandparents and community members during the annual Christmas concert, Spring Concert and various plays and programs throughout the year.

Physical Education is an active, fun program with a variety of games and activities that build skill levels, promote physical confidence, encourage team building, and increase fitness levels. The students play sports like soccer, football and basketball as well as relay races and various other ability level group games. All students have the opportunity for physical activity twice daily with emphasis on organized sports in the morning block. In addition to increasing physical stamina, participating students performed better in academic classes and improved social skills in an authentic setting.

Health is taught first in practice with a healthy, high protein snack offered at morning break, two active outdoor play periods a day as well as other outdoor activities as a part of Environmental Education. Students also participate in health-related instruction during their regular science classes.

Our well rounded program at SVCCS allows for us to meet the needs of the whole student with emphasis on academic, social and emotional needs. This allows for each child to meet their fullest potential. Student accomplishment on the Pennsylvania System of School Assessment and the Terra Nova exam, each administered yearly, prove that students can meet their academic potential while enjoying the process of learning.

## Strengths and Challenges

This first year was a success! We are very pleased with the progress that was made and how well the students did on the PSSA as well as the Terra Nova testing. As our next year gets underway, we will be keeping a close eye on areas for improvement. Currently our strengths are that we made it through the first year without any problems. Our staff continues to meet to improve curriculum and discuss students abilities and needs.

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

The Board of Directors of our school is made up of parents, teachers, community members and the head administrator. As a board, they determine how best we can meet the mission of our school. To develop our strategic plan, the board surveyed the families and staff of the school in regards to their priorities for the future. The survey clearly conveyed the direction that the school is to follow as it continues to serve its students. The number one priority was to hire and retain highly qualified teachers. Continual professional development is to be supported at the highest level possible. The second priority was the improvement and maintenance of a safe environment conducive to learning. As always, meeting our mission dictates how we will address the educational needs of our students.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Byler, Louise	Stone Valley Community Charter School	Parent	Verna Etchells, CEO
Byler, Meagan	Stone Valley Community Charter School	Elementary School Teacher	Verna Etchells, CEO
Campbell, Mali	Stone Valley Community Charter School	Board Member	Theresa Hawbaker, Board President

Etchells, Verna	Stone Valley Community Charter School	Administrator	Verna Etchells
Everhart, Sherry	Stone Valley Community Charter School	Board Member	Theresa Hawbaker, Board President
Gipe, Teresa	Stone Valley Community Charter School	Elementary School Teacher	Verna Etchells, CEO
Guyer, Tina	Stone Valley Community Charter School	Board Member	Theresa Hawbaker, Board President
Hazel, Alicia	Stone Valley Community Charter School	Elementary School Teacher	Verna Etchells, CEO
Morris, Deb	Stone Valley Community Charter School	Board Member	Theresa Hawbaker, Board President
Theresa Hawbaker	Stone Valley Community Charter School	Board Member	Theresa Hawbaker, Board President
Welkie, Drew	Stone Valley Community Charter School	Regular Education Teacher	Verna Etchells, CEO

## Goals, Strategies and Activities

### **Goal: Attendance and Tardies**

**Description:** Students will have a 95% attendance based on hourly accounting with a reduction in tardiness.

#### **Strategy: Communication**

**Description:** Communication with parents encouraging attendance and the importance of being on time.

#### **Activity: Notes Home**

**Description:** Teachers will communicate with parents through a weekly note if attendance starts to fall.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Activity: Report cards and conferences**

**Description:** Meet with parents during conferences to discuss reports cards and student progress in regards to attendance and tardiness.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Weekly News Letter/Teacher web page**

**Description:** Teachers will communicate with parents through a weekly newsletter and/or teacher web page.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Reduce tardiness**

**Description:** Tardiness is currently a chronic problem for 4 or our students. This disturbs the class when they arrive late.

**Activity: Notes Home**

**Description:** Teachers will communicate with parents through a weekly note if attendance starts to fall.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Report cards and conferences**

**Description:** Meet with parents during conferences to discuss reports cards and student progress in regards to attendance and tardiness.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Weekly News Letter/Teacher web page**

**Description:** Teachers will communicate with parents through a weekly newsletter and/or teacher web page.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: Implement a character education program**

**Description:** Students will be taught the pillars of character education throughout the month with emphasis being placed on a monthly, themed character trait.

**Strategy: Clear Communication**

**Description:** Provide various methods of communication to parents, students and other staff members involved with educating the student.

**Activity: Newsletter**

**Description:** Weekly School Publication

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Weekly News Letter/Teacher web page**

**Description:** Teachers will communicate with parents through a weekly newsletter and/or teacher web page.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Individualize instruction**

**Description:** Each student's areas of weakness in reading, vocabulary, or language will be expressly targeted by individual or small group instruction.

**Activity: Meaningful activities**

**Description:** Students will participate in meaningful activities that connect to the student at least 80% of the time and have the academic relationship to the activity clearly explained.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Teachers will create lesson plans that teach and model the character trait of the month**

**Description:** Teachers will be responsible for modeling and teaching character traits to ensure that students needs are met academically, socially, emotionally and physically.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Use of projectors, computers, whiteboards, chalkboards, overhead projectors for distributing information**

**Description:** Project IEP's and agendas whenever possible, use projectors, overhead projectors, computers, whiteboards and chalkboards to distribute information to the whole class when possible.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Involve parents**

**Description:** Involve parents as an integral part of the overall school program.

**Activity: Notes Home**

**Description:** Teachers will communicate with parents through a weekly note if attendance starts to fall.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Weekly News Letter/Teacher web page**

**Description:** Teachers will communicate with parents through a weekly newsletter and/or teacher web page.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Implement environmentally friendly practices throughout the school**

**Description:** The school will incorporate new ways of helping the environment into its operation.

### **Strategy: Reduce the use of paper**

**Description:** Consume less copy paper by using more journals for students to write in and creating less worksheets.

### **Activity: Individual white board and journals for each student**

**Description:** Students will use individual white boards instead of scratch paper as well as journals instead of multiple worksheets.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Use technology to help reduce the school's impact on the environment**

**Description:** The use of technology can greatly reduce the use of paper.

### **Activity: Use of projectors, computers, whiteboards, chalkboards, overhead projectors for distributing information**

**Description:** Project IEP's and agendas whenever possible, use projectors, overhead projectors, computers, whiteboards and chalkboards to distribute information to the whole class when possible.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

# **Goal: Individualize and differentiate instruction to meet the needs of all learners**

**Description:** Students will be taught at their individual level based on their personal academic goals so that all students are successful.

