

**Roberto Clemente Charter School  
Board of Trustees Meeting Minutes (BoT)  
August 18, 2026**

**Board Attendees:** Dr. Kathy Dolgos, Agustín García, Alex Rolón, Dr. Jill Sperandio, Ruth Vélez-Font

**Board Absentees:** John Bassler, Dr. Lynn Columba, Raymond Lahoud

**RCCS Staff:** Ralph Andrews, Charles Boger, Joshua Burak, Arkadiusz Kadzielawski, Alyssa Mace, Brittani Ricketts, Michael Rodríguez, Cory Snyder

**EXECUTIVE SESSION:**

The Board entered Executive Session at 6:00 PM to discuss legal matters. The Board left the Executive Session at 6:47 PM.

Dr. Dolgos called the meeting to order at 7:00 PM.

**MINUTES:**

The minutes of the July 2026 BoT meeting were reviewed. A motion to approve the July minutes was made by Dr. Sperandio and seconded by Mr. García. The motion carried unanimously.

**PUBLIC COMMENT I:**

No public input.

**CEO's REPORT:**

Mrs. Mace presented the CEO's Report.

A motion to approve the TSI Title I SWP Plan as presented in the CEO's Report was made by Mr. García and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve the agreement with the Center for Humanistic Change to provide liaison services supporting the Student Assistance Program was made by Dr. Sperandio and seconded by Mrs. Vélez-Font. The motion carried unanimously.

The Anti-Bullying and Anti-Hazing Policy was presented by Mrs. Mace for its first reading. Further actions will be taken at the September BoT meeting.

**PRINCIPALS' REPORTS:**

Mr. Snyder presented the elementary school report. Mr. Burak and Mr. Andrews presented a combined secondary school report.

**HUMAN RESOURCES REPORT:**

Mr. Rodríguez presented the Human Resources Report.

A motion to approve the new hires as presented in the HR Report was made by Mrs. Vélez-Font and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve the resignations as presented in the HR Report was made by Dr. Sperandio and seconded by Mr. García. The motion carried unanimously.

The Elevator Safety Policy was presented by Mr. Rodríguez for its first reading. Further actions will be taken at the September BoT meeting.

**BUSINESS & FINANCIAL REPORTS:**

The August Business Report, the June Financial Reports, and the July Payment List were presented for discussion by Mr. Boger.

A motion to approve the July Payment List was made by Mr. García and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve the contract with DMC Commercial Snow Management Inc for winter weather maintenance services was made by Mr. García and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve the contract with Dr. Janine Wargo for school psychological services was made by Dr. Sperandio and seconded by Mrs. Vélez-Font. The motion carried unanimously.

**PUBLIC COMMENT II:**

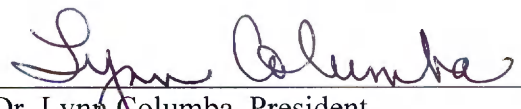
No public input.

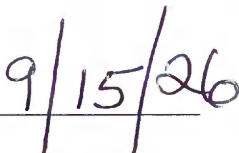
**NEW BUSINESS:**

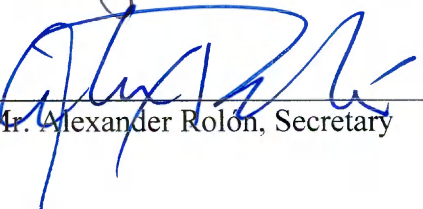
There being no further business, Mr. Rolón moved to adjourn the meeting, and it was seconded by Mrs. Vélez-Font. The motion carried unanimously.

The RCCS Board meeting was adjourned at 7:28 PM.

**The next Board of Trustees meeting is scheduled for September 15, 2026, at 7:00 PM, in the RCCS Administration Building.**

  
\_\_\_\_\_  
Dr. Lynn Columba, President

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Mr. Alexander Rolon, Secretary

  
\_\_\_\_\_  
Date



## Board of Trustees

August 18, 2026

7:00 PM

### Agenda

1. Review of Agenda
2. Review of Minutes
  - 7/21/26 Minutes (motion)
3. Public Input
4. CEO Office
  - CEO Report
  - Title I SWP Plan (motion)
  - Letter of Agreement (motion)
  - Anti-Bullying and Anti-Hazing Policy (first reading)
5. Principal Offices
  - Elementary School
  - Secondary School
6. Human Resources
  - HR Report
  - Hire/Appointments (motion)
  - Resignations (motion)
  - Elevator Safety Policy (first reading)
7. Business Office
  - Reports
    - August Business Report
    - June Financial Reports
    - July Payment List (motion)
  - Contracts & Agreements
    - Winter Weather Maintenance Services (motion)
    - School Psychologist Services (motion)
8. Public Input
9. New Business
10. Adjourn (motion)

**Roberto Clemente Charter School  
Board of Trustees Meeting Minutes (BoT)  
July 21, 2026**

**Board Attendees:** John Bassler, Dr. Lynn Columba, Agustín García, Alex Rolón, Dr. Jill Sperandio

**Board Absentees:** Dr. Kathy Dolgos, Raymond Lahoud, Ruth Vélez-Font

**RCCS Staff:** Charles Boger, Arkadiusz Kadzielawski, Alyssa Mace, Michael Rodríguez, Cory Snyder

**EXECUTIVE SESSION:**

The Building Committee entered Executive Session at 6:08 PM to discuss real estate matters. The Committee left the Executive Session at 6:52 PM.

The Board entered Executive Session at 6:52 PM to discuss personnel matters. The Board left the Executive Session at 6:59 PM.

Dr. Columba called the meeting to order at 7:09 PM.

**MINUTES:**

The minutes of the June 2026 BoT meeting were reviewed. A motion to approve the June minutes was made by Mr. García and seconded by Mr. Bassler. The motion carried unanimously.

**PUBLIC COMMENT I:**

No public input.

**CEO's REPORT:**

Mrs. Mace presented the CEO's Report.

A motion to approve the 2025/2026 Charter School Annual Report was made by Mr. García and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve the Unpaid Leave of Absence as presented in the CEO's Report was made by Mr. Bassler and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve the School-Based Internship Agreement with Kutztown University was made by Mr. Bassler and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve the Memorandum of Understanding with Moreland University was made by Mr. Bassler and seconded by Dr. Sperandio. The motion carried unanimously.

**HUMAN RESOURCES REPORT:**

Mr. Rodríguez presented the Human Resources Report.

A motion to approve the new hires as presented in the HR Report was made by Mr. García and seconded by Mr. Bassler. The motion carried unanimously.

A motion to approve the personnel appointments as presented in the HR Report was made by Dr. Sperandio and seconded by Mr. Bassler. The motion carried unanimously.

A motion to approve the termination as presented in the HR Report was made by Mr. Bassler and seconded by Dr. Sperandio. The motion carried unanimously.

**BUSINESS & FINANCIAL REPORTS:**

The July Business Report and the June Payment List were presented for discussion by Mr. Boger.

A motion to approve the June Payment List was made by Mr. García and seconded by Mr. Bassler. The motion carried unanimously.

A motion to approve submitting the 2026/2027 Consolidated Application as presented in the Business Report was made by Mr. Bassler and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve opening a bank account with Fidelity Bank was made by Mr. Bassler and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve the contract renewal with ACMS for crossing guard services was made by Mr. Bassler and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve engaging CHA for construction management services was made by Mr. Bassler and seconded by Dr. Sperandio. The motion carried unanimously.

**PUBLIC COMMENT II:**

No public input.

**NEW BUSINESS:**

Dr. Columba called on the RCCS parents to consider applying to become a member of the RCCS Board of Trustees. Interested parents should visit the RCCS website and complete the online questionnaire. Interested parties may also obtain a hard copy of the questionnaire at any RCCS building and return it in a sealed envelope to the Board Secretary's attention.

There being no further business, Mr. Rolón moved to adjourn the meeting and it was seconded by Mr. Bassler. The motion carried unanimously.

The RCCS Board meeting was adjourned at 7:29 PM.

**The next Board of Trustees meeting is scheduled for Augus 18, 2026 at 7:00 PM, in the RCCS Administration Building.**

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Dr. Lynn Columba, President

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Date

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Mr. Alexander Rolón, Secretary

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Date



## CEO Report

Tuesday, August 18, 2026

Alyssa Mace, Ed.S.

1. TSI Title I School Plan 2026-2027 (motion)
  - As a Title I schoolwide program, RCCS is required to submit an annual Title I schoolwide plan. This TSI Title I Schoolwide Plan focuses on the consistent implementation of standards-aligned English and math programs.
2. Letter of Agreement (motion)
  - The Center for Humanistic Change will provide liaison services to support the Student Assistance Programs (SAP) at both campuses.
3. Anti-Bullying & Anti-Hazing Policy (first reading)
  - The Anti-Bullying & Anti-Hazing Policy has been updated to reflect recent changes to the Pennsylvania school code. Specifically, policies on this topic must “identify the appropriate staff member to receive reports, promptly investigate every reported incident, and promptly notify parents or guardians of all students involved after a determination is made” (PA School Code; Sections 1301-B and 1303.1-A).
4. Education Committee
  - August 10, 2026
5. 2026-2027 Induction & Orientation Activities
  - Centralized Induction Activities
    - Thursday, August 13, 2026
  - Centralized Orientation Activities
    - Monday, August 17, 2026
6. Professional Development
  - Building Solutions for School Improvement, PaTTAN Harrisburg
    - July 28-29, 2026
  - Success for All Leadership Training
    - July 30, 2026
      - RCCS school leadership team



- Success for All Reading Edge Initial Training
  - August 10-11, 2026
    - Middle school teachers and staff
- 7. 2026-2027 Special Education Compliance Monitoring Schedule
  - RCCS will undergo special education compliance monitoring during the winter of 2026-2027. The on-site visits will occur on March 2 and 3, 2027.
- 8. Celebrations
  - RCCS is celebrating its first ever K-12 graduating class. The Class of 2027 includes the first cohort of students who have attended RCCS from kindergarten through Grade 12.
- 9. Calendar
  - Thursday, August 13 & Friday, August 14, 2026: New Teacher Induction
  - Monday, August 17- Thursday, August 20, 2026: All Staff Orientation
  - Tuesday, August 18, 2026: Board of Trustees Meeting 7:00 p.m.
  - Thursday, August 20, 2026: Kindergarten Orientation 8:30 a.m.
  - Thursday, August 20, 2026: 6<sup>th</sup> Grade Orientation 10:00 a.m.
  - Thursday, August 20, 2026: 9<sup>th</sup> Grade Orientation 1:00 p.m.
  - Thursday, August 20, 2026: 12<sup>th</sup> Grade Orientation 2:00 p.m.
  - Monday, August 24, 2026: 1st Day of the 2026-2027 school year

**Roberto Clemente CS**

TSI Title 1 School Plan | 2026 - 2027

## Profile and Plan Essentials

|                                             |              |                                             |
|---------------------------------------------|--------------|---------------------------------------------|
| <b>LEA Type</b>                             |              | AUN                                         |
| Charter School                              |              | 121393330                                   |
| <b>Address 1</b>                            |              |                                             |
| 131 W Hamilton St                           |              |                                             |
| <b>Address 2</b>                            |              |                                             |
|                                             |              |                                             |
| <b>City</b>                                 | <b>State</b> | <b>Zip Code</b>                             |
| Allentown                                   | PA           | 18101                                       |
| <b>Chief School Administrator</b>           |              | <b>Chief School Administrator Email</b>     |
| Mrs Alyssa Mace                             |              | anewman@myrccs.com                          |
| <b>Single Point of Contact Name</b>         |              |                                             |
| Alyssa Mace                                 |              |                                             |
| <b>Single Point of Contact Email</b>        |              |                                             |
| amace@myrccs.com                            |              |                                             |
| <b>Single Point of Contact Phone Number</b> |              | <b>Single Point of Contact Extension</b>    |
| 610-439-5181                                |              | 554                                         |
| <b>Principal Name</b>                       |              |                                             |
| Cory Snyder                                 |              |                                             |
| <b>Principal Email</b>                      |              |                                             |
| csnyder@myrccs.com                          |              |                                             |
| <b>Principal Phone Number</b>               |              | <b>Principal Extension</b>                  |
| 610-351-4310                                |              | 357                                         |
| <b>School Improvement Facilitator Name</b>  |              | <b>School Improvement Facilitator Email</b> |
|                                             |              |                                             |

## Steering Committee

| Name                  | Position/Role              | Building/Group/Organization     | Email                      |
|-----------------------|----------------------------|---------------------------------|----------------------------|
| Alyssa Mace           | Chief School Administrator | Roberto Clemente Charter School | amace@myrccs.com           |
| Dr. Lynn Columba      | Board Member               | Roberto Clemente Charter School | lcolumba@myrccs.com        |
| Agustin Garcia        | Board Member               | Roberto Clemente Charter School | agarcia@myrccs.com         |
| Cory Snyder           | Principal                  | Roberto Clemente Charter School | csnyder@myrccs.com         |
| Charles Boger         | District Level Leaders     | Roberto Clemente Charter School | cboger@myrccs.com          |
| Michael Rodriguez     | District Level Leaders     | Roberto Clemente Charter School | mrodriguez@myrccs.com      |
| Denise Bauer          | Community Member           | Wildlands Conservancy           | dbauer@wildlandspa.org     |
| Joshua Burak          | Principal                  | Roberto Clemente Charter School | jburak@myrccs.com          |
| Ralph Andrews         | Principal                  | Roberto Clemente Charter School | randrews@myrccs.com        |
| Brittani Ricketts     | Other                      | Roberto Clemente Charter School | bricketts@myrccs.com       |
| Judy Maginnis         | Education Specialist       | Roberto Clemente Charter School | jmaginnis@myrccs.com       |
| Michael Boyko         | Data Analyst               | Roberto Clemente Charter School | mboyko@myrccs.com          |
| Angela Pena           | Teacher                    | Roberto Clemente Charter School | apena@myrccs.com           |
| Eva Rodriguez Mendoza | Student                    | Roberto Clemente Charter School |                            |
| Jennifer Wooding      | Other                      | Success for All Foundation      | jwooding@successforall.org |
| Maria Vega            | Parent                     | Roberto Clemente Charter School |                            |
|                       |                            |                                 |                            |
|                       |                            |                                 |                            |

## LEA Profile

Located in Center City, Allentown, PA, Roberto Clemente Charter School (RCCS) serves over 620 students in grades kindergarten through 12. It successfully completed its 25th year educating students who reside in the city of Allentown and the greater Lehigh Valley. The charter school is governed by a Board of Trustees composed of nine board members. RCCS employs approximately 100 teachers and staff. RCCS operates on two school campuses. One campus houses grades K-5 and the other grades 6-12, in addition to an administration building which houses the central administration offices. RCCS was founded on an Early College Model intended to bring awareness and opportunity to an underserved Hispanic population. In 2014, RCCS expanded to the elementary grades. Students in grades K-5 receive explicit Spanish instruction as part of their daily schedule to promote bilingualism and biliteracy.

RCCS serves at-risk students who display several barriers to learning. Most RCCS students are considered economically disadvantaged. In many cases, parents of RCCS students speak Spanish as their first language and several request guidance and resources to best support their children academically, socially, and emotionally.

RCCS offers a number of extended learning opportunities including after school and summer school programs. These programs provide students with organized and well supervised learning opportunities in the areas of reading, writing, math, science, the arts, athletics, and technology. The after school program specifically supports student learning (by assisting them to meet state standards in core academic subjects) and development (by providing artistic enrichment, character education and service learning). Community partnerships strengthen school, parent, and community networks to help students and families succeed.

RCCS is rooted in several founding pillars including a commitment to a small learning environment, small classroom size, individualized instruction, character development, extended learning activities to accelerate instruction, and a holistic approach to teaching and learning. All these components have helped to close academic gaps. RCCS understands that the challenge of today's educational environment is not only to establish a small-scale, nurturing environment with rigorous academic standards, but to also support continued achievement and success post-graduation. RCCS inspires and educates students to maximize their success and most of its students attend college.

With a waiting list of almost 200 students, RCCS continues to refine its educational programs, especially in this post-COVID-19 era. This includes the acknowledgment and remediation of learning loss, the intentional integration of technology, and the changing workforce that students will be entering.

## **Mission and Vision**

### **Mission**

Roberto Clemente Charter School is a small learning community that inspires and educates students to maximize their success. We provide students with a rigorous academic foundation using a holistic approach. We challenge students to excel and to acquire the knowledge and skills that they will need to be successful in college, secondary level studies, and as life-long learners.

### **Vision**

Future State/What We Envision: We aspire to be an early college model school. We have a school community in which students, teachers, administrators, parents, and community members are all learners and share common values, ideas, and commitment. Our school community embraces a multicultural perspective and a collaborative approach to maximize our students' success. We have a professional community that uses reflective dialogue, develops relationships among teachers by being mentors and advisors, promotes professional collaboration, shares norms and values, has a collective focus on student learning, and integrates technology across subject areas. Our curriculum and instruction aims to provide small classroom sizes, individualized instruction, academic rigor with an emphasis in standards-based learning, an emphasis on reading and writing across content areas, and proper assessments to verify progress. We engage in lively discussions and critical thinking as we actively problem-solve. We take interest in character development and increasing social skills through project-based learning and early college opportunities. We strive to support students who are responsible, abide by rules and expectations, and treat adults, other students, school property, and others with respect. We expect students to participate in class, and to complete and turn in their classwork and homework. We envision students who are motivated, engaged in meaningful activities, able to work independently and in groups, and are engaged in the social and political world. We strive for parents to work cooperatively with the school to support the school's rules, policies, and expectations while providing the time and support at home for their child's academic work. Parents are encouraged to promptly inform their child's teachers and school of any pertinent medical, family, home, and/or learning problems. Parents need to ensure that their child attends school daily, on time, in uniform, and ready to learn. Our school provides a welcoming, caring, and exciting atmosphere that uses collaboration and multiculturalism to promote school pride. Our school climate is safe and supportive while setting high expectations for all.

## **Educational Values**

### **Students**

Students are expected to be responsible, abide by rules and expectations, and treat adults, students, school property, and others with respect. We expect students to participate in class, and to complete and turn in their classwork and homework. We envision students who are motivated, engaged in meaningful activities, able to work independently and in groups, and engage in the social and political worlds.

