



STUDENT HANDBOOK 2023-2024

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Stone Valley Community Charter School

Address: 13006 Greenwood Rd. Phone: (814) 667-2705 Huntingdon, PA 16652
Fax: (814) 667-2231

Office Hours: 7:45 AM to 4:00 PM

Office email: office@stonevalleyccs.org

Staff Directory

Director of Education/CEO	Mrs. Cheryl Casner ccasner@stonevalleyccs.org
Business Manager	Mrs. Katie Rupert krupert@stonevalleyccs.org
Facilities Operator	Mr. Jay Hurley jhurley@stonevalleyccs.org

Kindergarten Teacher	Mrs. Courtney Cook ccook@stonevalleyccs.org
First Grade Teacher	Mrs. Ashley Hawn ahawn@stonevalleyccs.org
Second Grade Teacher	Mrs. Nicole Staley nstaley@stonevalleyccs.org
Third Grade Teacher	Mrs. Christina Watt cwatt@stonevalleyccs.org
Fourth Grade Teacher	Mrs. Erin Konwinski ekonwinski@stonevalleyccs.org
Fifth Grade Teacher	Mrs. Starla Fogleman sfogleman@stonevalleyccs.org
Special Education Teacher	Mr. Mike Armstrong marmstrong@stonevalleyccs.org
	Mrs. Jen Fleck jfleck@stonevalleyccs.org
Title I Reading Teacher	Mrs. Beth Kirchgessner bkirchgessner@stonevalleyccs.org
Title I Math Teacher	Mrs. Cassandra Lewis clewis@stonevalleyccs.org
Art/STEAM/Music Teacher	Ms. Jessica Filson jfilson@stonevalleyccs.org
Physical Education Teacher	Mrs. Lauren Spicher lspicher@stonevalleyccs.org
Library	Mrs. Michelle Sunderland msunderland@stonevalleyccs.org
Paraprofessionals	Ms. Fawne Yoder fyoder@stonevalleyccs.org
	Mrs. Vickie McKinney vmckinney@stonevalleyccs.org
	Mrs. Pam Wilson pwilson@stonevalleyccs.org
School Nurse	Mrs. Andrea Suydam andisuydam@stonevalleyccs.org

Student Schedule

- 8:00 Student can enter building
- 8:25 Classes start - Students arriving after this will be tardy
- 11:25 Primary Lunch starts
- 12:00 Intermediate Lunch starts
- 3:15 Dismissal. Students must be picked up by 3:45.

Mission Statement

The mission of Stone Valley Community Charter School is to provide a safe, welcoming, and supportive environment where teachers inspire creative and intellectual minds. Diversified learning experiences encourage students to become lifelong learners that will engage with the local and global community.

Vision Statement

Our vision is a school where individualized instruction, small classes, and a flexible, open classroom environment stimulates a genuine inspiration to learn. This creates the opportunity of academic success for all students.

Our vision is a school that explores, preserves, and celebrates the community's cultural heritage through environmental studies and the arts. We envision our school as an inclusive space that brings families together through education, thereby creating and encouraging thoughtful citizens and future leaders who give back freely to their communities through service and involvement.

Governance

If you have any questions or concerns, you may contact any Board member directly or e-mail the entire board at board@stonevalleyccs.org.

Board of Trustee Member	E-mail Address
Valerie Long (President)	vlong@stonevalleyccs.org
Ashley Suydam (Vice-President)	asuydam@stonevalleyccs.org
Kendra Lapp (Treasurer)	klapp@stonevalleyccs.org
Rod Cook (Secretary)	rcook@stonevalleyccs.org
Matthew Rohrbaugh	mrohrbaugh@stonevalleyccs.org
David Smead	dsmead@stonevalleyccs.org
Brian Spicher	bspicher@stonevalleyccs.org

Board of Trustees Meetings

Board of Trustees meetings are held the second Thursday of each month at 6:30 p.m. at the school. Meetings are open to the public and parents of SVCCS students are encouraged to attend. Zoom links will be posted on the school website and Facebook page when available.

Attendance Policy

Regular attendance is vital to educational success. Students are expected to be present when school is in session. We have adopted the following attendance policy according to the PA School Code:

Tardy - 8:25-8:45 AM

Half Day Absence – A student must be in school for at least 3 hours for a half day attendance to be recorded.

Full Day Absence – Student is present in school less than 3 hours a day

Early Release - Leaving after 2:30 PM, not counted as absence

Students must turn in an excuse signed by the parent/guardian stating the date(s) and reason for absence within three days. Absences are considered illegal until the excuse is received.

According to the Pennsylvania School Code, an absence may be excused for the following reasons:

- Personal illness
- Family emergencies
- Doctor or dentist appointments
- Pre Approved educational trips
- Impassable

roads

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Any absence not meeting one of these criteria will be considered unexcused. Graded work missed during an unexcused absence may not be made up.

If a student reaches ten (10) days of absence during the school year, a doctor's excuse will be required for further absences. Any absence not accompanied by a doctor's excuse will be an illegal absence.