## **Strategy: Communication**

**Description:** Communication with parents encouraging attendance and the importance of being on time.

### **Activity: Notes Home**

**Description:** Teachers will communicate with parents through a weekly note if attendance starts to fall.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Report cards and conferences**

**Description:** Meet with parents during conferences to discuss reports cards and student progress in regards to attendance and tardiness.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Weekly News Letter/Teacher web page**

**Description:** Teachers will communicate with parents through a weekly newsletter and/or teacher web page.

### Person Responsible Timeline for Implementation Resources

Etchells, Verna      Start: 8/27/2012      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

### **Strategy: Professional development**

**Description:** Provide professional development in all areas related to student services as needed.

### **Activity: Attend workshops at the IU**

**Description:** Teachers and administrators will attend workshops at the IU.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Etchells, Verna	Start: 8/27/2012 Finish: 6/28/2013	-

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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0.00      0      0

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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Tuscarora Intermediate Unit      • Intermediate Unit      Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Knowledge and skills that will enhance the student services; these may pertain to health, nutrition, extra activities etc.

These activities help each student develop in all regards as a whole child. Research shows that tending to the whole child enhances academic progress.

*For classroom teachers, school counselors and education specialists:*

- Empowers educators to work effectively with parents and community partners.

*For school and district administrators, and other educators seeking leadership roles:*

- Instructs the leader in managing resources for

effective results.

### **Educator Groups Which Will Participate in this Activity**

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#### **Role**

- Classroom teachers
- Principals / asst. principals

#### **Grade Level**

- Early childhood (preK-grade 3)
- Elementary (grades 2-5)

#### **Follow-up Activities**

- Peer-to-peer lesson discussions

#### **Evaluation Methods**

- Participant survey

**Status:** In Progress — Upcoming

## **Goal: Individualize instructional programs**

**Description:** Accommodate each child's individual learning style and developmental pace.

### **Strategy: Communication**

**Description:** Communication with parents encouraging attendance and the importance of being on time.

### **Activity: Friday Folders**

**Description:** Teachers will communicate through Friday folders with parents on any important issues that may arise.

### **Person Responsible Timeline for Implementation Resources**

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Etchells, Verna      Start: 8/27/2012      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

### **Activity: Newsletter**

**Description:** Weekly School Publication

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Report Cards and Conferences**

**Description:** Teachers will meet with parents during conferences to discuss reports cards and students progress as well as communicate about student services.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Website**

**Description:** Maintain a school website with all student service and academic program information.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Individualize instruction**

**Description:** Each student's areas of weakness in reading, vocabulary, or language will be expressly targeted by individual or small group instruction.

**Activity: Appropriate level of instruction**

**Description:** Provide instruction at an appropriate level so each student has sufficient background knowledge and a level of challenge.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna      Start: 8/27/2012      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: Meaningful activities**

**Description:** Students will participate in meaningful activities that connect to the student at least 80% of the time and have the academic relationship to the activity clearly explained.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna      Start: 8/27/2012      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: Modify curriculum for special needs students**

**Description:** With the help from the special education teacher and other professionals as needed, modify the curriculum for students with special needs.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna      Start: 8/27/2012      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Strategy: Professional development**

**Description:** Provide professional development in all areas related to student services as needed.

**Activity: Attend workshops at the IU**

**Description:** Teachers and administrators will attend workshops at the IU.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Etchells, Verna	Start: 8/27/2012 Finish: 6/28/2013	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0.00	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider’s Department of Education Approval Status</b>
Tuscarora Intermediate Unit	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Knowledge and skills that will enhance the student services; these may pertain to health, nutrition, extra activities etc.	These activities help each student develop in all regards as a whole child. Research shows that tending to the whole child enhances academic progress.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Elementary (grades 2-5)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>

**Status:** In Progress — Upcoming

**Activity:** Shared reading

**Description:** Professional books and journals will be read and discussed by all staff members.

Person Responsible	Timeline for Implementation	Resources
Etchells, Verna	Start: 8/27/2012 Finish: 6/28/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	10

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Stone Valley Community Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn methods of meeting the needs of the whole child.	Research shows that meeting the needs of the whole child increases academic performance.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Elementary (grades 2-5)</li> </ul>

Follow-up Activities	Evaluation Methods
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- Peer-to-peer lesson discussions
- Participant survey

**Status:** In Progress — Upcoming

## **Goal: Integrate technology throughout the curriculum**

**Description:** Technology will be used as a tool in all subject areas as appropriate.

### **Strategy: Clear Communication**

**Description:** Provide various methods of communication with parents, staff, students, teachers, volunteers and community members.