### **Staff**

Staff are encouraged to use reflective dialogue, develop relationships among teachers by being mentors and advisors, promote professional collaboration, share norms, and values, have a collective focus on student learning, and integrate technology across subject areas.

### **Administration**

Administration is expected to create a climate that is welcoming, safe, and supportive for everyone. They are also responsible for facilitating collaboration and professional learning with the staff. In addition, they are tasked with promoting high expectations for all students.

### **Parents**

Parents are expected to work cooperatively with the school, support the school's rules, policies, and expectations, and provide time and support at home for their child's academic work. Parents should promptly inform the teachers and the school of any pertinent information regarding their child. They must ensure that their child attends school daily, on time, in uniform, and ready to learn.

### **Community**

The community is expected to promote the idea that we are all learners, share common values, ideas, and commitments, and embrace a multicultural perspective and a collaborative approach to maximize student success.

### **Other (Optional)**

Omit selected.

## Future Ready PA Index

### Proficient or Advanced in English Language Arts/Literature

**False** We do not have Future Ready Pa Index Data for this indicator

#### Comments/Notable Observations

The all student group is underperforming in the performance of English Language Arts/Literature.

|                        |                        |                  |
|------------------------|------------------------|------------------|
| <b>False</b> Strengths | <b>True</b> Challenges | <b>False</b> N/A |
|------------------------|------------------------|------------------|

#### Strengths

|                            |                                                                                                        |
|----------------------------|--------------------------------------------------------------------------------------------------------|
| ESSA Student Subgroups     | Indicator                                                                                              |
| Students with Disabilities | Students with disabilities demonstrated a 100% participation rate in English Language Arts/Literature. |

#### Challenges

|                        |                                                                                                            |
|------------------------|------------------------------------------------------------------------------------------------------------|
| ESSA Student Subgroups | Indicator                                                                                                  |
| Hispanic               | The Hispanic subgroup decreased in performance from the previous year in English Language Arts/Literature. |

### Proficient or Advanced in Mathematics/Algebra

**False** We do not have Future Ready Pa Index Data for this indicator

#### Comments/Notable Observations

The all student group is underperforming in the performance of Mathematics/Algebra.

|                        |                        |                  |
|------------------------|------------------------|------------------|
| <b>False</b> Strengths | <b>True</b> Challenges | <b>False</b> N/A |
|------------------------|------------------------|------------------|

#### Strengths

|                        |                                                                                       |
|------------------------|---------------------------------------------------------------------------------------|
| ESSA Student Subgroups | Indicator                                                                             |
| Hispanic               | The Hispanic subgroup demonstrated a 98.7% participation rate in Mathematics/Algebra. |

#### Challenges

|                            |                                                                                                                 |
|----------------------------|-----------------------------------------------------------------------------------------------------------------|
| ESSA Student Subgroups     | Indicator                                                                                                       |
| Economically Disadvantaged | The economically disadvantaged subgroup decreased in performance from the previous year in Mathematics/Algebra. |

### Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

**False** We do not have Future Ready Pa Index Data for this indicator

### Comments/Notable Observations

The all student group experienced a decrease in growth expectations from the previous year in the area of English Language Arts/Literature.

|                        |                        |                  |
|------------------------|------------------------|------------------|
| <b>False</b> Strengths | <b>True</b> Challenges | <b>False</b> N/A |
|------------------------|------------------------|------------------|

### Strengths

|                        |                                                                                                  |
|------------------------|--------------------------------------------------------------------------------------------------|
| ESSA Student Subgroups | Indicator                                                                                        |
| English Learners       | The English Learners subgroup met the interim growth target in English Language Arts/Literature. |

### Challenges

|                        |                                                                                                                             |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| ESSA Student Subgroups | Indicator                                                                                                                   |
| Combined Ethnicity     | The Combined Ethnicity subgroup decreased in growth performance from the previous year in English Language Arts/Literature. |

### Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

**False** We do not have Future Ready Pa Index Data for this indicator

### Comments/Notable Observations

The all student group experienced a decrease in growth expectations from the previous year in the area of Mathematics/Algebra.

|                        |                        |                  |
|------------------------|------------------------|------------------|
| <b>False</b> Strengths | <b>True</b> Challenges | <b>False</b> N/A |
|------------------------|------------------------|------------------|

### Strengths

|                        |                                                                                     |
|------------------------|-------------------------------------------------------------------------------------|
| ESSA Student Subgroups | Indicator                                                                           |
| English Learners       | The English Learners subgroup met the interim growth target in Mathematics/Algebra. |

### Challenges

|                        |                                                                                                               |
|------------------------|---------------------------------------------------------------------------------------------------------------|
| ESSA Student Subgroups | Indicator                                                                                                     |
| Combined Ethnicity     | The Combined Ethnicity subgroup decrease in growth performance from the previous year in Mathematics/Algebra. |

### English Language Growth and Attainment

**False** We do not have Future Ready Pa Index Data for this indicator

### Comments/Notable Observations

The all student group for English Language Growth and Attainment increased its performance from the previous year.

|                       |                         |                  |
|-----------------------|-------------------------|------------------|
| <b>True</b> Strengths | <b>False</b> Challenges | <b>False</b> N/A |
|-----------------------|-------------------------|------------------|

### Strengths

|                            |                                                                                                                           |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------|
| ESSA Student Subgroups     | Indicator                                                                                                                 |
| Students with Disabilities | The Students with Disabilities subgroup met the interim growth target and maintained the same performance from last year. |

### Challenges

|                        |                                                                                                                     |
|------------------------|---------------------------------------------------------------------------------------------------------------------|
| ESSA Student Subgroups | Indicator                                                                                                           |
| Hispanic               | The Hispanic subgroup did not meet the interim growth target (but did increase performance from the previous year). |

### Regular Attendance

**False** We do not have Future Ready Pa Index Data for this indicator

### Comments/Notable Observations

The all student group for Regular Attendance met interim target and maintained the same performance from the previous year.

|                       |                         |                  |
|-----------------------|-------------------------|------------------|
| <b>True</b> Strengths | <b>False</b> Challenges | <b>False</b> N/A |
|-----------------------|-------------------------|------------------|

### Strengths

|                        |                                                                                                          |
|------------------------|----------------------------------------------------------------------------------------------------------|
| ESSA Student Subgroups | Indicator                                                                                                |
| Hispanic               | The Hispanic subgroup met the interim target and maintained the same performance from the previous year. |

### Challenges

|                            |                                                                                                                                  |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| ESSA Student Subgroups     | Indicator                                                                                                                        |
| Students with Disabilities | The Students with Disabilities subgroup did not meet the interim growth target and decreased performance from the previous year. |

### Career Standards Benchmark

**False** We do not have Future Ready Pa Index Data for this indicator

### Comments/Notable Observations

The all student group for Career Standards Benchmark exceeded the performance standard.

|                       |                         |                  |
|-----------------------|-------------------------|------------------|
| <b>True</b> Strengths | <b>False</b> Challenges | <b>False</b> N/A |
|-----------------------|-------------------------|------------------|

### Strengths

|                            |                                                                      |
|----------------------------|----------------------------------------------------------------------|
| ESSA Student Subgroups     | Indicator                                                            |
| Economically Disadvantaged | The economically disadvantaged subgroup exceeded the statewide goal. |

### Challenges

|                            |                                                    |
|----------------------------|----------------------------------------------------|
| ESSA Student Subgroups     | Indicator                                          |
| Students with Disabilities | There is an insufficient sample for this subgroup. |

### High School Graduation Rate Four-Year Cohort

**False** We do not have Future Ready Pa Index Data for this indicator

### Comments/Notable Observations

The all student group for High School Graduation Rate Four-Year Cohort exceeded the statewide goal.

|                       |                         |                  |
|-----------------------|-------------------------|------------------|
| <b>True</b> Strengths | <b>False</b> Challenges | <b>False</b> N/A |
|-----------------------|-------------------------|------------------|

### Strengths

|                        |                                                                                                    |
|------------------------|----------------------------------------------------------------------------------------------------|
| ESSA Student Subgroups | Indicator                                                                                          |
| Hispanic               | The Hispanic subgroup exceeded the statewide goal in High School Graduation Rate Four-Year Cohort. |

### Challenges

|                            |                     |
|----------------------------|---------------------|
| ESSA Student Subgroups     | Indicator           |
| Students with Disabilities | Insufficient sample |

### Summary

#### Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

|                                                                                                        |
|--------------------------------------------------------------------------------------------------------|
| Students with disabilities demonstrated a 100% participation rate in English Language Arts/Literature. |
| The Hispanic subgroup demonstrated a 98.7% participation rate in Mathematics/Algebra.                  |
| The English Learners subgroup met the interim growth target in English Language Arts/Literature.       |
| The English Learners subgroup met the interim growth target in Mathematics/Algebra.                    |

#### Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

|                                                                                                            |
|------------------------------------------------------------------------------------------------------------|
| The all student group is underperforming in the performance of English Language Arts/Literature.           |
| The Hispanic subgroup decreased in performance from the previous year in English Language Arts/Literature. |
| The all student group is underperforming in the performance of Mathematics/Algebra.                        |

## Local Assessment

### English Language Arts

| Data                      | Comments/Notable Observations                                      |
|---------------------------|--------------------------------------------------------------------|
| STAR Reading: Grades 1-12 | Approximately 26% of students demonstrated grade-level proficiency |

### English Language Arts Summary

#### Strengths

|                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|
| Common benchmarking tool for grades 1-12                                                                                        |
| The all student group for English Language Growth and Attainment increased its performance from the previous year.              |
| The all student group for Regular Attendance met the interim target and maintained the same performance from the previous year. |

#### Challenges

|                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------|
| The all student group is underperforming in the performance of English Language Arts/Literature.                                            |
| The all student group experienced a decrease in growth expectations from the previous year in the area of English Language Arts/Literature. |

### Mathematics

| Data                   | Comments/Notable Observations                                      |
|------------------------|--------------------------------------------------------------------|
| STAR Math: Grades 1-12 | Approximately 17% of students demonstrated grade-level proficiency |

### Mathematics Summary

#### Strengths

|                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|
| The English Learners subgroup met the interim growth target in Mathematics/Algebra.                                             |
| The all student group for Regular Attendance met the interim target and maintained the same performance from the previous year. |
| Common benchmarking tool for grades 1-12                                                                                        |

#### Challenges

|                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------|
| The all student group is underperforming in the performance of Mathematics/Algebra.                                            |
| The all student group experienced a decrease in growth expectations from the previous year in the area of Mathematics/Algebra. |

### Science, Technology, and Engineering Education

| Data                           | Comments/Notable Observations                                                                                                 |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Pennsylvania State Assessments | Approximately 28.7% of students demonstrated grade-level proficiency (which was the last year results were publicly reported) |

### Science, Technology, and Engineering Education Summary

#### Strengths

|                                                                           |
|---------------------------------------------------------------------------|
| The all student group demonstrated 100% participation in science/biology. |
|---------------------------------------------------------------------------|

## Challenges

RCCS and its students would benefit from routine Science benchmarking to better plan for Science instruction based on achievement.

## Related Academics

### Career Readiness

| Data                        | Comments/Notable Observations                                                                       |
|-----------------------------|-----------------------------------------------------------------------------------------------------|
| Career Standards Benchmark  | The all student group for Career Standards Benchmark exceeded the performance standard.             |
| High School Graduation Rate | The all student group for High School Graduation Rate Four-Year Cohort exceeded the statewide goal. |
| NOCTI Exam                  | 10 students earned a non-CTE industry based credential                                              |

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

**True** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|                                                                                                     |
|-----------------------------------------------------------------------------------------------------|
| The all student group for Career Standards Benchmark exceeded the performance standard.             |
| The all student group for High School Graduation Rate Four-Year Cohort exceeded the statewide goal. |
| RCCS increased its percent of rigorous courses of study.                                            |
| RCCS increased its percent of graduates enrolled in an institution of higher education.             |

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Although the percent of rigorous courses of student increased, the percentage is still below the statewide average.

The percent of students enrolled in college courses decreased.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------|
| Students with disabilities demonstrated a 100% participation rate in English Language Arts/Literature.             |
| The Hispanic subgroup exceeded the statewide goal in High School Graduation Rate Four-Year Cohort.                 |
| The all student group for English Language Growth and Attainment increased its performance from the previous year. |
| The economically disadvantaged subgroup for Career Standards Benchmark exceeded the statewide goal.                |
|                                                                                                                    |

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------|
| The Hispanic subgroup decreased in performance from the previous year in English Language Arts/Literature.      |
| The economically disadvantaged subgroup decreased in performance from the previous year in Mathematics/Algebra. |
|                                                                                                                 |
|                                                                                                                 |
|                                                                                                                 |

## Supplemental LEA Plans

| Programs and Plans                              | Comments/Notable Observations                                                                                                                                                                                                                                                                |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Schoolwide Title I Plan                         | The 2026-2027 TSI Title I School Plan works to increase communication and collaboration K-12 and increase parent involvement in the school community.                                                                                                                                        |
| Language Instruction Educational Program (LIEP) | RCCS is working to better align K-12 English Learner programming to ensure students are being provided appropriate services and supports. The EL population at RCCS continues to grow requiring more targeted professional development.                                                      |
| Special Education Program                       | RCCS is working to better align K-12 special education programming to ensure students are being provided appropriate services and supports. The special education population at RCCS continues to grow as a result of the COVID-19 pandemic. and requires targeted professional development. |

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

|                                                                                             |
|---------------------------------------------------------------------------------------------|
| Communication across the K-12 continuum is improving. allowing for improved alignment.      |
| Schedules are built to allow for co-planning and collaboration amongst instructional staff. |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

|                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| As the English Learner and special education student subgroups continue to grow, targeted professional development is needed to support teaching and learning.                                   |
| Allocating the necessary time to promote the needed collaboration and communication proves challenging at times, especially at the secondary campus which is limited by its extended school day. |

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

|                                                                                                                                                           |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Align curricular materials and lesson plans to the PA Standards                                                                                           | Operational |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based                                        | Operational |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Operational |
| Identify and address individual student learning needs                                                                                                    | Emerging    |
| Provide frequent, timely, and systematic feedback and support on instructional practices                                                                  | Operational |

### Empower Leadership

|                                                                                                                                                               |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Foster a culture of high expectations for success for all students, educators, families, and community members                                                | Operational |
| Collectively shape the vision for continuous improvement of teaching and learning                                                                             | Operational |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Operational |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community                         | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed                                                                       | Emerging    |

### Provide Student-Centered Support Systems

|                                                                                                                                                                        |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports                                                                          | Operational |
| Implement a multi-tiered system of supports for academics and behavior                                                                                                 | Emerging    |
| Implement evidence-based strategies to engage families to support learning                                                                                             | Emerging    |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school                                                             | Emerging    |

### Foster Quality Professional Learning

|                                                                                                  |             |
|--------------------------------------------------------------------------------------------------|-------------|
| Identify professional learning needs through analysis of a variety of data                       | Operational |
| Use multiple professional learning designs to support the learning needs of staff                | Operational |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Operational |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

|                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------|
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based * |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports *                      |
| Collectively shape the vision for continuous improvement of teaching and learning                                    |

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

|                                                                              |
|------------------------------------------------------------------------------|
| Identify and address individual student learning needs *                     |
| Implement evidence-based strategies to engage families to support learning * |
| Align curricular materials and lesson plans to the PA Standards *            |

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength                                                                                                                        | Check for Consideration in Plan |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Students with disabilities demonstrated a 100% participation rate in English Language Arts/Literature.                          | False                           |
| The Hispanic subgroup demonstrated a 98.7% participation rate in Mathematics/Algebra.                                           | False                           |
| The English Learners subgroup met the interim growth target in English Language Arts/Literature.                                | True                            |
| The English Learners subgroup met the interim growth target in Mathematics/Algebra.                                             | True                            |
| The all student group for English Language Growth and Attainment increased its performance from the previous year.              | True                            |
| The all student group for Regular Attendance met the interim target and maintained the same performance from the previous year. | True                            |
| The all student group for Career Standards Benchmark exceeded the performance standard.                                         | False                           |
| The economically disadvantaged subgroup for Career Standards Benchmark exceeded the statewide goal.                             | False                           |
| The all student group for High School Graduation Rate Four-Year Cohort exceeded the statewide goal.                             | False                           |
| The Hispanic subgroup exceeded the statewide goal in High School Graduation Rate Four-Year Cohort.                              | False                           |
| Common benchmarking tool for grades 1-12                                                                                        | False                           |
| The all student group for Regular Attendance met the interim target and maintained the same performance from the previous year. | False                           |
| The English Learners subgroup met the interim growth target in Mathematics/Algebra.                                             | False                           |
| The all student group for Regular Attendance met the interim target and maintained the same performance from the previous year. | False                           |
| The all student group for English Language Growth and Attainment increased its performance from the previous year.              | False                           |
| Common benchmarking tool for grades 1-12                                                                                        | False                           |
| The all student group demonstrated 100% participation in science/biology.                                                       | False                           |
| The all student group for Career Standards Benchmark exceeded the performance standard.                                         | True                            |
| The all student group for High School Graduation Rate Four-Year Cohort exceeded the statewide goal.                             | False                           |
| RCCS increased its percent of rigorous courses of study.                                                                        | True                            |

|                                                                                                                      |       |
|----------------------------------------------------------------------------------------------------------------------|-------|
| RCCS increased its percent of graduates enrolled in an institution of higher education.                              | True  |
| Students with disabilities demonstrated a 100% participation rate in English Language Arts/Literature.               | False |
| The Hispanic subgroup exceeded the statewide goal in High School Graduation Rate Four-Year Cohort.                   | True  |
| The all student group for English Language Growth and Attainment increased its performance from the previous year.   | False |
| The economically disadvantaged subgroup for Career Standards Benchmark exceeded the statewide goal.                  | False |
| Communication across the K-12 continuum is improving. allowing for improved alignment.                               | False |
| Schedules are built to allow for co-planning and collaboration amongst instructional staff.                          | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based * | False |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports *                      | False |
| Collectively shape the vision for continuous improvement of teaching and learning                                    | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Single Entity School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

| Strength                                                                                                                                    | Check for Consideration in Plan |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| The all student group is underperforming in the performance of English Language Arts/Literature.                                            | True                            |
| The Hispanic subgroup decreased in performance from the previous year in English Language Arts/Literature.                                  | False                           |
| The all student group experienced a decrease in growth expectations from the previous year in the area of Mathematics/Algebra.              | True                            |
| The all student group is underperforming in the performance of Mathematics/Algebra.                                                         | True                            |
| The all student group experienced a decrease in growth expectations from the previous year in the area of English Language Arts/Literature. | True                            |
| The all student group is underperforming in the performance of English Language Arts/Literature.                                            | False                           |
| The all student group experienced a decrease in growth expectations from the previous year in the area of English Language Arts/Literature. | False                           |
| The all student group is underperforming in the performance of Mathematics/Algebra.                                                         | False                           |

|                                                                                                                                                                                                  |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| The all student group experienced a decrease in growth expectations from the previous year in the area of Mathematics/Algebra.                                                                   | False |
| RCCS and its students would benefit from routine Science benchmarking to better plan for Science instruction based on achievement.                                                               | False |
| Although the percent of rigorous courses of student increased, the percentage is still below the statewide average.                                                                              | False |
| The percent of students enrolled in college courses decreased.                                                                                                                                   | False |
| The Hispanic subgroup decreased in performance from the previous year in English Language Arts/Literature.                                                                                       | False |
| The economically disadvantaged subgroup decreased in performance from the previous year in Mathematics/Algebra.                                                                                  | False |
| As the English Learner and special education student subgroups continue to grow, targeted professional development is needed to support teaching and learning.                                   | False |
| Allocating the necessary time to promote the needed collaboration and communication proves challenging at times, especially at the secondary campus which is limited by its extended school day. | False |
| Identify and address individual student learning needs *                                                                                                                                         | False |
| Implement evidence-based strategies to engage families to support learning *                                                                                                                     | False |
| Align curricular materials and lesson plans to the PA Standards *                                                                                                                                | False |