If a student has three (3) illegal (or unlawful) absences, parents will be notified. After a fourth unexcused day, a meeting must be held to develop a truancy elimination plan. Six (6) illegal days of absence requires further action with Children & Youth, as the student has met Pennsylvania's definition of "habitually truant".

Make-up Work

When students are absent from school for excused reasons, they are permitted to make up work to receive a grade. It is the responsibility of the student to see classroom teachers to determine necessary make-up work. The following guidelines should be used:

1. A student has one day after returning to school from a one day absence to make up any missed work including tests.
2. A student has two days after returning to school from a two-day absence to make up any missed work including tests.
3. Work missed because of an absence of three to five days is to be made up within one week's time of returning to school.
4. Work missed because of an absence of six to ten days is to be made up within two weeks.

Educational Trips

A student will be permitted to take **one** excused educational trip **up to 5 days** per school year provided the parents/guardians comply with the following guidelines:

1. A request is submitted in writing to the Education Director **no later than one week prior to the trip**.
2. The request should **include an itinerary** of the trip and the **educational value** to the student.
3. The student must be in good standing. Good standing is determined by the Education Director and based on attendance, academic progress, and discipline.
4. The student (or parent) should contact his/her teachers in advance of the trip and request assignments for the length of the absence.
5. When possible, students should attempt to make up all the work prior to going on an educational trip. If not, student work must be handed in **the first day** a student returns to class after the absence.
6. Neglecting to gain prior approval and/or the student's failure to get assignments will result in the recording of unexcused absences for the days absent.
7. Upon the student's return to school, a log of the trip must be presented to the Education Director **within 3 days** detailing the daily events and their educational value to the student. **The trip will not be excused unless this documentation is turned in.**

Tardiness

When the child is late for school a parent/guardian must sign them in. Reasons for excused tardiness are:

1. Appointment (excuse must include the beginning and ending times of appointment). 4

2. Inclement weather.

3. Late buses

Any other reason is considered an unexcused tardy. Accumulated tardy times will be combined and will become illegal days.

Early Dismissal

Excuses to leave school for doctor and dental appointments will be permitted when a student presents an excuse from a parent/guardian, or the parent/guardian arrives at the elementary school office to transport the student. If the release or dismissal is after 2:30 PM, it does not count as a half-day. Three unexcused early releases will result in the recording of a half-day unexcused absence.

Snow Days, Delayed Openings, & Early Dismissal

Closing/Delayed Start

SVCCS follows the Huntingdon Area School District's (HASD) closing and delayed start schedules. In addition to announcing closings and delays via the local television stations and Facebook, parents will also receive an automated message. It is each parent's responsibility to stay informed of changes in schedule.

Resident District Closed/HASD In Session

If your resident district has closed, but the HASD is in session, your child's absence will be excused. Likewise, if your resident district is on a delayed opening and HASD is in regular session, your child's tardy arrival will be excused. Parents may transport their students to attend according to the HASD schedule.

Early Dismissal

SVCCS follows the HASD's early dismissal schedule. Parents will be notified via phone and email if there will be an early dismissal. Unless the administrative staff is informed otherwise, students who normally ride a school bus will be sent home early on the bus. Students who are normally picked up at the school are expected to be picked up at the early dismissal time.

Behavioral Expectations and Consequences

The classroom teacher handles most discipline issues. However, behavior of a serious nature is referred to the Director of Education. It is not the intent of this handbook to provide an exhaustive list of violations, but to give examples of the kinds of behavior expected. The administration reserves the right to use its discretion in all discipline cases.

Rights and Responsibilities

Student Code of Conduct/Expectations

1. Regular and punctual school attendance

2. Conscientious efforts in classroom work, including making necessary arrangements for making up work when absent from school

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3. Knowledge of and conformance to school rules and regulations
4. Shared responsibility with administration and faculty, the responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of his/her fellow students.
5. Respect for the rights of all who are involved in the educational process.
6. Expression of ideas and opinions in a respectful manner so as not to offend or slander others
7. Dress and groom oneself so to meet common standards of decency, safety, and health
8. Be aware that materials and books are the property of the school and are loaned to the students for their use. Students are expected to pay for materials and books that are damaged, lost, or stolen.
9. Be aware that when attending an activity outside of the school setting, you are subject to the rules and regulations as if you were at the SVCCS school building.
10. Be aware that teachers have the right to discipline students and to assign appropriate consequences.

Administrative Responsibilities

1. Guarantee student rights and privileges to those who demonstrate their willingness to accept accompanying responsibilities
2. Ensure consistent and equitable application of the school's discipline code. Extenuating circumstances might arise regarding the interpretation of the applications of the school's discipline code. When it is found to be in the best interest of an individual or the total school community, administrative discretion may be utilized.
3. The administration has the right to search and seizure under the notation of "reasonable suspicion."
4. Provide for a safe and pleasant learning atmosphere.