### **Activity: Website**

**Description:** Maintain a school website with all student service and academic program information.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Weekly News Letter/Teacher web page**

**Description:** Teachers will communicate with parents through a weekly newsletter and/or teacher web page.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Develop and practice technology goals throughout the curriculum**

**Description:** Learn to use technology through meaningful content area assignments

**Activity: Attend workshops at the IU**

**Description:** Teachers and administrators will attend workshops at the IU.

Person Responsible	Timeline for Implementation	Resources
Etchells, Verna	Start: 8/27/2012 Finish: 6/28/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Tuscarora Intermediate Unit	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge and skills that will enhance the student services; these may pertain to health, nutrition, extra activities etc.	These activities help each student develop in all regards as a whole child. Research shows that tending to the whole child enhances academic progress.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners.</u></li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst.</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> </ul>

principals

- Elementary (grades 2-5)

**Follow-up Activities**

**Evaluation Methods**

- 
- 
- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Peer-to-peer lesson discussions</li></ul> | <ul style="list-style-type: none"><li>• Participant survey</li></ul> |
|---|--|

**Status:** In Progress — Upcoming

**Activity:** Technology skills will be coordinated for optimum use in each subject area.

**Description:** Teachers will require the use of computers by all students in the core subject areas and will assist students who need help.

**Person Responsible Timeline for Implementation Resources**

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Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity:** Train teachers in latest technology

**Description:** Teachers will research online computer courses in technology and share with other staff.

**Person Responsible Timeline for Implementation Resources**

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Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy:** Involve parents

**Description:** Involve parents as an integral part of the overall school program.

**Activity:** Notes Home

**Description:** Teachers will communicate with parents through a weekly note if attendance starts to fall.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Professional development**

**Description:** Provide professional development in all areas related to student services as needed.

**Activity: Train teachers in latest technology**

**Description:** Teachers will research online computer courses in technology and share with other staff.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Provide technology training for all teachers**

**Description:** Teachers will attend sessions on use of the latest technology in the classroom.

**Activity: Technology skills will be coordinated for optimum use in each subject area.**

**Description:** Teachers will require the use of computers by all students in the core subject areas and will assist students who need help.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Use technology to help reduce the school's impact on the environment**

**Description:** The use of technology can greatly reduce the use of paper.

**Activity: Use of projectors, computers, whiteboards, chalkboards, overhead projectors for distributing information**

**Description:** Project IEP's and agendas whenever possible, use projectors, overhead projectors, computers, whiteboards and chalkboards to distribute information to the whole class when possible.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Use technology to individualize education and provide a flexible learning environment**

**Description:** The use of computers and e readers as well as the internet can be tailored to meet individual needs.

**Activity: Modify curriculum for special needs students**

**Description:** With the help from the special education teacher and other professionals as needed, modify the curriculum for students with special needs.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Technology skills will be coordinated for optimum use in each subject area.**

**Description:** Teachers will require the use of computers by all students in the core subject areas and will assist students who need help.

### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### ***Strategy: Use technology to involve parents***

**Description:** Clear communication is necessary to involve parents and this will be done through teacher web pages as well as facebook and school website.

### ***Activity: Website***

**Description:** Maintain a school website with all student service and academic program information.

### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### ***Activity: Weekly News Letter/Teacher web page***

**Description:** Teachers will communicate with parents through a weekly newsletter and/or teacher web page.

### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## ***Goal: Meet the needs of of our students academically, socially and emotionally***

**Description:** Respond not only to the students intellectual needs, but equally importantly to their emotional, social and physical needs.

## **Strategy: Clear communication**

**Description:** Provide various methods of communication for students, parents, staff, volunteers and community members.

### **Activity: Appropriate level of instruction**

**Description:** Provide instruction at an appropriate level so each student has sufficient background knowledge and a level of challenge.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Individual white board and journals for each student**

**Description:** Students will use individual white boards instead of scratch paper as well as journals instead of multiple worksheets.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Modify curriculum for special needs students**

**Description:** With the help from the special education teacher and other professionals as needed, modify the curriculum for students with special needs.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Shared reading**

**Description:** Professional books and journals will be read and discussed by all staff members.

Person Responsible	Timeline for Implementation	Resources
Etchells, Verna	Start: 8/27/2012 Finish: 6/28/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	3	10
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Stone Valley Community Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will learn methods of meeting the needs of the whole child.	Research shows that meeting the needs of the whole child increases academic performance.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul>
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*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Elementary (grades</li> </ul>

specialists

2-5)

**Follow-up Activities**

**Evaluation Methods**

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- Peer-to-peer lesson discussions
- Participant survey

**Status:** In Progress — Upcoming

**Strategy: Involve parents**

**Description:** Involve parents as an integral part of the overall school program.

**Activity: Friday Folders**

**Description:** Teachers will communicate through Friday folders with parents on any important issues that may arise.

**Person Responsible Timeline for Implementation Resources**

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Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Notes Home**

**Description:** Teachers will communicate with parents through a weekly note if attendance starts to fall.

**Person Responsible Timeline for Implementation Resources**

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Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Report Cards and Conferences**

**Description:** Teachers will meet with parents during conferences to discuss reports cards and students progress as well as communicate about student services.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Parent Involvement**

**Description:** Involve parents as an integral part of the overall school program.

### **Strategy: Clear communication**

**Description:** Provide various methods of communication for students, parents, staff, volunteers and community members.

### **Activity: Friday Folders**

**Description:** Teachers will communicate through Friday folders with parents on any important issues that may arise.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Newsletter**

**Description:** Weekly School Publication

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Notes Home**

**Description:** Teachers will communicate with parents through a weekly note if attendance starts to fall.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Report Cards and Conferences**

**Description:** Teachers will meet with parents during conferences to discuss reports cards and students progress as well as communicate about student services.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Website**

**Description:** Maintain a school website with all student service and academic program information.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: Professional staff will grow as educators so that they may help students meet state standards**

**Description:** Professional staff will work continually to grow as an educator so that they may help students meet state standards.

**Strategy: Clear communication**

**Description:** Provide various methods of communication for students, parents, staff, volunteers and community members.