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

RCCS continues to meet or exceed the schoolwide goals in several key measures including high school graduation rate, regular attendance, and career standards benchmark. Additionally, the English Learners subgroup continues to increase performance. However, the all student group has demonstrated regression in both performance and growth standards in both English Language Arts/Literature and mathematics/algebra.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges                                                                                                                        | Discussion Points                                                                                                                 | Check for Priority |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------|
| The all student group is underperforming in the performance of English Language Arts/Literature.                                            | The all student group has demonstrated performance and growth regression in the subject area of English Language Arts/Literature. | True               |
| The all student group experienced a decrease in growth expectations from the previous year in the area of Mathematics/Algebra.              |                                                                                                                                   | False              |
| The all student group is underperforming in the performance of Mathematics/Algebra.                                                         | The all student group has demonstrated performance and growth regression in the subject area of Mathematics/Algebra.              | True               |
| The all student group experienced a decrease in growth expectations from the previous year in the area of English Language Arts/Literature. |                                                                                                                                   | False              |

### Analyzing Strengths

| Analyzing Strengths                                                                                                             | Discussion Points                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| The English Learners subgroup met the interim growth target in English Language Arts/Literature.                                | The English Learners subgroup is demonstrating expected growth in English Language Arts/Literature.          |
| The English Learners subgroup met the interim growth target in Mathematics/Algebra.                                             | The English Learners subgroup is demonstrating expected growth in Mathematics/Algebra.                       |
| The all student group for English Language Growth and Attainment increased its performance from the previous year.              | The percentage of students growing and attaining the English language increased from the previous year.      |
| The all student group for Regular Attendance met the interim target and maintained the same performance from the previous year. | Students are regularly attending school which demonstrates engagement from both students and their families. |
| The all student group for Career Standards Benchmark exceeded the performance standard.                                         | All RCCS students are regularly exposed to and interact with the Career Standards.                           |
| RCCS increased its percent of rigorous courses of study.                                                                        | High school students have the opportunity to enroll in more rigorous courses of study.                       |
| RCCS increased its percent of graduates enrolled in an institution of higher education.                                         | This measure supports RCCS' mission.                                                                         |
| The Hispanic subgroup exceeded the statewide goal in High School Graduation Rate Four-Year Cohort.                              | This measure supports RCCS' mission.                                                                         |

## Priority Challenges

|                                     |                                                                                                                                                                                                                                                                                                    |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyzing<br>Priority<br>Challenges | Priority Statements                                                                                                                                                                                                                                                                                |
|                                     | In order to increase student performance in English Language Arts/Literature, RCCS will increase its curricular, instructional, and assessment alignment by refining the use of curricular materials and resources, strengthening the feedback loop, and ensuring consistent assessment practices. |
|                                     | In order to increase student performance in Mathematics/Algebra, RCCS will increase its curricular, instructional, and assessment alignment by refining the use of curricular materials and resources, strengthening the feedback loop, and ensuring consistent assessment practices.              |

## Goal Setting

**Priority:** In order to increase student performance in English Language Arts/Literature, RCCS will increase its curricular, instructional, and assessment alignment by refining the use of curricular materials and resources, strengthening the feedback loop, and ensuring consistent assessment practices.

| Outcome Category                                                                                                                                                                                             |                                                                                                                                                                                                       |                                                                                                                     |                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Language Arts                                                                                                                                                                                        |                                                                                                                                                                                                       |                                                                                                                     |                                                                                                                                                                                                              |
| Measurable Goal Statement (Smart Goal)                                                                                                                                                                       |                                                                                                                                                                                                       |                                                                                                                     |                                                                                                                                                                                                              |
| Over the next three years, RCCS will implement a standards-aligned reading program in grades K-12.                                                                                                           |                                                                                                                                                                                                       |                                                                                                                     |                                                                                                                                                                                                              |
| Measurable Goal Nickname (35 Character Max)                                                                                                                                                                  |                                                                                                                                                                                                       |                                                                                                                     |                                                                                                                                                                                                              |
| Reading Program                                                                                                                                                                                              |                                                                                                                                                                                                       |                                                                                                                     |                                                                                                                                                                                                              |
| Target Year 1                                                                                                                                                                                                | Target Year 2                                                                                                                                                                                         | Target Year 3                                                                                                       |                                                                                                                                                                                                              |
| Refine KinderRoots, Reading Roots, and Reading Wings program instruction in grades K-5. Introduce Reading Edge program instruction in grades 6-8. Reintroduce Study Sync program instruction in grades 9-12. | Refine Kinder Roots, Reading Roots, and Reading Wings program instruction in grades K-5. Refine Reading Edge program instruction in grades 6-8. Refine Study Sync program instruction in grades 9-12. | Over the next three years, RCCS will implement a standards-aligned reading program in grades K-12.                  |                                                                                                                                                                                                              |
| Target 1st Quarter                                                                                                                                                                                           | Target 2nd Quarter                                                                                                                                                                                    | Target 3rd Quarter                                                                                                  | Target 4th Quarter                                                                                                                                                                                           |
| Provide professional development to English teachers and staff regarding the implementation of a standards-aligned program                                                                                   | Provide instructional coaching and feedback to English teachers and staff surrounding standards-aligned instruction                                                                                   | Provide instructional coaching and feedback to English teachers and staff surrounding standards-aligned instruction | Refine KinderRoots, Reading Roots, and Reading Wings program instruction in grades K-5. Introduce Reading Edge program instruction in grades 6-8. Reintroduce Study Sync program instruction in grades 9-12. |

**Priority:** In order to increase student performance in Mathematics/Algebra, RCCS will increase its curricular, instructional, and assessment alignment by refining the use of curricular materials and resources, strengthening the feedback loop, and ensuring consistent assessment practices.

| Outcome Category                                                                                |               |               |  |
|-------------------------------------------------------------------------------------------------|---------------|---------------|--|
| Mathematics                                                                                     |               |               |  |
| Measurable Goal Statement (Smart Goal)                                                          |               |               |  |
| Over the next three years, RCCS will implement a standards-aligned math program in grades K-12. |               |               |  |
| Measurable Goal Nickname (35 Character Max)                                                     |               |               |  |
| Math Program                                                                                    |               |               |  |
| Target Year 1                                                                                   | Target Year 2 | Target Year 3 |  |

|                                                                                                                                                                   |                                                                                                                                              |                                                                                                                  |                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Reintroduce SAVVAS program in kindergarten, Refine SAVVAS program implementation in grades K-5. Reintroduce and Refine SAVVAS program instruction in grades 6-12. | Refine SAVVAS program in kindergarten, Refine SAVVAS program implementation in grades K-5. Refine SAVVAS program instruction in grades 6-12. | Over the next three years, RCCS will implement a standards-aligned math program in grades K-12.                  |                                                                                                 |
| <b>Target 1st Quarter</b>                                                                                                                                         | <b>Target 2nd Quarter</b>                                                                                                                    | <b>Target 3rd Quarter</b>                                                                                        | <b>Target 4th Quarter</b>                                                                       |
| Provide professional development to math teachers and staff regarding the implementation of a standards-aligned program                                           | Provide instructional coaching and feedback to math teachers and staff surrounding standards-aligned instruction                             | Provide instructional coaching and feedback to math teachers and staff surrounding standards-aligned instruction | Over the next three years, RCCS will implement a standards-aligned math program in grades K-12. |

## Action Plan

### Measurable Goals

|                 |              |
|-----------------|--------------|
| Reading Program | Math Program |
|-----------------|--------------|

### Action Plan For: Reading Edge

|                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measurable Goals:</b>                                                                                                                             |
| <ul style="list-style-type: none"> <li>Over the next three years, RCCS will implement a standards-aligned reading program in grades K-12.</li> </ul> |

| Action Step                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Anticipated Start Date | Anticipated Completion Date |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------------|
| RCCS will introduce the Success for All Reading Edge program into English classes for grades 6-8. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2026-08-10             | 2027-06-10                  |
| Lead Person/Position                                                                              | Material/Resources/Supports Needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PD Step?               | Com Step?                   |
| CEO & Building Principals                                                                         | Federal funding will support instructional coaches, reading instructional support teacher, and English teacher positions which will promote the use of a standards-aligned ready program along the K-12 continuum, benefiting the implementation of a cooperative-learning based reading program. Federal funding will also support professional development on research-based instructional strategies, the identification and implementation of curricular materials, and attendance at statewide conferences that support the intentional use of data. | Yes                    | Yes                         |

| Anticipated Output                                                                                                                                                                                                                                | Monitoring/Evaluation (People, Frequency, and Method)                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Students will receive standards-aligned reading instruction at their instructional levels through the Reading Edge program which will accelerate their learning and increase student performance in the area of English language arts/Literature. | instructional walkthroughs, formal observations, professional development participation and evaluation |

### Action Plan For: Direct Instruction for Math

|                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measurable Goals:</b>                                                                                                                          |
| <ul style="list-style-type: none"> <li>Over the next three years, RCCS will implement a standards-aligned math program in grades K-12.</li> </ul> |

| <b>Action Step</b>                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Anticipated Start Date</b> | <b>Anticipated Completion Date</b> |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------|
| RCCS will use direct instruction to ensure the implementation of a standards-aligned math program. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2026-08-17                    | 2027-06-10                         |
| <b>Lead Person/Position</b>                                                                        | <b>Material/Resources/Supports Needed</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>PD Step?</b>               | <b>Com Step?</b>                   |
| CEO & Building Principals                                                                          | Federal funding will support instructional coaches, and math teacher positions which will promote the use of a standards-aligned math program along the K-12 continuum, benefiting the implementation of a cooperative-learning based reading program. Federal funding will also support professional development on research-based instructional strategies, the identification and implementation of curricular materials, and attendance at statewide conferences that support the intentional use of data. | No                            | No                                 |

| <b>Anticipated Output</b>                                                                                                                                                | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Students will receive standards-aligned direct math instruction which will accelerate their learning and increase student performance in the area of Mathematics/Algebra | instructional walkthroughs, formal observations, professional development participation and evaluation |

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

| eGgrant Budget Category<br>(Schoolwide Funding) | Action Plan(s)                                                                | Expenditure Description                                                            | Amount |  |
|-------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------|--|
| Instruction                                     | <ul style="list-style-type: none"> <li>Reading Edge</li> </ul>                | Elementary School Reading Instructional Support- Wages                             | 55744  |  |
| Instruction                                     | <ul style="list-style-type: none"> <li>Direct Instruction for Math</li> </ul> | Elementary School Mathematics Instructional Support- Wages                         | 59462  |  |
| Instruction                                     | <ul style="list-style-type: none"> <li>Direct Instruction for Math</li> </ul> | High School Mathematics Teacher- Wages                                             | 63180  |  |
| Instruction                                     | <ul style="list-style-type: none"> <li>Direct Instruction for Math</li> </ul> | Middle School Mathematics Teacher- Wages                                           | 58448  |  |
| Instruction                                     | <ul style="list-style-type: none"> <li>Reading Edge</li> </ul>                | Elementary School Reading Instructional Support- FICA/WC/SUI/Retirement/ HI/LI     | 8151   |  |
| Instruction                                     | <ul style="list-style-type: none"> <li>Direct Instruction for Math</li> </ul> | Elementary School Mathematics Instructional Support- FICA/WC/SUI/Retirement/ HI/LI | 29186  |  |
| Instruction                                     | <ul style="list-style-type: none"> <li>Direct Instruction for Math</li> </ul> | High School Mathematics Teacher- FICA/WC/SUI/Retirement/ HI/LI                     | 20692  |  |
| Instruction                                     | <ul style="list-style-type: none"> <li>Direct Instruction for Math</li> </ul> | Middle School Mathematics Teacher- FICA/WC/SUI/Retirement/ HI/LI                   | 8538   |  |
| Instruction                                     | <ul style="list-style-type: none"> <li>Direct Instruction for Math</li> </ul> | Math classroom subscriptions                                                       | 2100   |  |

|                    |                                                                                                         |                                                                                                    |       |        |
|--------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------|--------|
| Other Expenditures | <ul style="list-style-type: none"> <li>• Reading Edge</li> <li>• Direct Instruction for Math</li> </ul> | Elementary School Instructional Support Coach- Wages                                               | 25000 |        |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Reading Edge</li> <li>• Direct Instruction for Math</li> </ul> | Secondary School Instructional Data Coach- Wages                                                   | 58552 |        |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Reading Edge</li> <li>• Direct Instruction for Math</li> </ul> | Elementary School Instructional Support Coach- FICA/WC/SUI/Retirement/ HI/LI                       | 12310 |        |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Reading Edge</li> <li>• Direct Instruction for Math</li> </ul> | Secondary School Instructional Data Coach- FICA/WC/SUI/Retirement/ HI/LI                           | 20030 |        |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Reading Edge</li> <li>• Direct Instruction for Math</li> </ul> | SFA Workshops- Research based best practices on instructional strategies and classroom management. | 14111 |        |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Reading Edge</li> <li>• Direct Instruction for Math</li> </ul> | PAFPC Conference- Administrator registration                                                       | 600   |        |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Reading Edge</li> <li>• Direct Instruction for Math</li> </ul> | PAFPC Conference- Mileage/hotel/meals per school travel policies                                   | 800   |        |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Reading Edge</li> <li>• Direct Instruction for Math</li> </ul> | Homeless Set Aside- school uniforms and physical education attire                                  | 1000  |        |
| Other Expenditures | <ul style="list-style-type: none"> <li>• Reading Edge</li> <li>• Direct Instruction for Math</li> </ul> | Homeless Set Aside- student supplies for class                                                     | 1000  |        |
| Total Expenditures |                                                                                                         |                                                                                                    |       | 438904 |

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy | Action Steps                                                                                      |
|-------------------------|---------------------------------------------------------------------------------------------------|
| Reading Edge            | RCCS will introduce the Success for All Reading Edge program into English classes for grades 6-8. |

### Initial Reading Edge Training

| Action Step                                                                                                                                         |                   |                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|
| <ul style="list-style-type: none"> <li>RCCS will introduce the Success for All Reading Edge program into English classes for grades 6-8.</li> </ul> |                   |                        |
| Audience                                                                                                                                            |                   |                        |
| English Teachers, Grades 6-8                                                                                                                        |                   |                        |
| Topics to be Included                                                                                                                               |                   |                        |
| instructional practices, goal setting, data analysis, on-site instructional coaching                                                                |                   |                        |
| Evidence of Learning                                                                                                                                |                   |                        |
| Instructional walkthroughs, formal observations, goal-setting tools, data analysis, student achievement scores                                      |                   |                        |
| Lead Person/Position                                                                                                                                | Anticipated Start | Anticipated Completion |
| CEO, Middle School Principal, Secondary Instructional Data Coach                                                                                    | 2026-08-10        | 2027-06-10             |

### Learning Format

| Type of Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Frequency                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Workshop(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Initial training (2 days) followed by monthly visits (8 total) |
| Observation and Practice Framework Met in this Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                |
| <ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>2b: Establishing a Culture for Learning</li> <li>2c: Managing Classroom Procedures</li> <li>2d: Managing Student Behavior</li> <li>2e: Organizing Physical Space</li> <li>3a: Communicating with Students</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> <li>4a: Reflecting on Teaching</li> <li>4d: Participating in a Professional Community</li> <li>4e: Growing and Developing Professionally</li> </ul> |                                                                |
| This Step Meets the Requirements of State Required Trainings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                |
| Language and Literacy Acquisition for All Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                |

## Communications Activities

| Share Desired Outcomes |                                               |                                                                                |                          |                                 |                                      |
|------------------------|-----------------------------------------------|--------------------------------------------------------------------------------|--------------------------|---------------------------------|--------------------------------------|
| Action Step            | Audience                                      | Topics to be Included                                                          | Type of Communication    | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|                        | Middle school parents, families, and children | Word recognition, oral language and vocabulary, fluency, reading comprehension | CEO & Building Principal | 08/20/2026                      | 09/09/2026                           |

## Communications

| Type of Communication | Frequency                                                                             |
|-----------------------|---------------------------------------------------------------------------------------|
| Letter                | Once at orientation, once at Back to School Night, once at parent/teacher conferences |

## Approvals & Signatures

|                       |
|-----------------------|
| <b>Uploaded Files</b> |
|                       |

|                                                 |             |
|-------------------------------------------------|-------------|
| <b>Chief School Administrator</b>               | <b>Date</b> |
|                                                 |             |
| <b>Building Principal Signature</b>             | <b>Date</b> |
|                                                 |             |
| <b>School Improvement Facilitator Signature</b> | <b>Date</b> |
|                                                 |             |

## **LETTER OF AGREEMENT**

### **Student Assistance Program Liaison Services**

For the upcoming school year (2026-2027), the Center for Humanistic Change (CHC) shall provide liaison services to support the Student Assistance Program (SAP) for *Roberto Clemente Charter Schools (ES/MS/HS)*. The roles for SAP services are as follows:

#### **Center for Humanistic Change, Inc.**

**The services that the CHC SAP liaisons provide include a combination of the following during the 2026-2027 academic year:**

- Attend a minimum of two core team meetings per month for secondary schools.
- Attend a minimum of one core team meeting per month for elementary schools.
- Provide ongoing consultation between site visits as necessary.
- Act in accordance with State and Federal Confidentiality Laws.
- Provide student screenings as needed and assist students and parents in the referral to and access of appropriate services.
- When applicable plan and facilitate educational SAP Groups.
- Be familiar with and maintain a working library of school policies (e.g. ATOD, Bullying, Crisis, Suicide Awareness and Prevention) that affect SAP.
- Attend orientation, open house, and other pertinent school events to educate the school, parent and general community about SAP.
- Provide relevant training to students, parents, faculty and staff, including educating about SAP and SAP services.
- Educate and guide teams with student/parental strategies/interventions and identification of available treatment and other resources.
- Participate in parent/teacher meetings.
- Document program related activities and collect data as required by Lehigh/Northampton County.
- Facilitate or participate in core team maintenance.
- Provide each SAP team with a self-evaluation tool. The liaisons will distribute, collect, analyze, and provide the team with recommendations based on the results.
- Assist the school with stakeholder in-service (i.e., school board, parents, school staff, community members etc.).
- When applicable, facilitate and support the school-based aftercare plan for students who are returning to school from treatment.
- Collaborate with other agencies through networking with Drug and Alcohol, Mental Health and other systems as needed in order to link schools with available community resources.
- A PA Approved SAP Training Provider (PASTP) will provide technical training as needed.
- Maintain a file of background checks and clearances for all personnel assigned to the school district by CHC for the Student Assistance Program liaison services. Provide copies of clearances as requested.