School Jurisdiction

All rights, responsibilities, and regulations apply to all students:

1. On school grounds before, during, and immediately after school hours.
2. On school grounds as either a spectator or participant in a school event.
3. Off school grounds at any school activity, function, or event as a participant or spectator.
4. During the time going to and from school, and on field trips

Schoolwide PBIS at SVCCS

Positive Behavioral Interventions and Supports (PBIS) is a three-tiered framework to make schools more effective, establish a social culture, and improve the social, emotional, behavioral, and academic outcomes for all students. PBIS provides flexibility for the needs of the schools' students, families, and community. The four foundational elements of PBIS include outcomes that are locally relevant and culturally relevant; practices that are empirically supported; implementation systems; data that is monitored for effectiveness, equitable implementation, and to guide decision making.

Behavioral Definitions

Teacher-Managed	Office-Managed
<p>Defiance/Disrespect/Non-compliance</p> <p>Low intensity: work refusal; not following directions; talking back; arguing; lying; recurring class disruption; dress code violation;</p> <p>Disruption Low intensity noises/talking out</p>	<p>Disruption of Class/School</p> <p>Sustained and serious disruption that threatens the safety of others.</p> <p>The disruption does not allow for the teacher to continue on with the class</p>
<p>Inappropriate location</p> <p>Going somewhere without permission, loitering</p>	<p>Out of Bounds Area</p> <p>Off school boundaries without permission, leaving school building without permission</p>
<p>Inappropriate Language</p> <p>Low intensity, (not public, quiet, name calling without profanity); verbal or written</p> <p>Technology Violation</p> <p>Off task with technology, other non-serious but inappropriate uses of technology (not doing assigned work)</p> <p>Physical Contact/Aggression</p> <p>Non-serious, but inappropriate; not intended for harm</p> <p>Ex. rough play</p> <p>Property Misuse</p>	<p>Intentionally Abusive/Inappropriate Language/Profanity/Bullying</p> <p>Repeated name calling, etc. and severe language/threats directed at another person; verbal or written</p> <p>Technology Violation</p> <p>Serious and inappropriate use of technology (see Appropriate Use Agreement)</p> <p>Fighting/Physical Aggression</p> <p>Serious and/or intentional physical contact where injury may occur</p> <p>Ex. assault, fighting</p>

<p>Low intensity misuse of school property/materials</p>	<p>Property Damage/Vandalism/Theft Intentional misuse and/or damage of school property/materials</p>
	<p>Bomb Threat/False Alarm Ex. pulling fire alarm</p>
	<p>Harassment/Bullying Threats, intimidation, obscene gestures, notes, or other threatening behaviors Inappropriate verbal or physical gestures or contact of a sexual nature, consensual or non consensual</p>
	<p>Substances/Weapons Use/Possession of combustibles or explosives, or other dangerous/harmful objects Use/possession of medications with or without prescription</p>

Behavioral Expectations

	<p>Playground</p>	<p>Bus</p>	<p>Hallways</p>	<p>Bathroom/ Water Fountain</p>	<p>Field Experiences</p>	<p>Multipurpose Room</p>
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<p>Bee Safe</p>	<ul style="list-style-type: none"> - Use equipment, toys, and objects correctly - Keep hands and feet to yourself - Listen to adults - Ask before leaving the playground area - Notify an adult if someone is hurt/needs help - Ask to have food on the playground 	<ul style="list-style-type: none"> - Use slow, walking feet to, from, and on the bus - Stay in your seat while on the bus - Listen to the bus driver <ul style="list-style-type: none"> - Keep backpack on back while waiting for the bus - Keep hands and feet to yourself 	<ul style="list-style-type: none"> - Use slow, walking feet - Wait your turn in line - Walk forward - Keep your hands and feet to yourself - Keep your eyes open to hazards (water in the hall, someone stopping quickly) - Keep your belongings close to your body 	<ul style="list-style-type: none"> - Use slow, walking feet - Wait your turn in line - Keep your hands and feet to yourself - Keep your hands and objects out of toilet - Keep your eyes open to hazards (water in the hall, someone stopping quickly) - Keep your feet on the floor - Use bathroom correctly (sink, water fountains, stalls) - Have permission to use the bathroom - Leave personal 	<ul style="list-style-type: none"> - Use slow, walking feet - Wait your turn in line - Keep your hands and feet to yourself - Stay with your class/group - Follow the directions and rules of the location - Listen to the adult/speaker - Keep your eyes open to hazards - Keep your belongings close to your body - Notify an adult if someone is hurt/ needs help - Dress for the environment - Be responsible for your belongings 	<ul style="list-style-type: none"> - Use slow, walking feet - Wait your turn in line - Keep your hands and feet to yourself - Stay in your seat unless otherwise directed - Listen to the adult/speaker - Notify an adult if someone is hurt/ needs help - Keep your eyes open to hazards - Come in quiet and be ready to listen - Be responsible for your belongings - Have permission to leave the room
<p>Bee Prepared</p>	<ul style="list-style-type: none"> - Dress for the weather - Dress for play - Lining up to play and coming back into the building - Know/ask the rules of the game 	<ul style="list-style-type: none"> - Pack up before getting on the bus - Keep belongings to yourself and in your seat 	<ul style="list-style-type: none"> - Be ready to use a quiet voice and feet - Be ready to listen - Listen to line up directions - Have everything you need for where you are going 	<ul style="list-style-type: none"> - Use bathroom correctly (sink, water fountains, stalls) - Have permission to use the bathroom - Leave personal 	<ul style="list-style-type: none"> - Follow the directions and rules of the location - Listen to the adult/speaker - Keep your eyes open to hazards - Keep your belongings close to your body - Notify an adult if someone is hurt/ needs help - Dress for the environment - Be responsible for your belongings 	<ul style="list-style-type: none"> - Come in quiet and be ready to listen - Be responsible for your belongings - Have permission to leave the room