**Activity: Notes Home**

**Description:** Teachers will communicate with parents through a weekly note if attendance starts to fall.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Report cards and conferences**

**Description:** Meet with parents during conferences to discuss reports cards and student progress in regards to attendance and tardiness.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Shared reading**

**Description:** Professional books and journals will be read and discussed by all staff members.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Etchells, Verna	Start: 8/27/2012 Finish: 6/28/2013	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	3	10
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider’s Department of Education Approval Status</b>

Stone Valley Community Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Educators will learn methods of meeting the needs of the whole child.	Research shows that meeting the needs of the whole child increases academic performance.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment.</li> </ul>
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*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Elementary (grades 2-5)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>

**Status:** In Progress — Upcoming

## Strategy: Professional Development

**Description:** Provide professional development in all areas related to student services as needed.

### Activity: Appropriate level of instruction

**Description:** Provide instruction at an appropriate level so each student has sufficient background knowledge and a level of challenge.

#### Person Responsible Timeline for Implementation Resources

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### Activity: Attend workshops at the IU

**Description:** Teachers and administrators will attend workshops at the IU.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Etchells, Verna	Start: 8/27/2012 Finish: 6/28/2013	-

#### **Professional Development Activity Information**

<u>Number of Hours Per Session</u>	<u>Total Number of Sessions Per School Year</u>	<u>Estimated Number of Participants Per Year</u>
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0.00	0	0
<u>Organization or Institution Name</u>	<u>Type of Provider</u>	<u>Provider's Department of Education Approval Status</u>

Tuscarora Intermediate Unit	• Intermediate Unit	Approved
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<u>Knowledge and Skills</u>	<u>Research and Best Practices</u>	<u>Designed to Accomplish</u>
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Knowledge and skills that will enhance the student services; these may pertain to health, nutrition, extra activities etc.	These activities help each student develop in all regards as a whole child. Research shows that tending to the while child enhances academic progress.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Empowers educators to work effectively with <u>parents and</u></li> </ul>
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community partners.

*For school and district administrators, and other educators seeking leadership roles:*

- Instructs the leader in managing resources for effective results.

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### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Elementary (grades 2-5)</li></ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"><li>• Peer-to-peer lesson discussions</li></ul>	<ul style="list-style-type: none"><li>• Participant survey</li></ul>

**Status:** In Progress — Upcoming

### **Activity: Modify curriculum for special needs students**

**Description:** With the help from the special education teacher and other professionals as needed, modify the curriculum for students with special needs.

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### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Train teachers in latest technology**

**Description:** Teachers will research online computer courses in technology and share with other staff.

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### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna      Start: 8/27/2012      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity:** Use peer evaluation in the upper grades for writing pieces.

**Description:** Students will complete an editing checklist before submitting writing in grades 3, 4 and 5.

**Person Responsible Timeline for Implementation Resources**

Hazel, Alicia      Start: 8/27/2012      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

## **Goal: Professional staff will improve teaching skills**

**Description:** Professional staff will work continually to increase their ability to teach each student as needed skillfully.

**Strategy:** Clear communication

**Description:** Provide various methods of communication for students, parents, staff, volunteers and community members.

**Activity:** Shared reading

**Description:** Professional books and journals will be read and discussed by all staff members.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Etchells, Verna	Start: 8/27/2012 Finish: 6/28/2013	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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3.00	3	10
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Stone Valley Community Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Educators will learn methods of meeting the needs of the whole child.	Research shows that meeting the needs of the whole child increases academic performance.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Elementary (grades 2-5)</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>

**Status:** In Progress — Upcoming

**Strategy:** Professional development

**Description:** Provide professional development in all areas related to student services as needed.

**Activity: Technology skills will be coordinated for optimum use in each subject area.**

**Description:** Teachers will require the use of computers by all students in the core subject areas and will assist students who need help.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Train teachers in latest technology**

**Description:** Teachers will research online computer courses in technology and share with other staff.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: Provide opportunities for students to learn through a variety of instructional materials and from a variety of community volunteers**

**Description:** Stress the importance of learning from each other, from adults and from community resources.

**Strategy: Individualize instruction**

**Description:** Each student's areas of weakness in reading, vocabulary, or language will be expressly targeted by individual or small group instruction.

### **Activity: E-Readers**

**Description:** SVCCS will provide 12 e readers for K-5 to share in order to enhance technology in the classroom and provide the students will the opportunity to use them on a weekly basis.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Remain current with technology development**

**Description:** The technology team will remain current of developments in technology and it's use in school.

### **Strategy: Provide technology training for all teachers**

**Description:** Technology team members will attend sessions on use of latest technology in the classroom.

### **Activity: Train teachers in latest technology**

**Description:** Teachers will research online computer courses in technology and share with other staff.

#### **Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Use technology to involve parents**

**Description:** Clear communication is necessary to involve parents and this will be done through teacher web pages as well as facebook and school website.

### **Activity: Website**

**Description:** Maintain a school website with all student service and academic program information.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Weekly News Letter/Teacher web page**

**Description:** Teachers will communicate with parents through a weekly newsletter and/or teacher web page.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: Students will have an understanding of our natural environment**

**Description:** Integrate the learning process with a personal understanding of the overall school program by creating learning opportunities within the community.

**Strategy: Clear communication**

**Description:** Provide various methods of communication for students, parents, staff, volunteers and community members.

**Activity: Newsletter**

**Description:** Weekly School Publication

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Involve parents**

**Description:** Involve parents as an integral part of the overall school program.

**Activity: Website**

**Description:** Maintain a school website with all student service and academic program information.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Strategy: Professional Development**

**Description:** Provide professional development in all areas related to student services as needed.

**Activity: Attend workshops at the IU**

**Description:** Teachers and administrators will attend workshops at the IU.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Etchells, Verna	Start: 8/27/2012 Finish: 6/28/2013	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0.00	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Tuscarora Intermediate Unit	• Intermediate Unit	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Knowledge and skills that will enhance the student services; these may pertain to health,	These activities help each student develop in all regards as a whole child. Research shows that tending	<i>For classroom teachers, school counselors and education specialists:</i>

nutrition, extra activities etc. to the while child enhances academic progress.