#### **The School District will:**

- Provide teams a common meeting time, a locked cabinet, ongoing training, and regular team maintenance in accordance with 22 PA code Chapter 12 and BEC 24 P.S. 15-1547 and 13-132.
- Provide SAP Coordinator/Case Manager with pertinent information regarding the student and the reason for the referral.
- Obtain written permission from the parent for SAP services.
- Maintain records generated by the SAP team in accordance with the policies of the district and applicable Federal Laws.

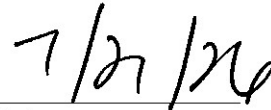
- Provide the SAP liaison with a copy of the school district alcohol, tobacco and other drug policies, crisis related policies, bullying policy, student handbook, suicide awareness and prevention policy and any other policies, which may affect the Student Assistance Program.
- Maintain case files, which include data that the liaison is required to submit to Lehigh/Northampton County.
- Promote and support the SAP liaison as a working member of the team.
- Appoint a school site staff who will be responsible for facilitating the ZOOM connection with the CHC SAP liaison if virtual SAP meetings are needed.
- Appoint a school site staff who will be responsible for providing parent phone and email contact information to CHC for remote programming if needed.
- Provide CHC PAYS data on years completed and CHC will not share data without written and explicit permission.
- Provide Wi-Fi access when liaison is completing a screening with a student (as they are online only).
- Provide a private and confidential space for liaison and student when completing a health screening.



School Superintendent or Deputy  
(Designated Contact)



Title



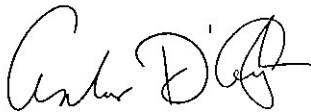
Date



Wendy Texter  
SAP Manager  
Center for Humanistic Change, Inc.  
(Designated Contact)

7/15/2026

Date



Andrew D'Angelo  
Executive Director  
Center for Humanistic Change, Inc.

7/15/2026

Date



## Roberto Clemente Charter School Board of Trustees Policy

### ANTI-BULLYING & ANTI-HAZING POLICY

The Board of Trustees of Roberto Clemente Charter School (“Roberto Clemente”) recognizes the importance of providing all students and employees with a safe school and learning environment in order to promote the educational process. The Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards as well as to promote positive interaction among students through participation in Roberto Clemente-sponsored groups or organizations. Bullying, cyberbullying, and hazing have negative effects on the educational environment of schools. Therefore, Roberto Clemente strives to offer all students an educational environment free from bullying. It shall be the policy of Roberto Clemente to maintain an environment in which any type of bullying, cyberbullying, and hazing is not tolerated in any form.

Roberto Clemente will not tolerate known acts of bullying, cyberbullying, or hazing that occur in the school setting. This policy pertains to all students and staff, regardless of their status. This policy also applies to all students and staff whose conduct out of school materially and substantially interferes with the educational process at the Charter School.

School leadership or designee shall develop administrative procedures and programs to increase awareness of the problems of bullying, and train teachers to effectively intervene if bullying is witnessed in their presence or brought to their attention.

In accordance with state law, school leadership shall review this policy every three (3) years and recommend necessary revisions to the Board of Trustees.

#### **Definitions**

“**Bullying**” and “**Cyberbullying**” shall mean an intentional electronic, written, verbal or physical act, or a series of acts:

- (1) directed at another student or students;
- (2) which occurs in a school setting;
- (3) that is severe, persistent, or pervasive; and
- (4) that has the effect of doing any of the following:
  - (i) substantially interfering with a student’s education;
  - (ii) creating a threatening environment; or
  - (iii) substantially disrupting the orderly operation of the school.



24 Pa. Stat. § 13-1303.1-A(e)

Bullying and cyber-bullying shall encompass acts that occur outside a school setting if those acts meet the requirements found in (1), (3) and (4) listed above.

**"School setting"** shall mean in the school; on school grounds; on school property; using school equipment and technology; on a school service or electronic, web-based internet or online programs; in school vehicles; and at a designated bus stop or at any activity sponsored, supervised, or sanctioned by the school. The definition shall also include the time students necessarily spend traveling to and from school or school-sponsored activities. Any student whose out-of-school conduct materially interferes with or substantially disrupts the educational process in the school is also subject to this policy.

### **Cyberbullying**

Cyber-bullying is often seen by sending harmful or cruel material, text messages and/or images or engaging in other forms of social aggression and bullying using the Internet, cell phones, personal digital assistants ("PDAs") or other technology resources.

All students, staff, volunteers and contractors shall comply with the Roberto Clemente's Internet Safety and Responsible Use Policy, which is required under the Children's Internet Protection Act ("CIPA"), and review the Roberto Clemente's Social Media Policy when using any technology resources.

Cyber-bullying via the Internet is conducted through any one or more of a number of methods, including, but not limited, to:

- Email sent to the intended victim;
- Blog entries regarding the intended victim;
- Posts on social networking websites;
- Posting victim's pictures on the Internet or networking websites with derogatory phrases or questions attached to them;
- Using instant messaging tools to harass victims;
- Creating an Internet parody of the intended victim;
- Creating fake Internet profiles for the victim on a public website;
- Creating or accessing an unauthorized website which harasses or bullies the victim;
- Using camera phones and/or digital cameras to take embarrassing photographs of students and/or staff and posting them online;
- Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

Cell phones are also often used for cyber-bullying by calling or text messaging the victim and/or using a victims' cell phone to text or call another victim using harassing language.



The use of the Internet or Roberto Clemente email does not necessarily have to involve the creation of the offensive materials. Rather, the person creating the offensive material may do it on a home computer and then use the Charter School's computers to take such actions as accessing it, viewing it, displaying it for others to see, disseminating copies of it to others or otherwise publicizing the contents.

### **Hazing**

Title 18 - Chapter 28 was added October 19, 2018. P.L.535, No.80, is also known as the "Timothy J. Piazza Antihazing Law." Chapter 28 defines the following:

#### **§ 2802. Hazing.**

**(a) Offense defined.--**A person commits the offense of hazing if the person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a minor or student into or with an organization, or for the purpose of continuing or enhancing a minor or student's membership or status in an organization, causes, coerces or forces a minor or student to do any of the following:

- (1) Violate Federal or State criminal law.
- (2) Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the minor or student to a risk of emotional or physical harm.
- (3) Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
- (4) Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
- (5) Endure brutality of a sexual nature.
- (6) Endure any other activity that creates a reasonable likelihood of bodily injury to the minor or student.

#### **(b) Grading.--**

- (1) Except as provided under paragraph (2), hazing is a summary offense.
- (2) Hazing shall be a misdemeanor of the third degree if it results in or creates a reasonable likelihood of bodily injury to the minor or student.

**(c) Limitation.--**Hazing shall not include reasonable and customary athletic, law enforcement or military training, contests, competitions or events.

**Secondary school:** Any public or private school within this Commonwealth providing instruction in grades 7 through 12 or any combination of those grades.

The CEO or designee shall ensure that students are informed of the secondary school's policy as it applies to grades 7 through 12 taught at the Roberto Clemente Secondary school, including the secondary school's rules, penalties and program of enforcement. This policy must be posted on Roberto Clemente's publicly accessible Internet website.

The CEO or designee will provide a program for the enforcement of this policy required under 18 Pa. C.S.A. 2801 *et seq.* and shall adopt appropriate penalties for violations of the policy to be



administered by the Roberto Clemente's CEO or their designees responsible for the sanctioning or recognition of the organizations covered by this policy.

### **Guidelines**

Students shall conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of Roberto Clemente, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members.

Since bystander support of bullying, cyberbullying and hazing can bolster these types of behaviors, Roberto Clemente prohibits both active and passive support for acts of bullying, cyberbullying and hazing. The staff should encourage all students to refuse to engage in these acts and to report them immediately to the principal or designee of Roberto Clemente.

### **Student, Parent/Guardian, and Employee Reporting**

Roberto Clemente strongly encourages all students and parents/guardians who become aware of any act of bullying to immediately report that conduct. Any student who feels he or she has been bullied or cyber-bullied shall have the right to file a complaint of such bullying. Students may report acts of bullying to their teachers, school leadership or other school employees supervising school-sponsored activities. Parents/Guardians may contact faculty or school leadership to report acts of bullying. All reports will be treated in a confidential manner.

Any staff member who sees any incidents of bullying or cyber-bullying must immediately report the incident(s) to the school principal. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy.

Reports to the school principal may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

### **Investigation Procedures**

Upon learning about a bullying or cyberbullying incident, school leadership or designee shall interview students involved in the incident(s) and thoroughly investigate. The investigation is to be commenced within three (3) school days after a report of any bullying is received. The school principal or designee shall immediately notify the parent or guardian of the perpetrator of the



bullying and the parent or guardian of the victim of the bullying of the alleged incident.

It shall be the responsibility of the school principal or designee to investigate promptly and thoroughly any and all bullying and cyber-bullying complaints received or referred by other individuals and to make recommendations based upon the investigation. The principal shall be responsible for determining whether an alleged act constitutes a violation of this policy. In determining whether alleged conduct constitutes bullying or cyber-bullying, the totality of circumstances, nature of the conduct, and context in which the alleged conduct occurred shall be investigated. The investigation may include interviews with students, parents/guardians and school staff, and the review of school records. If the investigation results in a substantiated charge of the bullying, Roberto Clemente shall take prompt corrective action to ensure the bullying and/or cyber-bullying ceases and will not reoccur.

### **Consequences/Intervention**

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or cyber-bullying may range from a mental health assessment, a parent conference, suspension or other consequences as provided in Roberto Clemente discipline policies.

In some cases, bullying and/or cyber-bullying may constitute criminal activity and the Police Department will be notified. This may lead to a criminal investigation and criminal charges against the student or staff.

Consequences for a student who commits an act of bullying and/or cyber-bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with Roberto Clemente's student code of conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

### **Retaliation Prohibited**

The Board of Trustees strictly prohibits retaliation or reprisal against any person who reports bullying and/or cyber-bullying incidents. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment used against a person who reports, in good faith, incident(s) of bullying and/or cyber-bullying. Disciplinary action against any person who retaliates or engages in reprisals for reporting such behavior(s) may include sanctions up to and including expulsion or suspension for students and termination for staff engaging in such prohibited conduct. The consequences and appropriate remedial action shall be determined after consideration of the nature, severity, and circumstances of the act.



### **False Accusations**

The Board of Trustees prohibits any person from falsely accusing another of bullying and/or cyber-bullying. The consequences and appropriate remedial action for a student found to have falsely accused another of bullying and/or cyber-bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for an employee found to have falsely accused another of bullying and/or cyber-bullying shall be disciplined in accordance with Roberto Clemente's policies, procedures, and agreements.

### **Disabled Students**

For those students who meet the disability definitions of IDEA and/or Section 504, both Section 504 and Title II protect these disabled students from bullying or hazing by teachers, other school employees, and third parties. Such prohibited behavior can trigger a school's obligation to address disability-based harassment, remedy a denial of a free and appropriate public education ("FAPE"), or both. The U.S. Department of Education's Office of Civil Rights ("OCR") would find a disability-based harassment violation under Section 504 and Title II when: (1) a student is bullied or hazed based on a disability; (2) the bullying or hazing is sufficiently serious to create a hostile environment; (3) school officials know or should know about the bullying or hazing; and (4) the school does not respond appropriately.

### **Compliance**

As required by the Federal Broadband Data Improvement Act of 2008, the Roberto Clemente shall educate elementary and secondary school aged students with computer access to the Internet about appropriate online behavior, including online interaction with other individuals on social networking websites, and in chat rooms and educate them regarding cyberbullying awareness and response.

The Board of Trustees directs the Administration to develop any procedures necessary to implement this policy and to develop appropriate prevention, intervention and education strategies related to bullying and cyberbullying.

Acts of bullying and cyberbullying are prohibited by and a violation of the Roberto Clemente's Acceptable Use and Internet Safety Policy and its Child Internet Protection Act (CIPA) Policy.

Roberto Clemente will comply with all applicable federal and state laws relating to bullying and cyberbullying and hazing, including, but not limited to, the requirements delineated in the Pennsylvania Charter School Law, 24 P.S. § 1701-A, *et seq.*, the Federal Children's Internet Protection Act (CIPA), 47 U.S.C. § 254(h) and (l), and the Neighborhood Children's Internet Protection Act (N-CIPA) and any applicable implementing regulations and the PA Anti-Hazing



Law (P.L. 1595, No.175).

Roberto Clemente will also comply with Chapter 711 of Title 22 of the Pennsylvania Code, the Public School Code, the applicable House Bill 1067 Public School Code amendments relating to safe schools and bullying, and applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and its applicable implementing regulations regarding the discipline of special education students and thought-to-be eligible students who engage in an act of bullying.

Specifically, with regard to the PA Safe Schools Act, Roberto Clemente administration shall annually provide the following information with the Safe School Report:

1. The Board's Anti-Bullying Policy.
2. Report of all bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention, or education programs.

### **Training**

To ensure bullying does not occur on school campuses, the Charter School will provide staff with development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

### **Notification To Students.**

Within ninety (90) days of adoption of this policy, or any subsequent changes thereto, and at least one (1) time during each school year thereafter, school leadership will arrange that this policy will be reviewed with the students in the building to ensure their awareness of the same.

The policy shall be available on the school web site, in each classroom and posted prominently in at least one location in each building in such a location as other such notices are posted. The policy shall also be incorporated into the school's student discipline policy.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

Adopted this \_\_\_\_ day of \_\_\_\_\_, 2026



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President

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Secretary



## New Staff Induction

Thursday, August 13, 2026: Elementary School Cafeteria

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**7:15 a.m.:** Arrival for secondary teachers & staff    **7:30 a.m.:** Arrival for elementary teachers and staff

|                           |                                                                                                                                          |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Arrival- 8:00 a.m.</b> | <b>Breakfast/Sign-in/HR Housekeeping/IT Onboarding</b>                                                                                   |
| <b>8:00 – 9:00 a.m.</b>   | <b>Introduction to RCCS</b>                                                                                                              |
| <b>9:00 – 10:00 a.m.</b>  | <b>Centralized Roles &amp; Responsibilities</b> <ul style="list-style-type: none"><li>• Human Resources &amp; Health Services</li></ul>  |
| <b>10:00- 10:15 a.m.</b>  | <b>Break</b>                                                                                                                             |
| <b>10:15- 11:15 a.m.</b>  | <b>Centralized Roles &amp; Responsibilities</b> <ul style="list-style-type: none"><li>• Facilities, Finance, Food Services, IT</li></ul> |
| <b>11:15 – 12:15 p.m.</b> | <b>Catered Lunch</b>                                                                                                                     |
| <b>12:15 – 12:45 p.m.</b> | <b>Emergency Preparedness</b>                                                                                                            |
| <b>12:45 p.m.</b>         | Centralized staff released to departments                                                                                                |
| <b>12:45- 1:15 p.m.</b>   | <b>Sapphire Overview</b>                                                                                                                 |
| <b>1:15- 1:45 a.m.</b>    | <b>Special Education/ESL Overview</b>                                                                                                    |
| <b>1:45- 2:00 p.m.</b>    | <b>Break</b>                                                                                                                             |
| <b>2:00 – 3:00 p.m.</b>   | <b>Administering Star Tests</b> <ul style="list-style-type: none"><li>• Virtual training provided by Renaissance Learning</li></ul>      |
| <b>3:00 p.m.</b>          | <b>Wrap-up</b>                                                                                                                           |



## All Staff Orientation

Monday, August 17, 2026: Secondary Campus

---

**7:15 a.m.:** Arrival for secondary teachers & staff    **7:30 a.m.:** Arrival for elementary teachers and staff

**Arrival- 8:00 a.m.**

**Breakfast/Sign-in/Laptop Distribution** (secondary first, followed by elementary)

**8:00 – 8:30 a.m.**

**From First Step to Finish Line**

**8:40 – 10:30 a.m.**

**Session 1 Workshops** (according to individual schedule)

- Health Services
- Human Resources
- Mandated Reporting

**10:40 – 12:15 p.m.**

**Session 2 Workshops** (according to individual schedules)

- Facilities
- Finance
- Food Service
- IT

**12:15 – 1:15 p.m.**

**Catered lunch**

**1:15 – 2:15 p.m.**

**ELEMENTARY**

- Laptop distribution continues
- Once you receive your laptop, you may return to 5<sup>th</sup> Street
- Safe Schools

**SECONDARY**

- Getting Started with Freckle **OR**
  - English, math, science teachers & staff
- Getting Started with AI for Educators

**CENTRAL** (1:15 p.m.- end of shift)

- Department-specific
- Safe Schools

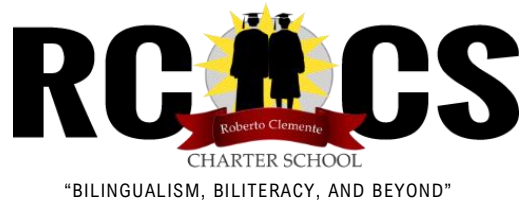
**2:15- 3:15 p.m.**

**ELEMENTARY**

- Using Star Assessments and Freckle

**SECONDARY**

- Safe Schools



Elementary Principal's Report  
Tuesday, August 18, 2026  
Mr. Cory Snyder and Mrs. Brittani Ricketts

- New Teacher & Staff Induction
  - August 13<sup>th</sup> and 14<sup>th</sup>
- All Staff Orientation
  - August 17<sup>th</sup>-20<sup>th</sup>
- First Day of School
  - August 24<sup>th</sup>

## August 2026 | Opening of the 2026–2027 School Year

### Staff Induction & Orientation

Staff induction and orientation focused on establishing a shared understanding of RCCS mission, vision, culture, expectations, and systems for supporting students and maximizing learning time.