				belongings outside of the bathroom	- Bring needed items	
Always Bee Respectful	- Be respectful of the environment - Keep a safe distance from animals - Play by the rules of the game - Clean up and take care of playground equipment	- Use appropriate language and volume - Follow the bus drivers rules	- Stay in your place in line - Use appropriate language and volume - Respect other's learning - Be where you're supposed	- Stay in your own stall - Exit the bathroom as soon as you are done - Respect others privacy - Clean up after yourself appropriately	- Listen to the adult/speaker - Use appropriate language and volume - Raise your hand before you speak - Listen to/follow the rules of the	- Be respectful of the environment and other's property - Use appropriate language and volume - Listen to/follow the rules of the speaker

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			to be and return when you are done	place you are visiting - Clean up after yourself appropriately	- Respect other's learning - Clean up after yourself appropriately
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Bee Kind

- Be kind to trees, plants, bugs, and

the Earth
 - Allow others to play
 - Make sure everyone

knows the rules of the game
 - Be a good teammate
 - Use kind

words,
 questions, &

actions
 - Allow others to sit with you
 - Use kind

words,
 questions, &
 actions
 - Use kind words &
 actions
 - Respect other classroom's work

&
 decorations
 - Use kind words, questions, & actions
 - Use kind words, questions, & actions
 - Be kind to trees, plants, bugs, and the Earth
 - Be a good citizen
 - Use kind

words,
 questions, &
 actions

Acknowledgements

Students will earn a SPARK ticket for following school wide SPARK rules from any adult in the school. Students place their tickets in reward bowls of their choice. (4-5 choices) Weekly/monthly we will pull 5 (or more depending on the prize) tickets from each reward bowl. The rewards will take place bi-weekly at the start of the school year, eventually moving to once a month. As well as school wide incentives, classroom teachers will provide monthly classroom incentives for SPARK tickets. This will be at the discretion of each classroom teacher.

Transportation

Good bus riding conduct is essential to ensure a safe ride to school. The bus driver's first concern is for the safety of all students. If, for some reason, there is a distraction that disrupts the driver's concentration, the welfare and safety of all is in danger. According to Charter School Law, a school district of residence must provide transportation for charter school students. However, the riding of a school bus by students is a ***privilege and not a right***.

While riding the school bus, students are expected to adhere to the following rules.

1. Follow directions the first time they are given
2. Sit and stay in the assigned seat, facing forward with feet on the floor, with all body parts inside the bus
3. Use kind words only with an appropriate indoor voice.
4. Keep the bus clean and damage-free

Student conduct which compromises the safety of students shall be dealt with according to the following guidelines.

Minor infractions—(Failing to follow the four rules stated above)

1st Offense – Driver conferences with student and identifies the infraction.

Driver completes bus conduct referral and submits it to the Director of Education. The Director of Education will contact the parent/guardian.

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2nd Offense – All actions of 1st Offense and bus suspension for one day.

3rd Offense – All actions of 1st Offense and bus suspension for three days.

Extremely disruptive behavior in addition to all subsequent minor infractions past the third offense will be considered Major infractions. Examples of extreme behavior that is considered extremely disruptive is as follows:

- Hanging out of windows
- Throwing or shooting objects

- Physical/verbal aggression of any kind against any person
- Vandalism to the bus. Student will be expected to make restitution.
- Extreme disrespect to the bus driver (outright defiance/refusal, yelling, etc.)
- Other behaviors as determined by the Driver and Director of Education

Student conduct that is considered a Major infraction will be dealt with according to the following guidelines:

Major infractions

- 1st Offense – Driver conferences with student and identifies the infraction. Driver completes bus conduct referral and submits it to the Director of Education. The Director of Education will call the parent/guardian. Bus suspension for five days.
- 2nd Offense – Driver conferences with student and identifies the infraction. Driver completes bus conduct referral and submits it to the Director of Education. Director of Education will call parent/guardian. Bus suspension for ten days. Director of Education will conference with parents prior to reinstatement of riding privileges.
- 3rd Offense – Driver completes bus conduct referral and submits it to the Director of Education. Riding privileges revoked for the remainder of the school year.

Bullying Policy

SVCCS is committed to providing a safe, positive learning environment for students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying.