- Empowers educators to work effectively with parents and community partners.

*For school and district administrators, and other educators seeking leadership roles:*

- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>

**Status:** In Progress — Upcoming

**Strategy:** Use technology to help reduce the school's impact on the environment

**Description:** The use of technology can greatly reduce the use of paper.

**Activity:** Individual white board and journals for each student

**Description:** Students will use individual white boards instead of scratch paper as well as journals instead of multiple worksheets.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Use of projectors, computers, whiteboards, chalkboards, overhead projectors for distributing information**

**Description:** Project IEP's and agendas whenever possible, use projectors, overhead projectors, computers, whiteboards and chalkboards to distribute information to the whole class when possible.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: Use technology to individualize instruction and provide a flexible learning environment**

**Description:** The use of computers and the internet can be tailored to meet individual needs.

**Strategy: Clear Communication**

**Description:** Provide various methods of communication with parents, staff, students, teachers, volunteers and community members.

**Activity: Friday Folders**

**Description:** Teachers will communicate through Friday folders with parents on any important issues that may arise.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Website**

**Description:** Maintain a school website with all student service and academic program information.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Weekly News Letter/Teacher web page**

**Description:** Teachers will communicate with parents through a weekly newsletter and/or teacher web page.

**Person Responsible Timeline for Implementation Resources**

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Establish technology goals for each core subject area with emphasis on reading tablets.**

**Description:** Coordinate the technology goals for students with work in each core subject area with special emphasis on using the reading tablets.

**Activity: Attend workshops at the IU**

**Description:** Teachers and administrators will attend workshops at the IU.

Person Responsible	Timeline for Implementation	Resources
Etchells, Verna	Start: 8/27/2012 Finish: 6/28/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Knowledge and skills that will enhance the student services; these may pertain to health, nutrition, extra activities etc.	These activities help each student develop in all regards as a whole child. Research shows that tending to the whole child enhances academic progress.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>

#### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Elementary (grades 2-5)</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>

**Status:** In Progress — Upcoming

### **Strategy: Use technology to individualize education and provide a flexible learning environment**

**Description:** The use of computers and e readers as well as the internet can be tailored to meet individual needs.

#### **Activity: E-Readers**

**Description:** SVCCS will provide 12 e readers for K-5 to share in order to enhance technology in the classroom and provide the students will the opportunity to use them on a weekly basis.

### Person Responsible Timeline for Implementation Resources

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Train teachers in latest technology**

**Description:** Teachers will research online computer courses in technology and share with other staff.

### Person Responsible Timeline for Implementation Resources

Etchells, Verna	Start: 8/27/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Statement of Quality Assurance**

Charter school has met AYP.

### **Statement of Quality Assurance - Attachment**

- AYP

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

The curriculum at Stone Valley Community Charter School will constantly evolve as the state standards continue to be developed in various subject areas and as the school population changes to provide relevant 21st Century classrooms. Teachers will continually evaluate students' interests and learning with current curriculum and incorporate new content and teaching strategies as required. Classrooms will be student centered with the teacher acting as a coach facilitating student learning. Textbooks will not be the major source of information. Students will use multiple sources, including technology, to find needed information.

The PA content standards will form the basis for our curriculum. The entire staff will develop year-by-year checklists and refer to state-provided materials, such as Standards Aligned Systems, to assist them in progressing towards the benchmark standards in all of the major subject areas. Looking at the big ideas presented in each group of standards, units will be developed to deliver content material in a relevant and integrated manner.

The SVCCS's curriculum will revolve around a five-year rotation of units to present standards-based material to all students at an appropriate level. Whenever appropriate, students will be pre-tested on subject matter and skills prior to class instruction. Background content or skill instruction will be offered to students who require such remediation. Students will benefit from individualized instruction and working at their own pace to move ahead in math and other subjects if skills and knowledge warrant it. Enrichments will be offered with mixed age groups to further involve students in areas of learning that are of special interest to them. The enrichments will also serve as an opportunity to involve community members in the academic program.

Using cues from students, the teachers at SVCCS will have the liberty to engage in inquiry-based learning in all areas. Teachers will take advantage of each child's natural curiosity to further their learning. An object or article that may pique a student's interest will be offered in the classes on a regular basis. Discussing current events each morning in the classrooms will connect unit materials to what is happening in the world today. In addition, all students will have monitored access to the Internet for in-depth study in a particular area. Students will be encouraged to continue their inquiries with the benefit of conversation and research with their parents. Individualizing instruction and allowing students to pursue areas of greatest interest will allow for significant in-depth study. Both individual lessons and entire units will be designed with a progression of knowledge, incorporating an application phase whenever possible. To apply their new knowledge, students will have an in-depth understanding.

SVCCS's mission and goals include a variety of ways to actively engage a student in the learning process. The use of community experts, a variety of technologies and learning experiences, and an application of knowledge outside the classroom will all enrich SVCCS's curriculum.

## **Language Arts**

The Language Arts Curriculum will directly represent the PA Standards for Reading, Writing, Speaking, and Listening. Reading, writing, grammar, and spelling will be taught through integration with social studies, science, and environmental education, as well as through specific skill lessons. Through read-aloud time in younger grades, book groups, poetry study, group reading, and individual choice reading, students will expand their knowledge of and appreciation for literature. Student thematic studies will include journals, weekly writing assignments, and larger writing projects.

## **Mathematics**

The Mathematics Curriculum will directly represent the PA Standards for Mathematics. In mathematics, students will work individually or in small groups according to their abilities and learning styles. At times, cooperative groups will be used to enhance learning. All students benefit from the coaching, encouragement, and feedback of their peers. Since more of the responsibility for learning rests with the cooperative group members, the teacher will be able to address individual and small group needs. There will be opportunities for students at any grade to review material and to be challenged with new concepts at their own pace. Students will learn problem solving skills at all levels. Algebra and geometry skills will be introduced early to facilitate learning real world concepts and as a foundation for higher math skills.