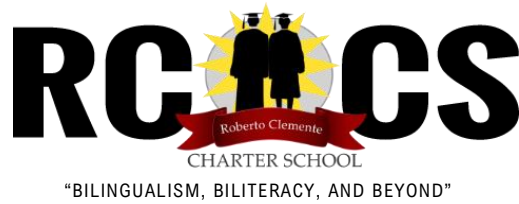
- School Culture & Community: Mission, vision, school values, team-building, and shared community expectations.
- Policies, Procedures & Safety: Review of school policies, building-level expectations, safety and emergency procedures, and instructional procedures designed to promote consistency and maximize learning time.
- Quick Codes: A standardized system for communicating immediate support and safety needs.
- Student Procedures: Review of student procedures.
- Positive Behavior Supports: Continued implementation of the PBIS framework, including systems for recognizing positive student behavior.
- Behavior Management: Review of the RCCS Behavior Management Plan and its tiered response system, with an emphasis on moving from reactive responses toward proactive support and intervention.
- Student Support Systems: Review of Solutions Committees and the Student Assistance Program (SAP).
- Supportive Learning Environments: Professional learning led by Dr. Michael Heater from CLIU #21 focused on creating supportive learning environments for students.

### Student Welcome & Schoolwide Expectations

Students will begin the school year with a consistent welcome and clear understanding of what it means to be a Responsible, Respectful, and Active Learner at RCCS.

Welcome activities will include:

- Review of schoolwide behavioral expectations.
- Review of building procedures, including hallways, cafeteria, arrival/dismissal, uniforms, and outdoor activities.
- Introduction and continued use of PBIS recognition systems:
  - Coqui Coins – individual recognition
  - Green Frogs – whole-class recognition
  - Green Cups – positive lunchroom behavior
- Review of positive referral processes and monthly/quarterly PBIS challenges.



### Grade-Level & Subject-Area Collaboration

RCCS will continue to use common planning and collaborative structures to strengthen instruction and improve student outcomes. Common planning time will occur biweekly and will focus on more than logistical coordination.

Teams will use this time to:

- Align instruction with standards and pacing expectations.
- Collaboratively plan high-quality instruction.
- Develop and review common assessments.
- Examine student work and performance data.
- Identify student needs and monitor progress.
- Plan appropriate intervention and enrichment.
- Adjust instruction based on evidence of student learning.

### 2026–2027 School-Year Goals: Visible Thinking. Visible Learning.

- We want student thinking to be visible.
- Three schoolwide priority areas: Instruction, Learning Environment, and Student Learning.
- We want classrooms where students are not simply completing work or providing answers, but are explaining, questioning, justifying, reflecting, and showing how they are thinking.
- When teachers can see what students know, understand, and are still working to understand, they can make better instructional decisions.



**Principal's Report  
Middle High School  
Mr. Burak - Mr. Andrews  
August 18, 2026**

**New Staff Induction**

- New staff started

**RCCS Induction Schedule**

| Thursday, August 13                                                                                                                                                                                                                                                                                    | Friday, August 14                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">Central Office Information<br/>ALL NEW STAFF 8:00 - 3:00<br/>Location Elementary School</p> <p style="text-align: center;">Introduction to RCCS<br/>Sapphire Basics<br/>ESL overview<br/>Special Education overview<br/>Organization procedures<br/>Health Services</p> | <p style="text-align: center;">Breakfast<br/>"First Things First" Article<br/>7:15 - 8:00</p>                                                                 |
|                                                                                                                                                                                                                                                                                                        | <p style="text-align: center;">New Staff Orientation<br/>Important Information Binder (Daily Update)<br/>8:00 - 10:00</p>                                     |
|                                                                                                                                                                                                                                                                                                        | <p style="text-align: center;">Break<br/>10:00-10:30</p>                                                                                                      |
|                                                                                                                                                                                                                                                                                                        | <p style="text-align: center;">Mini-Trainings<br/>Classroom Prep<br/>Mini-Trainings:<br/>PBIS<br/>Sapphire<br/>SmartPass<br/>GoGuardian<br/>10:30 - 12:00</p> |
|                                                                                                                                                                                                                                                                                                        | <p style="text-align: center;">Lunch<br/>12:00 - 1:00</p>                                                                                                     |
|                                                                                                                                                                                                                                                                                                        | <p style="text-align: center;">SafeSchools + Classroom Prep<br/>1:00 - 3:00</p>                                                                               |

- On 8/13, all new staff members were introduced to RCCS and our procedures.
- Reviewed and discussed concepts from "The Beginning Teacher's Field Guide."
- Received training on various systems in our school, including SWPBIS/disciplinary procedures, SmartPass, Sapphire, GoGuardian, Etc.

**All Staff Orientation**

All staff will engage in professional development (PD) and classroom preparation the week of 8/17.

## 26 - 27 All Staff PD Week Schedule

| 8/17/26                                                                                                                                                                                                                                                  | 8/18/26<br>Forced staff fun: Ashworth                                  | 8/19/26<br>Forced Staff Fun: Lozano                                                                                                                                                                                                                                                           | 8/20/26<br>Forced Staff Fun: ???                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>K - 12 Centralized Opening</b><br><b>MS/HS</b><br><b>7:30 - 3</b><br><br>Topics will include but are not limited to:<br>Introduction to RCCS, Sapphire basics, ESL<br>overview, Special Education organizational<br>procedures, Health Services, etc. | Breakfast<br>7:15 - 8                                                  | <b>*Perk Up Truck*</b><br>7:30 - 9<br><br>Coffee + Classroom Set Up<br>7:15 - 8:45                                                                                                                                                                                                            | Breakfast<br>7:15 - 8                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                          | Welcome Back and Preview of School Year<br>8:00 - 10:00                | Addressing Students Mental Health<br>& Guidance Introduction<br>8:45-9:30                                                                                                                                                                                                                     | Evacuation and Emergency Routes<br>Emergency<br>8:00 - 9:00                                                                                                                                                                    |
|                                                                                                                                                                                                                                                          | Break<br>10 - 10:30                                                    | Break<br>9:30 - 10:00                                                                                                                                                                                                                                                                         | PBIS<br>9:00 - 12:00                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                          | Preview of the School Year (Continued)<br>10:30 - 12:00                | <b>HS - Library</b><br>→ Communication Procedures<br>→ Observations & Danielson<br>Framework<br>→ Athletic Eligibility<br>→ Vision Statements<br><br><b>MS - Room 125</b><br>→ Communication Procedures<br>→ Observations & Danielson<br>Framework<br>→ Vision Statements<br><br>10:00 -12:00 |                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                          | Lunch<br>12-1                                                          | Lunch<br>12-1                                                                                                                                                                                                                                                                                 | Lunch<br>12-1<br><b>School-Provided Lunch in Cafeteria</b>                                                                                                                                                                     |
|                                                                                                                                                                                                                                                          | Classroom Prep<br>1:00-3:00<br><br>PBIS Committee Meeting<br>2:00-2:30 | This Year's Vision<br>( where we want to go)<br>1:00-1:20<br><br>Orientation Prep for 6th & 9th<br>(8/20 - 10-12 for 6th & 1-3 for 9th)<br>Vector Training<br>Classroom Prep<br>1:00 - 3:00                                                                                                   | <b>GoGuardian</b><br><br>Back to School Night Prep<br>Classroom Prep<br>Sub Binder Prep<br>1:00 - 3:00<br><br><b>Technology Workshop (Optional)</b><br>Topics: Sapphire, GoGuardian, SmartPass,<br>Google Suites for Education |

- We welcomed back our staff by reviewing Safety, Positive School Culture, Academic Excellence, Communication, and Student Engagement
- Staff will receive training on Addressing Student's Mental Health presented by our school counselors, Ms. Ashworth and Ms. Lozano.
- Staff will receive training on best practices for data utilization in driving instruction and improving student outcomes
- Staff will engage and collaborate in writing a vision statement in teams and then collectively to write a vision for both schools.
- Staff will participate in breakout sessions for MS and HS staff to build relationships and get to know one another.
- Time will be allotted to set up classrooms and complete Vector SafeSchools trainings.
- 6<sup>th</sup> grade orientation 8/20 starting at 10:00.
- 9<sup>th</sup> grade orientation 8/20 starting at 1:00.
- 12th-grade orientation 8/20, starting at 2:00.

### First Week of School for Students

#### Students start on 8/24

- Teachers and staff will meet and get to know their students.
- Teachers and staff will teach, review, and discuss the RCCS profile of a successful learner (Respectful, Contributors, Collaborators, and Scholars) and what that looks like throughout our school.
- Teachers will establish classroom rules, expectations, and procedures.
- Teachers and staff will teach and explicitly review the School-Wide Positive Behavior Interventions and Support (SWPBIS) program at RCCS.

- Students will participate in school-wide assemblies that introduce them to administrative staff, rules and expectations, and school-wide procedures.

## **SWPBIS/Discipline**

### Schoolwide Goal

Goal: Continue to improve our SWPBIS program with the goal of decreasing the number of disciplinary infractions by 10% and increasing positive office referrals by 10%

- Continue to build off the success of the SWPBIS program with input from staff and students
- Better differentiate student goals based on MS/HS goals
- More active role from administration and staff in hallways/school grounds to help manage behaviors, proper pass utilization, uniform procedures, and providing support.
- Integrate data instructional coach into school's daily fabric and increase discussions and decision making around data
- Continue data collection for SWPBIS team to analyze and adapt to behavior challenges
- Quarterly SWPBIS challenges to target specific needs

## **Goals for School Year 26-27**

### Schoolwide Goals

- Increase overall collaboration and planning among staff to ensure the educational needs of students are being met
- Solidify student representation organizations to promote leadership and receive valuable feedback and input from the student body
- Increase PDs and training on data analysis and best practices for its integration in driving instruction to improve student outcomes
- Increase percentage of student proficiency in standardized tests by 5-10 percentage points

## **Other Information/Events/Updates**

- August 13-14: New Staff Induction
- August 17-21: All Staff orientation
- August 21: 6<sup>th</sup> grade orientation 10 a.m
- August 21: 9<sup>th</sup> grade orientation 1 p.m
- August 22: 12<sup>th</sup> grade orientation 1 p.m
- August 31: Back to School Night 6-8 p.m
- September 15: After-School Clubs Begin



# Roberto Clemente Charter School

131 W Hamilton Street, Allentown, PA 18101 | Phone: 610-439-5181 | [www.myrccs.com](http://www.myrccs.com)

## Human Resources Report

August 18, 2026

### I. Personnel Updates for board approval, including addenda:

#### a. Personnel Appointments and New Hires (motion)

| Date      | Name              | Location     | Job Title                         | Status    |
|-----------|-------------------|--------------|-----------------------------------|-----------|
| 7/22/2026 | Luis Almonte-Pena | Facilities   | Custodian (2 <sup>nd</sup> Shift) | Full-time |
| 8/13/2026 | Kendra Fox        | ES           | 2 <sup>nd</sup> grade Teacher     | Full-time |
| 8/13/2026 | Marjorie Rivera   | Food Service | Cafeteria Aide/Driver             | Part-time |
| 8/13/2026 | Ethan Briggs      | HS           | English Teacher                   | Full-time |
| 8/13/2026 | Mateo Cruz        | HS           | Long-term Substitute Teacher      | Temp. FT  |
| 8/13/2026 | Sophia Johnson    | HS           | Social Studies Teacher            | Full-time |
| 8/13/2026 | Mohamed Moawad    | MS           | Long-term Substitute Teacher      | Temp. FT  |

\*current employee      Temp. FT=Temporary, Full-time

#### b. Personnel Resignations and Dismissals (motion)

| Name                 | Location | Job Title                     | Date      | Status      |
|----------------------|----------|-------------------------------|-----------|-------------|
| Vanda Kramer-Carrier | ES       | 2 <sup>nd</sup> grade Teacher | 8/14/2026 | Resignation |
| Keila Rodriguez      | ADM      | LPN/Nurse Assistant           | 8/10/2026 | Resignation |

### II. Current and Future Job Postings:

| Title                            | Location     | Status                                 |
|----------------------------------|--------------|----------------------------------------|
| LPN/Nurse Assistant              | ADM          | Full-time, recruiting                  |
| Cook                             | Food Service | Part-time, recruiting                  |
| ESL Teacher                      | MHS          | Full-time, recruiting                  |
| Instructional Assistant/Sub. (2) | HS           | Full-time, recruiting                  |
| Athletic Coordinator             | HS           | Part-time, recruiting and interviewing |

### III. HR Committee

- Elevator Safety Policy – New Policy (1<sup>st</sup> reading)



# Roberto Clemente Charter School

## Elevator Safety Policy

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>Effective Date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 9/15/2026                                                                                |
| <b>PURPOSE</b> <p>The purpose of this policy is to establish strict safety, compliance, and access control requirements for mechanical restricted areas, including but not limited to elevator shafts (hoistways), pits, machine rooms, and related equipment. This policy is designed to prevent injury, ensure compliance with applicable regulations, and clearly define authority over access and servicing decisions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                          |
| <b>Applicable to</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | All employees, contracted staff, visitors, and any individual present on school property |
| <p>This policy is intended to support compliance with applicable building, elevator, workplace safety, and risk-management requirements, including, where applicable, the Pennsylvania Uniform Construction Code, Pennsylvania Department of Labor &amp; Industry elevator/lifting-device requirements, adopted elevator safety standards, and recognized safety practices related to hazardous energy control, including OSHA Lockout/Tagout principles for contractor-controlled work.</p> <p>Access to elevator shafts, pits, machine rooms, and internal elevator components is strictly restricted. Unauthorized access, attempted servicing, or interference with elevator systems is strictly prohibited and will result in disciplinary action, up to and including termination of employment or contract.</p> <p>Only individuals determined to be properly licensed, certified, and qualified by the Facility Manager, or designee approved by School Administration may access or service elevator systems.</p> <p><b>Authority and Responsibility</b></p> <p><i>Facility Manager</i>, or designee approved by School Administration, is responsible for coordinating access to restricted mechanical areas, verifying that required documentation has been provided, confirming that work is being performed by an approved qualified vendor or authorized individual, and denying access when documentation or authorization is insufficient.</p> <p><i>Employees</i></p> <p>All employees are required to:</p> <ul style="list-style-type: none"><li>• Refrain from accessing or attempting to access elevator shafts or equipment</li><li>• Immediately report elevator issues or hazards</li><li>• Follow all directives issued by the Facility Manager</li><li>• Prevent students, visitors, and unauthorized individuals from accessing restricted mechanical areas whenever it is safe to do so, and immediately report any open, unsecured, or compromised access point to the Facility Manager and School Administration.</li></ul> |                                                                                          |



# Roberto Clemente Charter School

## *Contractors and Vendors*

All contractors must:

- Be pre-approved by the Facility Manager
- Provide proof of licensing, certification, and insurance
- Comply with all applicable safety standards and procedures
- Follow Lockout/Tagout and fall protection requirements
- Failure to comply will result in removal from site and possible contract termination.
- Contractors and Vendors visiting RCCS must check-in with the main office and will be issued a temporary visitor pass to be worn while on RCCS property. Contractors and Vendors must be escorted and supervised by an RCCS employee at all times.