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantially interfering with a student’s education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Exclusion from school-sponsored activities.
5. Detention.
6. Suspension.

7. Expulsion.
8. Counseling/Therapy outside of school.
9. Referral to law enforcement officials.

Reasonable Force

Teachers and school authorities may use reasonable force under the following circumstances:

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

Dress Code Policy

The school also has a general expectation that students appear in clean and appropriate clothing that follow the guidelines listed below:

1. Attire must not interfere with the education process or the rights of others. 2. Shoes must be worn at all times. **Flip flops are not allowed** as they do not protect feet properly and they hinder the students ability to run, climb, and jump at recess. Shoes must have a back.
3. Any clothing or jewelry with printed material that may be considered obscene, offensive or inappropriate is prohibited (i.e. weapons, obscene words or gestures, promoting drugs, alcohol, or tobacco).
4. Any clothing that inappropriately exposes one's body is prohibited. This includes, but is not limited to, the following: bare midriff tops, tube tops, low cut tops, backless tops, "short" shorts, and short skirts (must be fingertip length). Tank tops or muscle shirt straps must be 2 finger widths wide.
5. Hats, visors, bandanas, or sunglasses may not be worn in the building. In addition, hoods on sweatshirts are not allowed to be up in the school building.
6. Spandex / ill-fitting clothes

If school authorities decide that a student is dressed inappropriately, the student will have the opportunity to call home for a change of clothing. If a change is not available, the student will be provided with something from the lost and found.

Searches

Backpacks and desks will be subject to search with reasonable cause. Students should not have an expectation of privacy.

Recess Equipment and Toys Brought From Home

Our school has large equipment designed for climbing, sliding, and creative play. Additionally, we provide the necessary basketballs, kick balls, and other equipment so

children have a variety of options to play during the recess period. Children are not permitted to bring toys or other playground equipment (e.g. baseballs, bats, small toys, etc.) to school. Too often these items become broken, lost, stolen, cause conflict, or present a hazard on the buses.

Homework Guidelines

SVCCS does permit teachers to assign homework under the following guidelines:

1. Homework should primarily be one of three types: unfinished classroom work, practicing of mastered concepts, or fluency building activities.
2. Homework should reflect current classroom objectives and should have specific goals for advancing the academic performance of the particular student. The teacher will identify the goals when making the assignment.
3. Recommended guidelines:
 - Kindergarten and First Grade—minimal to no homework
 - Second Grade—occasionally up to 10 minutes per night
 - Third Grade—up to 10 minutes per night
 - Fourth Grade—up to 15 minutes per night
 - Fifth Grade—up to 20 minutes per night
4. Every child is expected to read or to be read to every day. This is NOT part of assigned homework, but is a standard expectation. Guidelines for the amount of reading and method of documentation will be determined by the classroom teacher

Learning Lab

We realize there may be times when children fail to complete assignments either at home or in class. Teachers have the option of assigning students to complete unfinished work during "Learning Lab" time. Learning Lab is held during the first half of recess with an adult on duty to help students with their work. Students can go outside when their work is complete. Parents will be notified when a student is assigned to the Learning Lab.

Internet Acceptable Use

Introduction

It is the policy of SVCCS to:

- a. prevent user access over its computer network to, or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications;
- b. prevent unauthorized access and other unlawful online activity;
- c. prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Use of internet access is limited to educational purposes which include, but are not limited to, promoting educational excellence, resource sharing, facilitating innovative instruction and communication and preparing students to live and work in the 21st century by providing them with electronic access to a wide range of information and the ability to communicate with others within and outside SVCCS.

The school reserves the right to restrict access to the Internet to those who fail to follow the policies or when, in its discretion, it determines that procedures are not being followed or the purpose of Internet access is not being achieved.

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet or other forms of electronic communications access to inappropriate information.

Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research and other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of SVCCS’s on-line computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes:

- a. unauthorized access, including so-called ‘hacking’ and other unlawful activities; and
- b. unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all SVCCS staff members to supervise and monitor usage of the on-line computer network and access to the Internet in accordance with this policy and the Children’s Internet Protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the SVCCS staff.

Electronics and Cell Phone Guidelines

SVCCS is committed to facilitating appropriate social interaction and academic progress. Electronic equipment and cell phones are, in most cases, non-essential and, at times, detrimental to these endeavors. For this reason, **electronic equipment such as handheld games, individual audio systems, cell phones, and smart watches are prohibited** from the school. Smart watches are defined as any device that has cellular service or is wifi or bluetooth enabled.

Students are not permitted to have a cell phone or smart watches during the school day for texting, e-mailing, calling, checking steps or any other purpose. Children may use the office phone with the permission of staff if they need to contact a parent. Staff will also deliver emergency messages to children from their parents. If parents and students choose to bring these electronics in backpacks, the school accepts no responsibility for the safety of the electronic devices. Staff will confiscate any devices that are taken out of the backpack or become a distraction. Confiscated equipment will be returned to the student at the end of the day to be taken home. If it is a repeated problem, the equipment will be held in the office until a parent picks it up.