## **Social Studies and Science**

The Science and Social Studies Curriculums will cover PA Standards for Civics and Government, Economics, Geography, and History, as well as Science and Technology and Engineering Education. Sciences and Social Studies will be integrated with standards for the Arts and Humanities as well as Reading, Writing, Speaking, and Listening. Social studies and science will be taught through integrated units that will often involve the entire school. Using a five-year rotation, students will study history from the dinosaurs to the 21<sup>st</sup> century and geography from pole to pole with all seven continents in between. These studies will be based on the processes of learning rather than the memorization of facts. Building on prior knowledge, students will develop questions that intrigue them on each topic. Reading, researching, and completing projects will all contribute to student understanding and prepare them to be independent learners.

Science units will also be on a rotation, meaning that a student will be introduced to content as a primary student and then receive more advanced instruction in the upper grades. In addition to weekly environmental education lessons, students will have entire units based on science, such as Oceans, Simple Machines, Science in Motion from Juniata College, and Mobile Lab from Pennsylvania Farm Bureau.

Units of study will be thoroughly developed during the first five years of the school's charter. In-service activities will include information on content and teaching methods as needed for the development of these units.

## **Environmental Education**

The Environmental Education Curriculum will be based on PA Standards for Environment and Ecology. Environmental Education is a vital component of the SVCCS. Each week, the Environmental program will include a 45-minute classroom session. In the fall and spring, the program will be supplemented by a half-day or full-day field trip. The classroom time will be structured into mini-lessons, activities, and/or observation, but its ultimate goal is to give the students the information needed to then go out into the field and conduct real environmental activities. The field trips will give the students a opportunity to apply book learning to a real-life experience, foster an appreciation and sense of stewardship for nature, and teach about our natural environment, geology, and cultural history. Perhaps most importantly, the field trips will also provide opportunities for team building, cooperation, adventure, and the sense of accomplishment that comes from hiking up a mountain, going through a cave, or learning how to steer a canoe.

## **Cultural Heritage and the Arts**

The Cultural Heritage Curriculum will cover all areas of the PA Standards for Arts and Humanities as well as some of the standards for History. Students will learn about their heritage through creative endeavors and disciplines, including but not limited to visual arts, literary arts, and the performing arts- music, theatre, dance, and film. In addition to using the arts to learn about local culture, the arts will be integrated into all history units, bringing to life different time periods around the world. Cultural Heritage activities will be one way that the Stone Valley community will be involved with the students and teachers at the SVCCS.

## **Physical Education**

The Physical Education Curriculum will cover the appropriate portion of the PA Standards for Health, Safety, and Physical Education. In addition, the curriculum will meet or exceed all requirements of Chapter 12. Physical Education will be an active, fun program with a variety of games and activities that will build skill levels, promote physical confidence, encourage team building, and increase fitness levels. The students will play sports like soccer and basketball as well as participate in other games. A separate fitness class will be offered for students who are unable to participate in large group, competitive activities.

## Health

Health will be taught first in practice with a healthy, high-protein snack offered at morning break, then with two active, outdoor play periods a day in addition to PE, and finally with hikes and other outdoor activities as a part of Environmental Education. Students will also have a bi-weekly health class to learn about hygiene, healthy choices, drug abuse prevention, and all other areas covered in the PA standards for Health, Safety, and Physical Education.

- B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Describe your projections for special education instructional programs that will be **operated directly by the charter school or operated by others under contract** with your charter school. List any support staff and related service providers that might be **employed directly by the charter school or provided under contract**, who will provide required support for students with disabilities receiving special education.

## Overview

At Stone Valley Community Charter School, we believe that all students can learn. It is our responsibility to discover how they learn best and to provide the level of support that meets their needs.

At the beginning of each year, each classroom teacher will informally evaluate students to determine the best academic program within their classroom of peers. If a student appears to have difficulty grasping objectives, an intervention plan will be developed by the classroom and learning support teachers. After an appropriate intervention period, the student support team will contact the parent(s) and discuss the steps to be taken, which may include testing and evaluation for learning difficulties. If evaluations indicate that an individual education plan is appropriate, a plan will be set up for the child.

Our learning support teachers, classroom teachers, and paraprofessionals will work with each student, as needed, to help the student meet his or her goals. When necessary, we will contract related services, such as speech therapy, occupational therapy, and physical therapy. With educational support and our small, safe environment, special needs students will be provided excellent opportunities for success at Stone Valley Community Charter School. If parents have concerns regarding their child's academic performance, behavior, emotional state, or any other area, they can contact the classroom teacher, special education teacher, or administrator at any time during the school year.

## Rigorous Instructional Program - Attachments

- Professional Development
- Teacher Induction Report

## English Language Learners

We do not have any ELL learners at this time.

## English Language Learners - Attachment

- ELL 2012

## Graduation Requirements

We are a K-5 elementary school and therefore do not have any graduating classes.

## Special Education

Stone Valley Community Charter School's small class size and individualized approach makes it ideal for an inclusive model of special education. Most students receive all services in the regular education classroom with itinerant support. Students who require extra instruction in a subject area may be pulled out individually or with a small group.

At the beginning of each year, the classroom teachers will informally evaluate all students to determine the best academic program within their classroom of peers. If a student appears to have difficulty grasping objectives, the LEA will contact the parent (s) and determine if further formal evaluations are needed. When necessary, we contract related services through Intermediate Unit #11 or clear care for occupational therapy, speech therapy, psychological and physical therapy. Our evaluator If needed, an individual educational program is set up for each child contingent upon the agreement between the parents and members of the IEP team. Our learning support teacher as well as the classroom teacher will work together to meet the academic, social or emotional needs of each child at SVCCS. With educational support and our small, safe environment, special needs students are provided wonderful opportunities for success at Stone Valley Community Charter School.