## **Prohibited Conduct**

The following actions are strictly prohibited for all non-authorized individuals:

- Entering or attempting to enter an elevator shaft or pit
- Opening elevator doors manually or bypassing safety systems
- Attempting to retrieve items from elevator shafts
- Performing repairs, adjustments, or inspections without authorization
- Interfering with elevator operation or safety mechanisms

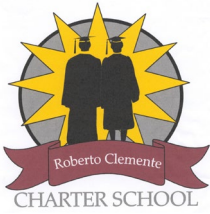
## **Enforcement**

Violations of this policy will result in:

- Disciplinary action (employees), up to and including termination
- Removal from site and contract/assignment termination (contractors)

|                                    |  |
|------------------------------------|--|
| <b>Board Approval Date</b>         |  |
| <b>Approval Signatures on file</b> |  |

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE CHARTER AND/OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.**



# Roberto Clemente Charter School

## Business Report: August 18, 2026

Page 1 of 3

### Financial Activity (7/1-7/31/26)

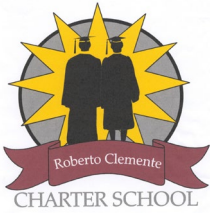
- Finance Committee meeting (Aug-14).
- \$853,363 Total monthly disbursements.
  - SIS license. -*Sapphire K12 Inc.*
  - Architect fees. -*Alloy5 Architecture*
  - Asbestos training. -*Lancaster Safety Consulting Inc.*
  - Liability insurance package deposit. -*Philadelphia Insurance Co.*
  - PD and classroom subscription licenses. -*Scenario Learning LLC.*
  - Student assessment subscription licenses. -*Renaissance Learning Inc.*
  - Relocatable flooring. -*Snaplock Industries Inc.*

### Financial Activity (6/1-6/30/26)

- IDEA 611 & 619 funds fully expended.
- Pearce Scholarship donation (\$1,000); Petiprin Scholarship donations (\$1,005)
- Wildlands Conservancy grant for field trip costs (\$864).
- 619 Students: Non-Special Ed (535), Special Ed (84)  
Allentown SD (597), Bethlehem Area SD (8), Catasauqua Area SD (4), East Penn SD (3),  
Parkland SD (1), Salisbury Township SD (3), Whitehall/Coplay SD (3)
- Estimated 25/26 lease reimbursements:
  - 850 N 5<sup>th</sup> Street- \$35,000
  - 136 S 4<sup>th</sup> Street- \$50,000
- Safe Schools grants (PCCD) expended:
  - 2025/26 School Safety & Mental Health- \$35,152 of \$70,000.
  - 2024/25 School Safety & Mental Health- \$67,498 of \$70,000 (grant ended 6/30).
- \$22,396 Credit posted for the year-end, special ed support billing reconciliation (CLIU #21).
- \$6,078 Real estate legal fees.
- \$2,865 HVAC unit compressor replaced. (*Elementary School*)
- \$6,274 Civil engineer fees.
- \$21,999 Architect fees.
- Received accrued 24/25 health service reimbursement funds (\$11,349).
- Accrued 25/26 lease reimbursement funds (\$85,000).
- Assigned Funds released- \$36,101
  - Capital Expenses & Projects Fund (\$34,351)- new school legal/engineering/architect fees.
  - Scholarships & Awards Fund (\$1,750)

Business Office

131 W Hamilton Street, Allentown PA 18101  
610-439-5814 Fax: 610-351-3619



# Roberto Clemente Charter School

## Business Report: August 18, 2026

Page 2 of 3

### Financial Activity (6/1-6/30/26) (continued)

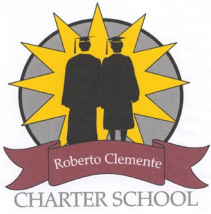
- Assigned Funds assigned- \$486,750
  - Operating Reserves Fund (\$200,000)
  - Capital Expenses & Projects Fund (\$285,000)
    - New Elementary School- \$200,000
    - School Van- \$65,000
    - STEAM Lab- \$20,000
  - Scholarships & Awards Fund (\$1,750)
- Assigned Funds reset:
  - Technology Replacement Fund \$50,000
  - Budget Shortfall Fund \$152,000
  - Board Designated Emergency Fund- \$100,000
- Un-Assigned General Fund balance \$1,415,887 / 12.1% of the operating budget.
- 25/26 Depreciation, amortization, GASB 68/75/87/96/101 entries not posted as of yet.

### Grants, Donations, & Reports

- Submitted (Jul-24) 2026/27 Consolidated Application.
- Received (Aug-6) FY 2026 Erate Funding Commitment Decision Letter.
- Certified (Aug-7) FY 2026 Erate Form 486.

### Contracts & Agreements

- Winter weather maintenance services. -*DMC Commercial Snow Management Inc.*
  - 3-Year Renewal; 11/1/26-4/30/29
  - \$84,000/year; Price locked
  - All three school sites-parking lots/walkways/entranceways.
  - Salt applications and snow removal; snow hauling additional charge per request
  - Termination notice: during the season/per diem charge from day of notice to Mar-31.
- School psychologist services. -*Dr. Janine Wargo*
  - Renewal: 9/1/26-6/30/27
  - Evaluations: \$1,750 (with testing), \$1,350 (without testing)
  - Additional Rating Scales: \$200 (2), \$300 (3+)
  - Additional services \$140/hr
  - Non-Exclusive; 30 Day termination notice



# Roberto Clemente Charter School

## Business Report: August 18, 2026

Page 3 of 3

### Technology Update

- 50 Service tickets received between 7/10-8/10.
- Scheduled summer projects concluding.
- UPS battery backup units replaced on hypervisor host server at the Secondary School.
- Implemented new room reservation application for multi-department utilization.
- Updated Food Service department systems, including meal prices and student file imports.
- Ongoing equipment setup for the new STEAM lab in the Secondary School.
- School wide academic platforms are currently going through the final pre-opening checklist phase.
- Preparing for staff orientation support and device distribution.

### Facilities Update

- 31 Service tickets received between 7/10-8/10.
- Scheduled summer projects ongoing.
- Electrical work scheduled in the Secondary School gym delayed due to parts backorder.
- New, relocatable flooring installed on the second floor of the Secondary School.
- Asbestos abatement project concluded (8/3).
- Department wide asbestos training (8/4-8/5).
- Secondary School kitchen equipment safety inspections conducted (8/5).

### Food Service Update

- Provided services for summer school.
- Set up Balford as our new dairy vendor.
- Summer equipment deep-cleaning projects completed.
- SNAPA conference the week of Jul-27.
- Preparing for staff orientation support.

### General Updates

- Preparing for the 2025/26 LEA annual audit. Site visit scheduled for the week of Sept-7.
- 7/16 RTK Request satisfied (7/21).
- 8/3 RTK Request satisfied (8/5).

**Roberto Clemente Charter School**  
**Financial Report for the Month Ending**  
**June 30, 2026**

|                                                    | <b>Current<br/>Month</b> | <b>2025-2026<br/>Y-T-D</b> | <b>Budget<br/>Y-T-D</b> | <b>Variance</b>    | <b>2025-2026<br/>Budget</b> |
|----------------------------------------------------|--------------------------|----------------------------|-------------------------|--------------------|-----------------------------|
| <b>Revenue-General Fund</b>                        |                          |                            |                         |                    |                             |
| <b>6000/9000 Local Sources &amp; Other Sources</b> |                          |                            |                         |                    |                             |
| 6500 Interest                                      | \$ 5,825.12              | \$ 57,670.03               | \$ 15,000.00            | \$ 42,670.03       | \$ 15,000.00                |
| 6700 School Activities                             | 316.00                   | 5,906.12                   | 4,000.00                | 1,906.12           | 4,000.00                    |
| 6830 PassThru Federal Funds (IU)                   | 1,664.33                 | 67,386.19                  | 66,000.00               | 1,386.19           | 66,000.00                   |
| 6920 Grants & Contributions-Private Sources        | 2,869.00                 | 3,369.00                   | 1,505.00                | 1,864.00           | 1,505.00                    |
| 6944 Regular Education Funding                     | 658,813.81               | 7,589,425.53               | 7,909,400.00            | (319,974.47)       | 7,909,400.00                |
| 6944 Special Education Funding                     | 258,935.25               | 2,742,945.83               | 2,244,000.00            | 498,945.83         | 2,244,000.00                |
| 6990 Refunds & Miscellaneous                       | 256.72                   | 1,127.90                   | 6,000.00                | (4,872.10)         | 6,000.00                    |
| 9000 Other Sources                                 | 0.00                     | 0.00                       | 0.00                    | 0.00               | 0.00                        |
| <i>Total Local Sources</i>                         | <i>928,680.23</i>        | <i>10,467,830.60</i>       | <i>10,245,905.00</i>    | <i>221,925.60</i>  | <i>10,245,905.00</i>        |
| <b>7000 State Sources</b>                          |                          |                            |                         |                    |                             |
| 7200 Specific Educational Programs                 | 0.00                     | 40.00                      | 0.00                    | 40.00              | 0.00                        |
| 7320 Lease Reimbursement                           | 85,000.00                | 84,411.69                  | 91,500.00               | (7,088.31)         | 91,500.00                   |
| 7330 Health Services                               | 11,993.21                | 12,561.23                  | 11,000.00               | 1,561.23           | 11,000.00                   |
| 7360 Safe Schools                                  | 8,397.83                 | 89,622.24                  | 92,270.00               | (2,647.76)         | 92,270.00                   |
| 7530 Ready To Learn Grant                          | 0.00                     | 28,546.00                  | 28,546.00               | 0.00               | 28,546.00                   |
| <i>Total State Sources</i>                         | <i>105,391.04</i>        | <i>215,181.16</i>          | <i>223,316.00</i>       | <i>(8,134.84)</i>  | <i>223,316.00</i>           |
| <b>8000 Federal Sources</b>                        |                          |                            |                         |                    |                             |
| 8514 Title I                                       | 23,865.32                | 494,563.45                 | 513,368.00              | (18,804.55)        | 513,368.00                  |
| 8515 Title II                                      | 0.00                     | 39,056.02                  | 36,966.00               | 2,090.02           | 36,966.00                   |
| 8516 Title III                                     | 761.43                   | 36,187.00                  | 31,800.00               | 4,387.00           | 31,800.00                   |
| 8517 Title IV                                      | 4,399.42                 | 31,518.55                  | 35,300.00               | (3,781.45)         | 35,300.00                   |
| <i>Total Federal Sources</i>                       | <i>29,026.17</i>         | <i>601,325.02</i>          | <i>617,434.00</i>       | <i>(16,108.98)</i> | <i>617,434.00</i>           |
| <b>Food Service</b>                                |                          |                            |                         |                    |                             |
| 6620 Sales (Non-Reimbursable Programs)             | 150.10                   | 5,294.20                   | 10,500.00               | (5,205.80)         | 10,500.00                   |
| 6920 Grants & Contributions-Private Sources        | 0.00                     | 0.00                       | 0.00                    | 0.00               | 0.00                        |
| 6990 Refunds & Miscellaneous                       | 0.00                     | 0.00                       | 0.00                    | 0.00               | 0.00                        |
| 7600 State Sources                                 | 762.86                   | 16,775.44                  | 16,500.00               | 275.44             | 16,500.00                   |
| 8530 Federal Sources                               | 26,629.98                | 617,503.70                 | 561,900.00              | 55,603.70          | 561,900.00                  |
| <i>Total Food Service</i>                          | <i>27,542.94</i>         | <i>639,573.34</i>          | <i>588,900.00</i>       | <i>50,673.34</i>   | <i>588,900.00</i>           |
| <b>Total Revenue</b>                               | <b>1,090,640.38</b>      | <b>11,923,910.12</b>       | <b>11,675,555.00</b>    | <b>248,355.12</b>  | <b>11,675,555.00</b>        |

**Roberto Clemente Charter School**  
**Financial Report for the Month Ending**  
**June 30, 2026**

|                                                            | <b>Current<br/>Month</b> | <b>2025-2026<br/>Y-T-D</b> | <b>Budget<br/>Y-T-D</b> | <b>Variance</b>     | <b>2025-2026<br/>Budget</b> |
|------------------------------------------------------------|--------------------------|----------------------------|-------------------------|---------------------|-----------------------------|
| <b>Expenses-General Fund</b>                               |                          |                            |                         |                     |                             |
| <b>Instructional Services</b>                              |                          |                            |                         |                     |                             |
| <b>1100-Regular Programs</b>                               |                          |                            |                         |                     |                             |
| 100 Salaries                                               | \$ 139,655.80            | \$ 2,644,462.11            | \$ 2,911,484.00         | (\$ 267,021.89)     | \$ 2,911,484.00             |
| 200 Benefits                                               | 116,621.87               | 1,436,060.82               | 1,459,345.00            | (23,284.18)         | 1,459,345.00                |
| 300 Contracted Professional & Technical Services           | 12,075.00                | 229,947.60                 | 40,000.00               | 189,947.60          | 40,000.00                   |
| 400 Property Services-Maintenance/Repairs/Rentals          | 0.00                     | 2,209.45                   | 9,000.00                | (6,790.55)          | 9,000.00                    |
| 500 Other Services                                         | 0.00                     | 10,395.70                  | 16,495.00               | (6,099.30)          | 16,495.00                   |
| 600 Supplies                                               | 34,404.53                | 155,374.81                 | 154,800.00              | 574.81              | 154,800.00                  |
| 730 Capitalized Right To Use                               | 1,690.29                 | 20,284.58                  | 23,124.00               | (2,839.42)          | 23,124.00                   |
| 800 Fees/Miscellaneous                                     | 0.00                     | 9,336.93                   | 10,700.00               | (1,363.07)          | 10,700.00                   |
| <i>Total Regular Programs</i>                              | <i>304,447.49</i>        | <i>4,508,072.00</i>        | <i>4,624,948.00</i>     | <i>(116,876.00)</i> | <i>4,624,948.00</i>         |
| <b>1200-Special Programs</b>                               |                          |                            |                         |                     |                             |
| 100 Salaries                                               | 16,488.14                | 268,982.35                 | 322,419.00              | (53,436.65)         | 322,419.00                  |
| 200 Benefits                                               | 6,494.74                 | 178,995.57                 | 150,849.00              | 28,146.57           | 150,849.00                  |
| 300 Contracted Professional & Technical Services           | 0.00                     | 17,164.05                  | 0.00                    | 17,164.05           | 0.00                        |
| 336 Contracted Support Services                            | (167.36)                 | 289,038.71                 | 273,000.00              | 16,038.71           | 273,000.00                  |
| 500 Other Services                                         | 0.00                     | 9,760.00                   | 0.00                    | 9,760.00            | 0.00                        |
| 600 Supplies                                               | 793.96                   | 4,589.99                   | 8,800.00                | (4,210.01)          | 8,800.00                    |
| <i>Total Special Programs</i>                              | <i>23,609.48</i>         | <i>768,530.67</i>          | <i>755,068.00</i>       | <i>13,462.67</i>    | <i>755,068.00</i>           |
| <b>1400/1691/1700-Other Programs &amp; Adult Education</b> |                          |                            |                         |                     |                             |
| 100 Salaries                                               | 0.00                     | 51,688.25                  | 82,300.00               | (30,611.75)         | 82,300.00                   |
| 200 Benefits                                               | 0.00                     | 13,033.63                  | 21,847.00               | (8,813.37)          | 21,847.00                   |
| 300 Contracted Professional & Technical Services           | 0.00                     | 0.00                       | 3,900.00                | (3,900.00)          | 3,900.00                    |
| 500 Other Services                                         | 0.00                     | 0.00                       | 500.00                  | (500.00)            | 500.00                      |
| 566 Tuition/Higher Education                               | 0.00                     | 8,400.00                   | 17,000.00               | (8,600.00)          | 17,000.00                   |
| 600 Supplies                                               | 34.40                    | 1,447.51                   | 2,000.00                | (552.49)            | 2,000.00                    |
| <i>Total Other Programs &amp; Adult Education</i>          | <i>34.40</i>             | <i>74,569.39</i>           | <i>127,547.00</i>       | <i>(52,977.61)</i>  | <i>127,547.00</i>           |

**Roberto Clemente Charter School**  
**Financial Report for the Month Ending**  
**June 30, 2026**

|                                                                                           | <b>Current<br/>Month</b> | <b>2025-2026<br/>Y-T-D</b> | <b>Budget<br/>Y-T-D</b> | <b>Variance</b>    | <b>2025-2026<br/>Budget</b> |
|-------------------------------------------------------------------------------------------|--------------------------|----------------------------|-------------------------|--------------------|-----------------------------|
| <b>Support Services</b>                                                                   |                          |                            |                         |                    |                             |
| <b>2100-Student Support (Guidance/Therapy/Counseling/Social Service/Child Accounting)</b> |                          |                            |                         |                    |                             |
| 100 Salaries                                                                              | \$ 21,343.32             | \$ 241,422.28              | \$ 266,624.00           | (\$ 25,201.72)     | \$ 266,624.00               |
| 200 Benefits                                                                              | 11,702.34                | 124,980.56                 | 121,390.00              | 3,590.56           | 121,390.00                  |
| 300 Contracted Professional & Technical Services                                          | 0.00                     | 6,635.59                   | 40,000.00               | (33,364.41)        | 40,000.00                   |
| 500 Other Services                                                                        | 0.00                     | 4.24                       | 1,300.00                | (1,295.76)         | 1,300.00                    |
| 600 Supplies                                                                              | 267.97                   | 7,561.11                   | 13,350.00               | (5,788.89)         | 13,350.00                   |
| <i>Total Student Support</i>                                                              | <i>33,313.63</i>         | <i>380,603.78</i>          | <i>442,664.00</i>       | <i>(62,060.22)</i> | <i>442,664.00</i>           |
| <b>2200-Instructional Staff Support (Technology)</b>                                      |                          |                            |                         |                    |                             |
| 100 Salaries                                                                              | 21,806.52                | 276,828.84                 | 279,360.00              | (2,531.16)         | 279,360.00                  |
| 200 Benefits                                                                              | 14,155.91                | 157,016.52                 | 170,727.00              | (13,710.48)        | 170,727.00                  |
| 300 Contracted Professional & Technical Services                                          | 0.00                     | 0.00                       | 0.00                    | 0.00               | 0.00                        |
| 400 Property Services-Maintenance/Repairs/Rentals                                         | 0.00                     | 0.00                       | 2,000.00                | (2,000.00)         | 2,000.00                    |
| 500 Other Services                                                                        | 0.00                     | 0.00                       | 500.00                  | (500.00)           | 500.00                      |
| 600 Supplies                                                                              | 1,791.48                 | 8,312.49                   | 14,150.00               | (5,837.51)         | 14,150.00                   |
| 730 Capitalized Right To Use                                                              | 0.00                     | 0.00                       | 0.00                    | 0.00               | 0.00                        |
| 800 Fees/Miscellaneous                                                                    | 0.00                     | 0.00                       | 500.00                  | (500.00)           | 500.00                      |
| <i>Total Staff Support (Technology)</i>                                                   | <i>37,753.91</i>         | <i>442,157.85</i>          | <i>467,237.00</i>       | <i>(25,079.15)</i> | <i>467,237.00</i>           |
| <b>2200-Instructional Staff Support (Library/Curriculum &amp; Staff Development)</b>      |                          |                            |                         |                    |                             |
| 100 Salaries                                                                              | 7,960.00                 | 8,840.00                   | 12,040.00               | (3,200.00)         | 12,040.00                   |
| 200 Benefits                                                                              | 1,916.49                 | 2,032.70                   | 3,040.00                | (1,007.30)         | 3,040.00                    |
| 240 Tuition Reimbursement                                                                 | 4,500.00                 | 7,827.00                   | 18,900.00               | (11,073.00)        | 18,900.00                   |
| 300 Contracted Professional & Technical Services                                          | 0.00                     | 0.00                       | 0.00                    | 0.00               | 0.00                        |
| 360 Contracted Staff Development                                                          | 3,525.00                 | 34,533.20                  | 37,850.00               | (3,316.80)         | 37,850.00                   |
| 400 Property Services-Maintenance/Repairs/Rentals                                         | 0.00                     | 0.00                       | 0.00                    | 0.00               | 0.00                        |
| 500 Other Services                                                                        | 0.00                     | 845.70                     | 2,100.00                | (1,254.30)         | 2,100.00                    |
| 600 Library Supplies & Subscriptions                                                      | 0.00                     | 4,261.74                   | 1,900.00                | 2,361.74           | 1,900.00                    |
| 600 Curriculum Development Supplies & Subscriptions                                       | 0.00                     | 3,382.75                   | 4,383.00                | (1,000.25)         | 4,383.00                    |
| 600 Staff Development Supplies & Subscriptions                                            | 255.63                   | 7,879.24                   | 12,830.00               | (4,950.76)         | 12,830.00                   |
| 800 Fees/Miscellaneous                                                                    | 0.00                     | 0.00                       | 0.00                    | 0.00               | 0.00                        |
| <i>Total Staff Support (Library/Curriculum &amp; Staff Dvlp)</i>                          | <i>18,157.12</i>         | <i>69,602.33</i>           | <i>93,043.00</i>        | <i>(23,440.67)</i> | <i>93,043.00</i>            |