Guests and Visitors

To provide for the security of our learning community, these procedures are the policies for our school:

1. All guests must enter through the front door of the school by ringing the security bell and then be authorized to enter.
2. All guests must sign-in, obtain an identification badge, report to the appropriate area, return the badge and sign out when leaving.
3. Parents bringing items to school (lunches, homework, etc.) are asked to leave the items at the front desk for later delivery.

Pictures and Videos of Students

As part of our overall school security program, pictures and/or videos taken without the consent of the parent/guardian are not permitted by visitors, students, practicum students, or student teachers.

Student Illness/Injury

First aid will be applied for minor injuries. If your child becomes ill or has been seriously injured, you will be called to determine what is best for your child. Children with a temperature of 100 degrees or more will be sent home and should remain home until they are fever free for 24 hours without medication.

Medication Policy

The SVCCS Board of Trustees has adopted this medication policy. Although SVCCS strongly recommends that medication be given in the home, we realize that the health of some children may require that they receive medication while in school. When medication is to be given at school, the following steps must be taken:

1. The doctor must complete Medication Form A (obtained from the nurse).
2. The parent/guardian must sign Medication Form B (obtained from the nurse).
3. All medication to be given during school hours must be delivered to the school nurse or administrative staff by the parent or guardian. **Students may not bring medications to school in a backpack or on the school bus.**
4. The medication must be brought to the school in the original pharmacy dispensed, properly labeled container.
5. In instances where the parent/guardian neglects to fulfill the requirements of Form A and/or Form B, the medication will not be administered.
6. Aspirin, Tylenol, cough medicine, cough drops or other non-prescription medicines are not to be brought to school. Medications are not permitted to be given to students by the school staff except in emergency situations with parental consent.

Physicals and Proof of Immunization

Proof of immunizations is required for all students entering SVCCS. A health history form must be completed and sent in with your child the first day he/she attends school. The following minimum immunizations are required for all students entering school for the first time:

1. Diphtheria and Tetanus—Four or more properly spaced doses of DTP, DTaP, Td or DT, or any combination of the three with 4th dose administered on or after the fourth birthday.
2. Polio—Three or more properly spaced doses of polio vaccine (IPV or OPV).
3. Measles, Mumps, Rubella (MMR)—Two properly spaced doses of live attenuated measles containing vaccine with the first dose administered at 12 months of age or older, or measles immunity proved by serological evidence determined by the hemagglutination inhibition (HI) test or any comparable test.
4. Hepatitis B—Three properly spaced doses of Hepatitis B vaccine.
5. Varicella—One Varicella vaccine, or documented proof of the chickenpox disease.

Exceptions to immunization requirements may be granted for medical and/or religious reasons. Information on exemptions will be provided by the school nurse upon request.

Please be advised that state law requires the following exams:

Physical exams: Kindergarten

Dental Exams: Kindergarten and 3rd Grade

Hearing Screenings: Kindergarten through 3rd Grade

Vision Screenings: Kindergarten through 5th Grade

Body Mass Screenings: Kindergarten through 5th Grade

Parents will receive the results of all exams and screenings conducted by the school.

Head Lice

Pediculosis (Head Lice) can be transferred from person to person by direct contact through use of personal items such as combs, towels, hats, etc. The condition is easily treated by using a special shampoo that can be purchased from your pharmacy. After a case is reported, the most effective way to control the spread of head lice is for parents to examine the heads of their children immediately. Lice may be hard to locate because they move quickly, so also look for these signs:

1. Persistent itching of the scalp
2. Nits—small silvery eggs attached to individual hairs. (Most often at the crown, back of the neck, or behind the ears).

Instructions for the treatment of head lice are available from the school nurse.

If a case of head lice is reported, the school nurse will conduct a head lice check for all students in that grade. If your child is seen with signs of head lice, you will be contacted. It is only necessary to exclude children from school if live lice are seen.

Mandated Reporting

It is the policy of this school to promptly report any child abuse or unusual incident noted with any child as required by *Pa Code 3490.13 Reports by employees who are required reporters*. All staff have the responsibility and obligation to immediately notify ChildLine and Administrative Staff of suspected child abuse. In situations of this nature, the guidelines of mandated reporting prohibit contacting the adults on whom the report is being made.

Integrated Pest Management Parental Notification

SVCCS uses an Integrated Pest Management approach for managing insects, rodents, and weeds. From time to time, it may be necessary to use chemicals to manage a pest problem. Chemicals will only be used when necessary, and will not be routinely applied. Notices will be posted in these areas 72 hours prior to application and for two days following

the application. Parents or guardians of students enrolled in the school may request prior notification of specific pesticide applications made at school. To receive notification, you must be placed on the school's notification registry. If you would like to be placed on this registry, please notify the school in writing.