## Special Education - Attachment

- Special Education Report

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Mallory Griffith	1	Learning Support/Behavior Support	Stone Valley Community Charter School	8	Mallory is the special education teacher and was able to meet the needs of every student.

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Tuscarora Intermediate Unit	.01	Speech Therapy	SVCCS	1	Contracted Speech Services

## Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	Special Education Room 1	

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Clear Care	Speech Therapist	1/2 hour weekly

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Terra Nova third edition	Yes	Yes	Yes	Yes	Yes	Yes

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No						
Terra Nova Third Edition	No						

### Student Assessment

All students in grades Kindergarten through fifth grade received the PSSA test as well as the Terra Nova - Third Edition. We are currently using the results of both tests to check our students progress and set goals for improvement if needed. With regards to the PSSA we had 6 third graders, 10 fourth graders and 2 fifth graders take it. 18 students took the test with 8 of them being special education students. 10 students scored below basic or basic on the Terra Nova. We are using these test scores to update academic plans and to reevaluate staff placements as well as if there is a need for paraprofessional staff. Teachers keep accurate records of students progress and report it to parents through notes home, phone conversations weekly meetings. The information collected by the teachers is used to develop each child's academic progress and individualize instruction. Failure to make adequate progress with intervention usually leads to an evaluation for special needs. One strategy used for improving performance is assessing if the content and skills being presented is at an appropriate level and that students have adequate background knowledge. If the student does not connect with the

material, support will be offered to the student. The majority of our students have made great progress in our school setting. We are currently working as a team to create new goals and strategies to meet the needs of our special education students who scored low on the PSSA.

## **Student Assessment - Attachment**

- Terra Nova Results

## **Teacher Evaluation**

We currently have 4 full time teachers including one kindergarten teacher, one teacher for first/second combined, one teacher for third/fourth/fifth combined, and one special education teacher. All level I teachers and teachers new to the school will be evaluated by Ed Curry from the Tuscorara Intermediate Unit. Our CEO is required to be a certified educator but not a certified administrator.

We begin each academic year with all teachers and CEO participating in training's that relate to the mission and vision of SVCCS including individualized instruction, learning styles and community activities. These are annual training's and are provided by the Tuscarora Intermediate Unit and include professional discussions, hands on activities and lesson plan instruction and assessment by professional teachers.

The Special Education teachers facilitates the implementation of the IEP's and meetings or our special education population. The Tuscarora Intermediate Unit provides support for our special education teacher as well as the CEO.

## **Teacher Evaluation - Attachment**

- Teacher Evaluation Report

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

Since this is the first year in existence, Stone Valley Community Charter School Board members have only served for one year. Theresa Hawbaker (parent) is this years board president and a member of the Founding Coalition. Mindi Cramer,(parent) is the vice president, Tina Guyer (parent) is the secretary and Sherry Everhart (parent) is the treasure. The Chief Executive Officer, Verna Etchells, was recently hired in December to take over for the outgoing administrator Sandra Tussey who was dismissed due to incompetence.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Verna Etchells	CEO
Theresa Hawbaker	Board President
Mindi Cramer	Vice President
Tina Guyer	Secretary
Dan Morris	Board Member

Lorraine Mali Campbell	Board Member
Marie DeVinney	Board Member
Sherry Everhart	Treasurer
Carolyn Maroncelli	Board Member
Kent Robb	Board Member
Becky Robb	Alternate Member
Deb Morris	Alternate Member

## **Professional Development (Governance)**

Trustees are provided with references to and/or copies of the Pennsylvania Charter School Law, the Sunshine Act, Public Officials Act, and the SVCCS Charter and Charter Application, and the SVCCS Bylaws. It is the responsibility of each trustee to read and understand these documents. Board meetings frequently include discussions of governing documents to assist trustees in their decision making.

## **Coordination of the Governance and Management of the School**

The Board of Trustees establishes the policies for the operation of the school in accordance with the SVCCS mission. Day-to-day management of the school and implementation of school policies is accomplished by the Chief Executive Officer, working as a team with the classroom teachers and other staff. At each regular board meeting, the CEO reports to the Board of Trustees issues that have arisen during the previous month and/or that can be anticipated. The board helps the CEO prioritize her responsibilities and assists her as needed with interpreting and applying appropriate guidelines for the operation of the school.

## **Coordination of the Governance and Management of the School - Attachment**

- Board Meeting Times

## **Community and Parent Engagement**

The Board of Trustees establishes the policies for the operation of the school in accordance with the SVCCS mission. Day to day management of the school and implementation of school policies is accomplished by the Chief Executive Officer, working as a team with the classroom teachers and other staff members. At each regular board meeting, the CEO reports to the Board of Trustees issues that have arisen during the previous month and/or that can be anticipated. The board helps the CEO prioritize her responsibilities and assists her as needed with interpreting and applying the appropriate guidelines for the operation of the school.

The Board of Trustees primarily interacts with the charter granting district through the Chief Executive Officer. The CEO attends monthly meetings with the district and is in frequent contact with the district representative when questions arise either originating with SVCCS or the district. We have always felt that our relationship with the district has been one of cooperation and good will. It is the policy of SVCCS to welcome visitors from the district to attend Board of Trustee meetings, or to observe the school at any time. Representatives from the district will officially visit the school once each year.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

As part of the mission/vision of Stone Valley Community Charter School, we welcome community members and parents to be involved in our school and this includes fundraising. The main funding comes for the districts in which we serve. The board and the CEO also for grants when provided the opportunity and our parents/community members also fund raise. The sometimes proves difficult as we are a small, rural community and so although fundraising helps, it doesn't provide a significant amount of money for the school.