**Roberto Clemente Charter School**  
**Financial Report for the Month Ending**  
**June 30, 2026**

|                                                                             | <b>Current<br/>Month</b> | <b>2025-2026<br/>Y-T-D</b> | <b>Budget<br/>Y-T-D</b> | <b>Variance</b>     | <b>2025-2026<br/>Budget</b> |
|-----------------------------------------------------------------------------|--------------------------|----------------------------|-------------------------|---------------------|-----------------------------|
| <b>2310/2360-Administration (Board/CEO's Office/Legal &amp; Accounting)</b> |                          |                            |                         |                     |                             |
| 100 Salaries                                                                | \$ 11,507.94             | \$ 136,525.97              | \$ 136,526.00           | (\$ 0.03)           | \$ 136,526.00               |
| 200 Benefits                                                                | 7,977.25                 | 83,319.48                  | 91,641.00               | (8,321.52)          | 91,641.00                   |
| 300 School Board Professional Development Services                          | 0.00                     | 0.00                       | 2,000.00                | (2,000.00)          | 2,000.00                    |
| 330 Legal & Accounting Services                                             | 10,525.29                | 85,549.59                  | 69,000.00               | 16,549.59           | 69,000.00                   |
| 400 Property Services-Maintenance/Repairs/Rentals                           | 0.00                     | 0.00                       | 0.00                    | 0.00                | 0.00                        |
| 500 Other Services                                                          | 303.91                   | 401.69                     | 1,800.00                | (1,398.31)          | 1,800.00                    |
| 600 Supplies                                                                | 74.82                    | 2,627.03                   | 4,980.00                | (2,352.97)          | 4,980.00                    |
| 800 Fees/Miscellaneous                                                      | 36.77                    | 233.02                     | 500.00                  | (266.98)            | 500.00                      |
| <i>Total Board/CEO's Office/Legal &amp; Accounting</i>                      | <i>30,425.98</i>         | <i>308,656.78</i>          | <i>306,447.00</i>       | <i>2,209.78</i>     | <i>306,447.00</i>           |
| <b>2380-Administration (Principal's Office)</b>                             |                          |                            |                         |                     |                             |
| 100 Salaries                                                                | 33,278.32                | 459,902.08                 | 506,253.00              | (46,350.92)         | 506,253.00                  |
| 200 Benefits                                                                | 19,487.81                | 209,953.98                 | 284,918.00              | (74,964.02)         | 284,918.00                  |
| 400 Property Services-Maintenance/Repairs/Rentals                           | 1,232.79                 | 4,879.20                   | 5,212.00                | (332.80)            | 5,212.00                    |
| 500 Other Services                                                          | 125.00                   | 2,136.00                   | 4,500.00                | (2,364.00)          | 4,500.00                    |
| 600 Supplies                                                                | 1,855.01                 | 9,795.87                   | 10,000.00               | (204.13)            | 10,000.00                   |
| 730 Capitalized Right To Use                                                | 1,737.71                 | 19,621.30                  | 13,692.00               | 5,929.30            | 13,692.00                   |
| 800 Fees/Miscellaneous                                                      | 0.00                     | 2,276.25                   | 4,000.00                | (1,723.75)          | 4,000.00                    |
| <i>Total Principal's Office</i>                                             | <i>57,716.64</i>         | <i>708,564.68</i>          | <i>828,575.00</i>       | <i>(120,010.32)</i> | <i>828,575.00</i>           |
| <b>2400-Pupil Health</b>                                                    |                          |                            |                         |                     |                             |
| 100 Salaries                                                                | 9,810.78                 | 179,208.23                 | 189,258.00              | (10,049.77)         | 189,258.00                  |
| 200 Benefits                                                                | 8,104.96                 | 106,347.95                 | 129,653.00              | (23,305.05)         | 129,653.00                  |
| 300 Contracted Professional & Technical Services                            | (896.00)                 | 6,137.73                   | 9,500.00                | (3,362.27)          | 9,500.00                    |
| 500 Other Services                                                          | 0.00                     | 0.00                       | 500.00                  | (500.00)            | 500.00                      |
| 600 Supplies                                                                | 599.63                   | 4,055.48                   | 4,200.00                | (144.52)            | 4,200.00                    |
| <i>Total Pupil Health</i>                                                   | <i>17,619.37</i>         | <i>295,749.39</i>          | <i>333,111.00</i>       | <i>(37,361.61)</i>  | <i>333,111.00</i>           |
| <b>2500-Business</b>                                                        |                          |                            |                         |                     |                             |
| 100 Salaries                                                                | 20,309.95                | 237,251.04                 | 242,147.00              | (4,895.96)          | 242,147.00                  |
| 200 Benefits                                                                | 9,861.24                 | 129,046.74                 | 133,130.00              | (4,083.26)          | 133,130.00                  |
| 300 Contracted Professional & Technical Services                            | 1,407.29                 | 26,227.37                  | 24,800.00               | 1,427.37            | 24,800.00                   |
| 400 Property Services-Maintenance/Repairs/Rentals                           | 1,290.66                 | 10,465.59                  | 10,580.00               | (114.41)            | 10,580.00                   |
| 500 Other Services                                                          | 147.26                   | 798.70                     | 2,000.00                | (1,201.30)          | 2,000.00                    |
| 600 Supplies                                                                | 410.84                   | 5,359.21                   | 7,800.00                | (2,440.79)          | 7,800.00                    |
| 730 Capitalized Right To Use                                                | 387.18                   | 4,473.27                   | 4,200.00                | 273.27              | 4,200.00                    |
| 800 Fees/Miscellaneous                                                      | 145.00                   | 1,125.13                   | 1,700.00                | (574.87)            | 1,700.00                    |
| <i>Total Business</i>                                                       | <i>33,959.42</i>         | <i>414,747.05</i>          | <i>426,357.00</i>       | <i>(11,609.95)</i>  | <i>426,357.00</i>           |

**Roberto Clemente Charter School**  
**Financial Report for the Month Ending**  
**June 30, 2026**

|                                                                      | <b>Current<br/>Month</b> | <b>2025-2026<br/>Y-T-D</b> | <b>Budget<br/>Y-T-D</b> | <b>Variance</b>    | <b>2025-2026<br/>Budget</b> |
|----------------------------------------------------------------------|--------------------------|----------------------------|-------------------------|--------------------|-----------------------------|
| <b>2600/2900-Plant Operations &amp; Maintenance</b>                  |                          |                            |                         |                    |                             |
| 100 Salaries                                                         | \$ 31,571.08             | \$ 308,832.67              | \$ 397,365.00           | (\$ 88,532.33)     | \$ 397,365.00               |
| 200 Benefits                                                         | 8,307.97                 | 222,492.05                 | 163,377.00              | 59,115.05          | 163,377.00                  |
| 300 Contracted Professional & Technical Services                     | 12,858.44                | 163,167.06                 | 205,650.00              | (42,482.94)        | 205,650.00                  |
| 400 Property Services-Maintenance/Repairs/Rentals                    | 11,236.26                | 202,864.32                 | 176,400.00              | 26,464.32          | 176,400.00                  |
| 500 Other Services                                                   | 0.00                     | 0.00                       | 1,600.00                | (1,600.00)         | 1,600.00                    |
| 520 Property Insurance                                               | 3,521.68                 | 42,275.38                  | 43,000.00               | (724.62)           | 43,000.00                   |
| 538 Telecommunications                                               | 1,356.25                 | 16,278.06                  | 17,520.00               | (1,241.94)         | 17,520.00                   |
| 600 Supplies                                                         | 3,274.82                 | 38,912.75                  | 77,899.00               | (38,986.25)        | 77,899.00                   |
| 620 Utilities & Fuel                                                 | 7,125.10                 | 92,348.94                  | 89,700.00               | 2,648.94           | 89,700.00                   |
| 730 Capitalized Right To Use                                         | 61,843.17                | 742,118.04                 | 742,128.00              | (9.96)             | 742,128.00                  |
| 800 Fees/Miscellaneous                                               | 0.00                     | 0.00                       | 500.00                  | (500.00)           | 500.00                      |
| 810 Property Taxes                                                   | 0.00                     | 0.00                       | 0.00                    | 0.00               | 0.00                        |
| <i>Total Plant Operations &amp; Maintenance</i>                      | <i>141,094.77</i>        | <i>1,829,289.27</i>        | <i>1,915,139.00</i>     | <i>(85,849.73)</i> | <i>1,915,139.00</i>         |
| <b>2800-Central (Planning/Staff Services/Information &amp; Data)</b> |                          |                            |                         |                    |                             |
| 100 Salaries                                                         | 6,730.30                 | 243,669.20                 | 259,846.00              | (16,176.80)        | 259,846.00                  |
| 200 Benefits                                                         | 9,761.88                 | 60,641.54                  | 72,712.00               | (12,070.46)        | 72,712.00                   |
| 300 Contracted Professional & Technical Services                     | 0.00                     | 14,006.30                  | 0.00                    | 14,006.30          | 0.00                        |
| 360 Contracted Staff Development Services                            | 2,619.00                 | 17,599.00                  | 20,600.00               | (3,001.00)         | 20,600.00                   |
| 500 Other Services                                                   | 2,036.15                 | 25,232.71                  | 31,800.00               | (6,567.29)         | 31,800.00                   |
| 600 Supplies                                                         | 1,351.69                 | 22,096.92                  | 32,300.00               | (10,203.08)        | 32,300.00                   |
| 730 Capitalized Right To Use Payments                                | 2,001.74                 | 24,021.00                  | 24,430.00               | (409.00)           | 24,430.00                   |
| 800 Fees/Miscellaneous                                               | 25.00                    | 2,233.00                   | 2,500.00                | (267.00)           | 2,500.00                    |
| <i>Total Central</i>                                                 | <i>24,525.76</i>         | <i>409,499.67</i>          | <i>444,188.00</i>       | <i>(34,688.33)</i> | <i>444,188.00</i>           |
| <b>Non-Instructional Services</b>                                    |                          |                            |                         |                    |                             |
| <b>3200/3300/3400-Student Activities &amp; Community Services</b>    |                          |                            |                         |                    |                             |
| 100 Salaries                                                         | 6,752.50                 | 34,586.25                  | 33,020.00               | 1,566.25           | 33,020.00                   |
| 200 Benefits                                                         | 1,993.86                 | 7,894.86                   | 9,305.00                | (1,410.14)         | 9,305.00                    |
| 300 Contracted Professional & Technical Services                     | 45.09                    | 914.59                     | 0.00                    | 914.59             | 0.00                        |
| 500 Other Services                                                   | 393.41                   | 4,240.50                   | 11,500.00               | (7,259.50)         | 11,500.00                   |
| 600 Supplies                                                         | 1,296.91                 | 18,325.56                  | 24,500.00               | (6,174.44)         | 24,500.00                   |
| 800 Fees/Miscellaneous                                               | 3,755.00                 | 6,401.24                   | 8,505.00                | (2,103.76)         | 8,505.00                    |
| <i>Total Student Activities &amp; Community Services</i>             | <i>14,236.77</i>         | <i>72,363.00</i>           | <i>86,830.00</i>        | <i>(14,467.00)</i> | <i>86,830.00</i>            |

**Roberto Clemente Charter School**  
**Financial Report for the Month Ending**  
**June 30, 2026**

|                                                         | <b>Current<br/>Month</b> | <b>2025-2026<br/>Y-T-D</b> | <b>Budget<br/>Y-T-D</b> | <b>Variance</b>      | <b>2025-2026<br/>Budget</b> |
|---------------------------------------------------------|--------------------------|----------------------------|-------------------------|----------------------|-----------------------------|
| <b>3100-Food Services</b>                               |                          |                            |                         |                      |                             |
| 100 Salaries                                            | \$ 9,981.01              | \$ 163,220.10              | \$ 210,857.00           | (\$ 47,636.90)       | \$ 210,857.00               |
| 200 Benefits                                            | 1,955.67                 | 30,811.04                  | 50,756.00               | (19,944.96)          | 50,756.00                   |
| 300 Contracted Professional & Technical Services        | 0.00                     | 5,910.00                   | 7,500.00                | (1,590.00)           | 7,500.00                    |
| 400 Property Services-Maintenance/Repairs/Rentals       | 800.00                   | 6,083.48                   | 3,600.00                | 2,483.48             | 3,600.00                    |
| 500 Other Services                                      | 0.00                     | 0.00                       | 1,000.00                | (1,000.00)           | 1,000.00                    |
| 600 Supplies                                            | 214.58                   | 30,906.08                  | 50,300.00               | (19,393.92)          | 50,300.00                   |
| 630 Food & Dairy                                        | 14,615.22                | 270,996.12                 | 360,900.00              | (89,903.88)          | 360,900.00                  |
| 800 Fees/Miscellaneous                                  | 0.00                     | 64.00                      | 100.00                  | (36.00)              | 100.00                      |
| <i>Total Food Services</i>                              | <i>27,566.48</i>         | <i>507,990.82</i>          | <i>685,013.00</i>       | <i>(177,022.18)</i>  | <i>685,013.00</i>           |
| <b>Other Expenditures &amp; Financing Uses</b>          |                          |                            |                         |                      |                             |
| <b>5110/5140/9200-Debt Service &amp; Financing Uses</b> |                          |                            |                         |                      |                             |
| 700 Leases/Right To Use                                 | 0.00                     | 0.00                       | 0.00                    | 0.00                 | 0.00                        |
| 770 Amortization                                        | 0.00                     | 0.00                       | 0.00                    | 0.00                 | 0.00                        |
| 810 Fees                                                | 0.00                     | 0.00                       | 0.00                    | 0.00                 | 0.00                        |
| 830 Interest                                            | 0.00                     | 0.00                       | 0.00                    | 0.00                 | 0.00                        |
| 910 Principal                                           | 0.00                     | 0.00                       | 0.00                    | 0.00                 | 0.00                        |
| 913 Lease Payments                                      | 0.00                     | 0.00                       | 0.00                    | 0.00                 | 0.00                        |
| 914 Other Right To Use Payments                         | 0.00                     | 0.00                       | 0.00                    | 0.00                 | 0.00                        |
| 000 Proceeds                                            | 0.00                     | 0.00                       | 0.00                    | 0.00                 | 0.00                        |
| <i>Total Debt Service &amp; Financing Uses</i>          | <i>0.00</i>              | <i>0.00</i>                | <i>0.00</i>             | <i>0.00</i>          | <i>0.00</i>                 |
| <b>Total Expenses Less Capital Outlay</b>               | <b>764,461.22</b>        | <b>10,790,396.68</b>       | <b>11,536,167.00</b>    | <b>(745,770.32)</b>  | <b>11,536,167.00</b>        |
| <b>Net Operating Income (Loss) Less Capital Outlay</b>  | <b>\$ 326,179.16</b>     | <b>\$ 1,133,513.44</b>     | <b>\$ 139,388.00</b>    | <b>\$ 994,125.44</b> | <b>\$ 139,388.00</b>        |

**Roberto Clemente Charter School**  
**Financial Report for the Month Ending**  
**June 30, 2026**

|                                                        | <b>Current<br/>Month</b> | <b>2025-2026<br/>Y-T-D</b> | <b>Budget<br/>Y-T-D</b> | <b>Variance</b>        | <b>2025-2026<br/>Budget</b> |
|--------------------------------------------------------|--------------------------|----------------------------|-------------------------|------------------------|-----------------------------|
| <b>Capital Outlay (450/700)</b>                        |                          |                            |                         |                        |                             |
| 1000 Instructional-Equipment & Furniture               | \$ 0.00                  | \$ 46,348.08               | \$ 46,000.00            | \$ 348.08              | \$ 46,000.00                |
| 2100 Student Support-Equipment & Furniture             | 0.00                     | 0.00                       | 0.00                    | 0.00                   | 0.00                        |
| 2200 Instructional Staff Support-Equipment & Furniture | 0.00                     | 2,318.30                   | 1,500.00                | 818.30                 | 1,500.00                    |
| 2300 Administrative-Equipment & Furniture              | 0.00                     | 1,199.00                   | 0.00                    | 1,199.00               | 0.00                        |
| 2400 Health-Equipment & Furniture                      | 0.00                     | 0.00                       | 0.00                    | 0.00                   | 0.00                        |
| 2500 Business-Equipment & Furniture                    | 0.00                     | 0.00                       | 0.00                    | 0.00                   | 0.00                        |
| 2600 Plant Operations-Equipment & Furniture            | 0.00                     | 1,559.96                   | 65,000.00               | (63,440.04)            | 65,000.00                   |
| 2800 Central Services-Equipment & Furniture            | 0.00                     | 0.00                       | 0.00                    | 0.00                   | 0.00                        |
| 3100 Food Service- Equipment & Furniture               | 0.00                     | 0.00                       | 1,800.00                | (1,800.00)             | 1,800.00                    |
| 3200 NonInstructional Equipment & Furniture            | 0.00                     | 0.00                       | 0.00                    | 0.00                   | 0.00                        |
| 4000 Facilities Acquisition/Construction/Improvements  | 28,273.28                | 54,136.28                  | 0.00                    | 54,136.28              | 0.00                        |
| <i>Total Capital Outlay</i>                            | <i>28,273.28</i>         | <i>105,561.62</i>          | <i>114,300.00</i>       | <i>(8,738.38)</i>      | <i>114,300.00</i>           |
| <b>Total Expenses</b>                                  | <b>792,734.50</b>        | <b>10,895,958.30</b>       | <b>11,650,467.00</b>    | <b>(754,508.70)</b>    | <b>11,650,467.00</b>        |
| <b>Total Net Income (Loss)</b>                         | <b>\$ 297,905.88</b>     | <b>\$ 1,027,951.82</b>     | <b>\$ 25,088.00</b>     | <b>\$ 1,002,863.82</b> | <b>\$ 25,088.00</b>         |