School Counseling

Stone Valley Community Charter School strives to meet the needs of the whole child and therefore provides school counseling services for students who present with social, emotional, or behavioral needs. Teachers, parents, or administration can request counseling services. When a child is recommended for ongoing services, parental permission will be obtained. Ideally, consent for both parents would grant consent for services. However, in some instances, only one parent's consent can be obtained for a variety of reasons. In all instances, both parents will receive notice that a child has been referred for school counseling services. There are some instances in which a teacher, parent or other staff requests the counselor to see a student on an informal, one-time basis. In these instances, prior consent is not required. In cases where a teacher or administrative staff requested the assistance of the counselor, the person initiating the request shall inform one or both parents that their child was seen informally by the counselor.

Wellness Guidelines

Wellness will first be taught at SVCCS in practice with a healthy snack offered at morning break, then with two active, outdoor play periods a day in addition to Physical Education.

As mandated by the federal government, SVCCS has adopted a Wellness Policy for Physical Education, Physical Activity, and Nutrition. The complete policy is on file at school and on the website, if you wish to review it. Guidelines for food provided at school have been summarized below:

1. Snacks offered at SVCCS will be healthy. Parents are encouraged to send in snacks that meet children's nutritional needs.
2. Food is discouraged from being used as a reward for school accomplishments, but may be used as part of a lesson when educationally justified.
3. The nutritional value of food being sent in for classroom celebrations will be taken into consideration. No more than three sweet snacks and only water, milk, or 100% fruit juice will be offered at any party.
4. When you plan treats, please use portion control to keep servings near to age-appropriate nutritional guidelines.

Parents should monitor student lunches in regards to nutritional content. Food brought from home may not be shared. Please limit non-nutritional food items such as candy and chips. Do NOT send sodas in lunches.

If your child has special dietary needs, please do not hesitate to contact your child's teacher or the school office.

Snack Guidelines

To sustain the energy required for learning, healthy snacks are permitted during morning break every day. SVCCS requests that all families send a snack each day in addition to your child's lunch.

Healthy Snack Suggestions:

- fresh fruits and vegetables ● popcorn
- raisins, craisins, or other dried fruits ● cheese and crackers
- trail mix or mixed nuts ● cereal bars or protein/granola bars ● low-fat yogurt or pudding cups ● applesauce or fruit cups ● cheese sticks ● bagels, muffins, quick breads

Healthy Lunch Guidelines

These guidelines are intended to ensure that students are provided with a well-balanced lunch that promotes a healthy lifestyle. Students who eat nutrient-rich meals are better able to learn and play. All of us working together can ensure that all children can learn and be healthy as well.

Guidelines:

1. Each student's lunch will contain at least one fruit or vegetable and at least one protein or dairy component. Items such as fruit cups and frozen yogurt will be on hand to supplement lunches when necessary.
2. Students are not permitted to share or trade lunch items.
3. Parents are discouraged from sending sweets, unhealthy snacks, or sugary drinks in lunches.
4. Teachers and administrators will monitor lunch contents as much as possible.

Examples of Healthy Food Choices

Proteins – Peanut or almond butters, nuts, low-fat cheeses, beans, turkey, and low sodium ham

Whole Grains – Whole grain bread, pita, tortillas, whole grain pasta, brown rice, quinoa, and hummus

Vegetables – Carrots, cucumbers, peppers, olives (low sodium), tomatoes, squash, sweet potatoes, celery (try with peanut butter and raisins or low-fat cream cheese), coleslaw, and mixed salad greens

Fruits – Apple, banana, orange, kiwi, strawberries, peach, plum, grapes, melon, mango, nectarine, berries, fruit smoothies, and dried fruits

Calcium – Cheese, yogurt, tofu, hummus, fortified orange juice and fortified soy, rice, and almond milk

Healthy Fats – Almonds, almond butter, extra virgin olive oil, flax seed, flaxseed oil, avocado, and olives

Guidelines for Outdoor Recess & Outdoor Physical Activities

Children should be exposed to fresh air and exercise. Time spent outdoors affords students an opportunity to engage in activities that allow them to relax from the structure of the classroom for a short while. However, there are times when it is not safe for students to be outside. The staff will use their discretion and good judgment as to whether or not students will go outside, as well as, the duration of the outside activity.

Conditions that will be considered in the determination:

- Temperature / 'Real feel' temperature
- Wind chill / Humidity / Heat index
- Safety conditions of the playground equipment and field

When the real feel temperature is:

below 40°F, students must wear a coat.

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between 41°F - 60°F, students must wear a sweatshirt or light jacket.

above 61°F, no coat is required.

The school will honor reasonable parent requests that a student be allowed to stay indoors. The parents and school must work together to determine a system for when the child will not participate in outdoor activities due to health. Please make the nurse aware of any medical conditions that would affect outdoor play.

Contacting your child's teacher

The best way to contact your child's teacher is by email. You may call the teacher at the main number: (814) 667-2705. During instructional time, you may be forwarded to the teacher's voicemail. Your child's teacher will provide contact information and the best times to call at the beginning of the school year.

Classroom Newsletters

Classroom newsletters are distributed weekly via email or print. The classroom newsletter provides important information about your child's classroom and is generally the best way to keep in touch with school activities. Please notify your child's teacher if you prefer a printed copy of the newsletter.