### **Fiscal Solvency Policies**

All financial decisions over \$200.00 must have the approval of the Board of Trustees. The board treasurer double checks all financial activity and reports monthly to the board. In addition to maintaining an emergency reserve for regular expenses in case of a temporary loss of income.

### **Accounting System**

SVCCS revenue and expenses are recorded in QuickBooks, QuickBooks chart of accounts is set up based on the chart of accounts for PA Public Schools for the ease of budgeting, accounting and reporting. Payroll services are contracted through Ann Worth, a local accountant. She provides payroll service and quarterly reporting. The board of treasure, Sherry Everhart is responsible for keeping all of our accounting up to date.

### **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Revenues

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

Since this is the first year in operation for Stone Valley Community Charter School, we haven't had our audit yet. The audit is scheduled for August 1-16 with Young, Oaks and Brown out of Altoona, PA.

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

- Audit Report 2011

### **Citations and follow-up actions for any State Audit Report**

We do not have any to report yet as we haven't had our audit yet. It is scheduled for August 1-16, 2012.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Stone Valley Charter School was graciously allowed the use of the United Presbyterian Church for our k-2 students and the Ennisville United Methodist Church for our 3-5 students. Neither church charged us rent thus allowing us to save money for a building in the future. We relied heavily on donations from community members and parents/families of the school. We also attended auctions in the surrounding district when schools were closing as well salvage sales at Penn State University.

### **Future Facility Plans and Other Capital Needs**

Stone Valley Community Charter School is going to lease an elementary school building located in McAleveys Fort from the McAleveys Fort Real Estate Group for the upcoming and continuing school years. We do not anticipate capital expenditures in the future. We plan on leasing indefinitely.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

For the 2011-2012 school year we did not have a certified school nurse on staff. Being a new charter school we did not realize that this was necessary until it was too late to have it done. Our students had their health screenings completed (vision etc) completed by the HASD. However, all student records were maintained by a certified, volunteer nurse. She just doesn't have the ability to sign the proper paperwork since she was a "school nurse". We have spoken with the state regarding this issue and were told that we are ok, but that we need to have a school nurse in place for the upcoming 2012-2013 school year which we do.

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

- school health services

### **Current School Insurance Coverage Policies and Programs**

Stone Valley Community Charter School provides its employees with health, dental and vision coverage through Geissinger. This coverage is comparable to the surrounding district of Huntingdon Area Schools. Please see supporting documents with regards to worker's compensation etc.

## **Current School Insurance Coverage Policies and Programs - Attachments**

- Geisinger Insurance Policy
- PCI Insurance
- Proof of Insurance
- SVCCS Worker Compensation

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

Stone Valley Community Charter school had 3 full time teachers, 1 full time special education teacher, 1 part time music teacher and 1 full time CEO for the 2011-2012 school year. All employees are highly qualified. All teachers are returning next year except the special education teacher. She is getting married and moving out of the area. The CEO is returning as well.

### **Quality of Teaching and Other Staff - Attachment**

- pde 414

### **Student Enrollment**

Our Admission Policy, which was approved by the Board of Trustees, is used as a basis for all students enrollment. The policy was developed based on state law and clearly defines the procedure for the lottery and waiting list. All students currently enrolled in SVCCS, whether in-district, or out-of district, are exempt from the lottery process but must fill out a re-enrollment application. SVCCS returning students' applications are reviewed and class placement determined by the Admissions Committee and staff. The committee will then determine how many openings are available for each class realizing that the best class size is 15 students in each grade kdg - fifth. All completed new student applications received by April 30 will be processed through a lottery system. Students applying for kdg must be 5 years of age by September 1. Application procedure is described in the Admissions Policy.

### **Student Enrollment - Attachment**

- Admissions Policy

### **Transportation**

Transportation to and from school for the majority of our school is provided by Huntingdon Area School district. We do have some students who are transported by van and small school bus from Mifflin County School

### **Food Service Program**

Stone Valley Community Charter School does not have a food service program at this time. Due to our size, it is not feasible to participate in the Free and Reduced Lunch Program.

## **Student Conduct**

Students at Stone Valley Community Charter School are expected to show respect for all other students, employees and volunteers as well as people of the community with whom they have contact during school time. Students are also expected to take responsibility for their own behavior. Students who exhibit persistent behavioral problems or endanger others with physical violence, endanger school relationships within the community through destruction of property or thievery, or participate in any illegal activity shall proceed with the due process for exclusion from school, including notification of student and parents, development and implementation of a behavior contract, and ultimately suspension or expulsion.

The school's discipline policy is in compliance with Chapters 12 of the public school code. Specifically it includes expectations for students' assuming responsibility for their learning and showing respect to others (Section 12.2) and it outlines due process in cases of exclusion from school (Section 12.6)

In addition to our formal discipline policy, we have a school wide positive behavior program that outlines expectations and clear consequences for inappropriate behavior. Teachers and staff are constantly teaching expectations so that students are aware of their role as a student.

SVCCS had no expulsions or in school suspensions this year.

## **Student Conduct - Attachment**

- Discipline Policy

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Stone Valley Community CS within Tuscarora IU 11 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  
2011 - 2012 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 Stone Valley Community 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:** Verna Etchells    **Title:** Mrs.  
**Phone:** 814-667-2705    **Fax:** 814-667-2033  
**E-mail:** admin@svccs.net

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*Signature of the Chief Executive Officer and Date*

*Identify the charter school's President of the Board of Trustees.*

**Name:** Theresa Hawbaker    **Title:** Mrs.  
**Phone:** 814-667-2705    **Fax:** 814-667-2033  
**E-mail:** tah@stonevalleyccs.org

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

*Identify the charter school's Special Education Contact Person.*

**Name:** Mallory Griffith    **Title:** Ms.  
**Phone:** 814-667-2705    **Fax:** 814-667-2033  
**E-mail:** meg@stonevalleyccs.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Signature Page