Report Cards & Parent/Teacher Conferences

There are three reporting periods each year. For the first and second trimesters, there will be a parent/teacher conference the week after the end of the reporting period, and report cards will be handed out at the conference. The final report card of the year will be distributed at the end of the school year. Report cards will be held in the event that parents do not return materials, pay for damaged or lost books, settle delinquent accounts, or pay money due from fundraising.

Education for Children & Youth Experiencing Homelessness

A family or student is considered homeless under the McKinney-Vento definition if they are in any of these places or situations:

- Public or private shelters
- Public or private places not designated for, or ordinarily used as, regular sleeping accommodations such as vehicles, parks, motels, campgrounds, etc.
- Living with a parent in a domestic shelter violence shelter
- Living with relatives or friends due to lack of housing
- Living in transitional housing programs
- Runaway children (under 18 years of age) and children and youth who have been abandoned or forced out of their home by parents or other caretakers (unaccompanied youth). These children may be in temporary shelters awaiting assistance from social service agencies, or may live alone on the street or move from place to place among family members, friends or acquaintances
- Children of migrant families who lack adequate housing
- Children abandoned in hospitals or awaiting foster care*

*Youth awaiting foster care placement include those who are placed in: emergency, interim or respite foster care; kinship care; evaluation or diagnostic centers; or placement for the sole purpose of evaluation. On a case-by-case basis, through coordination between the

school and all involved agencies, it can be determined if the youth is “awaiting foster care placement”.

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Per the federal law, every school district must assign a person (a liaison) to ensure that students experiencing homelessness are identified, enrolled and able to succeed in school. The liaison is responsible for identification of McKinney-Vento eligible students and supporting the needs of these students. The liaison:

- Assesses McKinney-Vento eligibility and needs of students and families experiencing homelessness
- Interprets laws relating to student homelessness
- Works as a team member to remove educational barriers
- Provides case management
- Monitors student progress
- Makes referrals to facilitate appropriate services to ensure full attendance and access to an appropriate education

The liaison also acts as a resource to school staff to inform, facilitate and support appropriate services. If you know anyone who would meet the criteria for homelessness, please contact SVCCS’s Homeless Liaison, Cheryl Casner, at (814) 667-2705.

Students experiencing homelessness will be provided free meals at school. They will also have access to physical health resources.

Additional information can be found at this website:

<https://www.education.pa.gov/k-12/homeless%20education/pages/default.aspx>

Field Experiences

Learning in authentic environments is a vital component of the SVCCS mission and goals. A variety of field experiences are integrated into the regular education curriculum. Field experience may include a traditional field trip or an experience brought into the school. Watch classroom newsletters for grade specific field experiences.

Non-Discrimination Policy

SVCCS is an equal opportunity educational institution and will not discriminate on the basis of race, religion, sex, national origin, sexual orientation, or disability in its admission, activities, programs, or employment practices.

Annual FERPA Notice

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that SVCCS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, SVCCS may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with SVCCS procedures. The primary purpose of directory information is to allow SVCCS to include this type of information from your child's education records in certain school publications. Examples include:

- A program, showing your child's role in a concert or other school event;
- The annual yearbook;
- Recognition lists;
- Graduation programs.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to,

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companies that publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want SVCCS to disclose directory information from your child's education records without your prior written consent, you must notify the School in writing by September 8, 2020. SVCCS has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

- Student's name
- Address
- Telephone number
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

Annual Public Notice of Special Education Services and Programs/Services for Protected Handicapped Students August 2022

Notice to Parents

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts (SDs), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter

school shall publish written information in the handbook and on the web site. Children ages three through twenty one can be eligible for special education programs and services. If parents believe that the child may be eligible for special education, the parent should contact the appropriate staff member identified at the end of this public notice.

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Children ages three to school-age may be eligible for Early Intervention services if they are experiencing developmental delays. Developmental delays, as defined by the State and as measured by appropriate diagnostic instruments, include a 25 percent delay or a test performance of 1.5 standard deviations below the mean on a standardized assessment in one of the following developmental areas: physical development, cognitive development, communication development, social or emotional development or adaptive development. A young child may also be deemed eligible if they are determined to have a diagnosed disability as defined by PA Chapter 14 regulations. Eligibility for Early Intervention services is two-pronged. The child must be diagnosed with a developmental delay or a diagnosed disability and display a need for specially designed instruction. Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the child and to ensure access to the general education curriculum.

Evaluation Process

Each school district, intermediate unit, and charter school has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school which your child attends. Telephone numbers and addresses can be found at the end of this notice. Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter to the intermediate unit staff.

Consent

School entities cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, www.Pattan.net or your educational agency. Once written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

Program Development

Once the evaluation process is completed, a team of qualified professionals and parents determine whether the child is eligible. If the child is eligible, the individualized education program team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff, or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Confidentiality of Information

The SDs, IUs and CDs maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of

personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

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In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA).

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child, contact the school office.