**Roberto Clemente Charter School**  
**Financial Report for the Month Ending**  
**June 30, 2026**

| <b>Current</b> | <b>2025-2026</b> | <b>Budget</b> |                 | <b>2025-2026</b> |
|----------------|------------------|---------------|-----------------|------------------|
| <b>Month</b>   | <b>Y-T-D</b>     | <b>Y-T-D</b>  | <b>Variance</b> | <b>Budget</b>    |

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**Roberto Clemente Charter School**  
**Financial Report for the Month Ending**  
**June 30, 2026**

**ASSETS**

**Current Assets**

*Cash*

|                         |                 |              |
|-------------------------|-----------------|--------------|
| Main Operating Accounts | \$ 1,882,723.25 |              |
| Payroll Account         | 375,856.28      |              |
| HIC Account             | 13,959.09       |              |
| Executive Account       | 854.97          |              |
| Principals' Accounts    | 909.38          |              |
| Money Market Account    | 4,013,273.12    |              |
| Petty Cash              | 868.78          |              |
|                         | <hr/>           |              |
| <i>Total Cash</i>       |                 | 6,288,444.87 |

*Accounts Receivable*

|                                  |            |            |
|----------------------------------|------------|------------|
| School Districts                 | 864,221.63 |            |
| State Sources                    | 762.86     |            |
| Federal Sources                  | 48,301.35  |            |
| Other Sources                    | 864.00     |            |
|                                  | <hr/>      |            |
| <i>Total Accounts Receivable</i> |            | 914,149.84 |

*Other Current Assets*

|                                                 |            |            |
|-------------------------------------------------|------------|------------|
| Deposits                                        | 25,000.00  |            |
| Capital Contribution- Pareto                    | 65,419.41  |            |
| Accrued Revenue                                 | 185,333.76 |            |
| PrePaid Expenses                                | 51,702.23  |            |
| Food Service PrePaid Expenses & Accrued Revenue | 0.00       |            |
| Agency Fund-Cash Accounts (Students)            | 5,178.55   |            |
|                                                 | <hr/>      |            |
| <i>Total Other Current Assets</i>               |            | 332,633.95 |

**Fixed Assets**

*Buildings & Equipment*

|                                               |                |              |
|-----------------------------------------------|----------------|--------------|
| 131 Hamilton Street Building (Administration) | 1,148,775.87   |              |
| 850 N 5th Street Building (Elementary School) | 584,804.67     |              |
| 136 S 4th Street Building (Secondary School)  | 864,312.28     |              |
| Acquisition Costs & Construction In Progress  | 35,481.28      |              |
| Computer Equipment                            | 1,122,134.48   |              |
| Furniture & Equipment                         | 1,070,228.21   |              |
| Accumulated Depreciation                      | (3,080,521.50) |              |
| Food Service Equipment & Furniture            | 66,237.53      |              |
| Food Service Accumulated Depreciation         | (53,764.59)    |              |
| Building Leases                               | 4,923,720.78   |              |
| Equipment Leases                              | 205,664.38     |              |
| Other Right-To-Use Assets                     | 129,764.36     |              |
| Accumulated Amortization                      | (2,685,073.18) |              |
|                                               | <hr/>          |              |
| <i>Total Buildings &amp; Equipment</i>        |                | 4,331,764.57 |

|                     |                         |
|---------------------|-------------------------|
| <b>Total Assets</b> | <b>\$ 11,866,993.23</b> |
|---------------------|-------------------------|

**Roberto Clemente Charter School**  
**Financial Report for the Month Ending**  
**June 30, 2026**

**LIABILITIES AND CAPITAL**

**Liabilities**

**Current Liabilities**

*Short-Term Payables*

|                                   |               |            |
|-----------------------------------|---------------|------------|
| Accounts Payable                  | \$ 117,341.51 |            |
| PSERS-Employer Contributions      | 176,499.00    |            |
| 403 B-Employer Contributions      | 5,727.73      |            |
| Payroll Taxes & Deductions        | (15.64)       |            |
| Retirement-Employee Contributions | 19,330.08     |            |
|                                   |               |            |
| <i>Total Short-Term Payables</i>  |               | 318,882.68 |

*Accrued Expenses & Other Current Liabilities*

|                                                               |            |            |
|---------------------------------------------------------------|------------|------------|
| Accrued Salaries & Benefits                                   | 536,486.53 |            |
| Other Accrued Expenses                                        | 0.00       |            |
| Interfund Payable                                             | 0.00       |            |
| UnEarned Revenue & Deposits                                   | 213.00     |            |
| Scholarship Funds                                             | 0.00       |            |
|                                                               |            |            |
| <i>Total Accrued Expenses &amp; Other Current Liabilities</i> |            | 536,699.53 |

**NonCurrent Liabilities**

|                                     |              |              |
|-------------------------------------|--------------|--------------|
| Lease Obligations-Buildings         | 2,065,018.67 |              |
| Lease Obligations-Equipment         | 38,420.46    |              |
| Other Right To Use Obligations      | (1,724.41)   |              |
| Compensated Absences                | 189,499.00   |              |
|                                     |              |              |
| <i>Total NonCurrent Liabilities</i> |              | 2,291,213.72 |

|                          |                     |
|--------------------------|---------------------|
| <b>Total Liabilities</b> | <b>3,146,795.93</b> |
|--------------------------|---------------------|

**Capital**

**Assigned General Funds**

|                                            |              |              |
|--------------------------------------------|--------------|--------------|
| Assigned Funds-Operating Reserves          | 2,140,000.00 |              |
| Assigned Funds-Capital Expenses & Projects | 2,762,877.80 |              |
| Assigned Funds-Technology Replacement      | 50,000.00    |              |
| Assigned Funds-Scholarships & Awards       | 2,000.00     |              |
| Assigned Funds-Budget Shortfall            | 152,000.00   |              |
| Assigned Funds-Board Designated Emergency  | 100,000.00   |              |
|                                            |              |              |
| <i>Total Assigned Funds</i>                |              | 5,206,877.80 |

**Other Fund Balances & Net Positions**

|                                                      |              |              |
|------------------------------------------------------|--------------|--------------|
| Non-Spendable                                        | 51,702.23    |              |
| Net Investments & Other Net Positions                | 2,040,550.85 |              |
| Agency Funds (Students)                              | 5,178.55     |              |
| UnAssigned General Funds                             | 387,936.05   |              |
| Net Income (Loss)                                    | 1,027,951.82 |              |
|                                                      |              |              |
| <i>Total Other Fund Balances &amp; Net Positions</i> |              | 3,513,319.50 |

|                      |                     |
|----------------------|---------------------|
| <b>Total Capital</b> | <b>8,720,197.30</b> |
|----------------------|---------------------|

|                                        |                         |
|----------------------------------------|-------------------------|
| <b>Total Liabilities &amp; Capital</b> | <b>\$ 11,866,993.23</b> |
|----------------------------------------|-------------------------|

Roberto Clemente Charter School  
Financial Report for the Month Ending  
June 30, 2026

**PA PUBLIC SCHOOL EMPLOYEES RETIREMENT SYSTEM:**

**DEFERRED OUTFLOW OF RESOURCES**

|                                            |                             |
|--------------------------------------------|-----------------------------|
| Deferred Outflow of Resources-PSERS        | \$ 726,528.15               |
| Deferred Outflow of Resources-OPEB         | <u>36,258.00</u>            |
| <b>Total Deferred Outflow of Resources</b> | <b><u>\$ 762,786.15</u></b> |

**DEFERRED INFLOW OF RESOURCES/LIABILITIES & NET POSITION**

|                                                                          |                             |
|--------------------------------------------------------------------------|-----------------------------|
| Deferred Inflow of Resources-PSERS                                       | 1,038,055.00                |
| Deferred Inflow of Resources-OPEB                                        | 110,699.00                  |
| Long-Term Pension Liability                                              | 5,190,000.00                |
| Long-Term OPEB Liability                                                 | <u>222,000.00</u>           |
| <b>Total Deferred Inflow of Resources/Liabilities</b>                    | <b>6,560,754.00</b>         |
| <b>Pension Fund Net Position</b>                                         | <b>(5,501,526.85)</b>       |
| <b>OPEB Fund Net Position</b>                                            | <b><u>(296,441.00)</u></b>  |
| <b>Total Deferred Inflow of Resources/Liabilities &amp; Net Position</b> | <b><u>\$ 762,786.15</u></b> |

Roberto Clemente Charter School  
Payment List  
For the Period 7/1/26 through 7/31/26

| Ref No.                                   | Ref Date | Vendor                                 | Description                                      | Amount       | Issue Date | Cleared    |
|-------------------------------------------|----------|----------------------------------------|--------------------------------------------------|--------------|------------|------------|
| <b>Main Operating Accounts/Checks</b>     |          |                                        |                                                  |              |            |            |
| 005235                                    | 7/1/26   | HISPANIC AMERICAN ORG                  | 136 S 4th Street lease                           | \$ 39,077.84 | 7/1/26     | X          |
| 005236                                    | 7/1/26   | HISPANIC AMERICAN ORG                  | 850 N 5th Street lease                           | \$ 24,002.19 | 7/1/26     | X          |
| 005237                                    | 7/8/26   | CARBON LEHIGH INTERMEDIATE UNIT #21    |                                                  | \$ 708.00    | 7/10/26    | X          |
| 005238                                    | 7/8/26   | CYBERSOFT TECHNOLOGIES                 | Food service system license                      | \$ 2,703.75  | 7/10/26    | X          |
| 005239                                    | 7/8/26   | Lancaster-Lebanon Intermediate Unit 13 | Acrobat licenses                                 | \$ 2,160.10  | 7/10/26    | X          |
| 005240                                    | 7/8/26   | MONKS SECURITY SYSTEM                  | Annual monitoring services                       | \$ 1,152.00  | 7/10/26    | X          |
| 005241                                    | 7/8/26   | Moravian University                    | Tuition reimbursement                            | \$ 2,700.00  | 7/10/26    | X          |
| 005242                                    | 7/8/26   | PETTY CASH                             |                                                  | \$ 171.22    | 7/10/26    | X          |
| 005243                                    | 7/8/26   | The School Nutrition Association Of PA |                                                  | \$ 100.00    | 7/10/26    | X          |
| 005244                                    | 7/8/26   | UNITED STATES TREASURY                 |                                                  | \$ 387.32    | 7/10/26    | X          |
| 005245                                    | 7/8/26   | Uno Taqueria                           |                                                  | \$ 688.09    | 7/10/26    |            |
| 005246                                    | 7/8/26   | SapphireK12, Inc.                      | Student information system                       | \$ 25,462.00 | 7/10/26    | X          |
| 005247                                    | 7/21/26  | Alloy5 Architecture                    | Schematic building design                        | \$ 21,999.00 | 7/24/26    | X          |
| 005248                                    | 7/21/26  | Michael Boyko                          | Tuition reimbursement                            | \$ 1,800.00  | 7/24/26    |            |
| 005249                                    | 7/21/26  | PA DEPT OF LABOR & INDUSTRY-E          |                                                  | \$ 92.97     | 7/24/26    |            |
| 005250                                    | 7/21/26  | Lancaster-Lebanon Intermediate Unit 13 |                                                  | \$ 25.00     | 7/24/26    | X          |
| 005251                                    | 7/21/26  | THE MORNING CALL                       |                                                  | \$ 303.91    | 7/24/26    | X          |
| 005252                                    | 7/21/26  | PETTY CASH                             |                                                  | \$ 160.00    | 7/24/26    | X          |
| 005253V                                   | 7/21/26  | Keila Rodriguez                        | Tuition reimbursement                            | \$ (900.00)  | 7/24/26    | *Void Date |
| 005254                                    | 7/21/26  | T&M Associates                         |                                                  | \$ 638.64    | 7/24/26    | X          |
| 005255                                    | 7/21/26  | CORIN WATT                             | Travel reimbursement                             | \$ 22.26     | 7/24/26    | X          |
| <b>Main Operating Accounts/Electronic</b> |          |                                        |                                                  |              |            |            |
| 2aa84kuyy5e_                              | 7/1/26   | Lancaster Safety Consulting, Inc.      | Asbestos Training                                | \$ 6,750.00  | 7/1/26     | X          |
| 1000011624154                             | 7/1/26   | LINCOLN FINANCIAL SERVICE              | Dental/STD/LTD/LI Insurance premiums             | \$ 6,090.83  | 7/1/26     | X          |
| -121403-e1681f                            | 7/10/26  | AMAZON CREDIT PLAN                     | Classroom/Maintenance/Office/Technology supplies | \$ 1,792.02  | 7/10/26    | X          |
| 2061767223489                             | 7/10/26  | HOME DEPOT CREDIT SERVICES             | Maintenance supplies                             | \$ 3,506.66  | 7/10/26    | X          |
| E_071026-2                                | 7/10/26  | KISTLER O'BRIEN Fire Protection        |                                                  | \$ 372.28    | 7/10/26    | X          |
| E_26071036                                | 7/10/26  | PPL ELECTRIC UTILITIES                 | Electric utilities                               | \$ 1,720.34  | 7/10/26    | X          |
| E_26071039                                | 7/10/26  | PPL ELECTRIC UTILITIES                 |                                                  | \$ 868.19    | 7/10/26    | X          |
| E_26071080                                | 7/10/26  | PPL ELECTRIC UTILITIES                 |                                                  | \$ 32.97     | 7/10/26    | X          |
| E_7707582220                              | 7/10/26  | STAPLES ADVANTAGE                      |                                                  | \$ 314.74    | 7/10/26    | X          |
| E_20813542                                | 7/10/26  | US FOODS                               | Food products                                    | \$ 1,676.17  | 7/10/26    | X          |
| E_071026                                  | 7/10/26  | PHILADELPHIA INSURANCES COMPANIES      | Liability insurance package                      | \$ 2,440.20  | 7/10/26    | X          |
| E_71026-1                                 | 7/10/26  | PHILADELPHIA INSURANCES COMPANIES      | Liability insurance premium deposits             | \$ 15,059.10 | 7/10/26    | X          |
| E_05366498039                             | 7/10/26  | RCN                                    |                                                  | \$ 427.46    | 7/10/26    | X          |
| E_81701103                                | 7/10/26  | PURCHASE POWER                         |                                                  | \$ 125.00    | 7/10/26    | X          |
| E_1630-1158                               | 7/10/26  | Track it Forward                       |                                                  | \$ 888.00    | 7/10/26    | X          |
| E_20731672                                | 7/10/26  | TOSHIBA FINANCIAL SERVICES             | Copier leases                                    | \$ 1,259.80  | 7/10/26    | X          |

Roberto Clemente Charter School  
Payment List  
For the Period 7/1/26 through 7/31/26

| Ref No.        | Ref Date | Vendor                            | Description                                           | Amount       | Issue Date | Cleared |
|----------------|----------|-----------------------------------|-------------------------------------------------------|--------------|------------|---------|
| E_20731671     | 7/10/26  | TOSHIBA FINANCIAL SERVICES        | <i>Copier leases</i>                                  | \$ 1,023.30  | 7/10/26    | X       |
| _100010104439  | 7/10/26  | UGI UTILITIES, INC.               |                                                       | \$ 58.98     | 7/10/26    | X       |
| E_9775         | 7/14/26  | ALL CITY MANAGEMENT SERVICES, INC | <i>Crossing guards</i>                                | \$ 1,639.20  | 7/14/26    | X       |
| E_9779         | 7/14/26  | SAVVAS LEARNING COMPANY LLC       | <i>Text books</i>                                     | \$ 1,266.34  | 7/14/26    | X       |
| E_9780         | 7/14/26  | Standing Stone Consulting Inc.    | <i>Security services</i>                              | \$ 1,765.30  | 7/14/26    | X       |
| E_9781         | 7/14/26  | Success For All Foundation Inc.   | <i>Text books</i>                                     | \$ 3,162.50  | 7/14/26    | X       |
| E_9777         | 7/14/26  | Project Lead The Way, Inc         | <i>Classroom supplies/Program fees/Staff training</i> | \$ 7,318.75  | 7/14/26    | X       |
| E_9778         | 7/14/26  | Remind101, Inc.                   | <i>Plan subscription</i>                              | \$ 2,342.40  | 7/14/26    | X       |
| E_9776         | 7/14/26  | GOLD STAR FOODS                   |                                                       | \$ 4.00      | 7/14/26    | X       |
| E_9782         | 7/14/26  | Townsend Press                    |                                                       | \$ 362.50    | 7/14/26    | X       |
| E_71626        | 7/16/26  | VERIZON                           |                                                       | \$ 37.90     | 7/16/26    | X       |
| -140124-5574bf | 7/22/26  | AMAZON CREDIT PLAN                | <i>Classroom/Office supplies</i>                      | \$ 1,324.68  | 7/22/26    | X       |
| efgktmhca2mn   | 7/22/26  | HIGHMARK BLUE SHIELD              | <i>Vision insurance premiums</i>                      | \$ 1,201.28  | 7/22/26    | X       |
| E_9927         | 7/22/26  | J.P. Mascaro & Sons               | <i>Refuse/recycling</i>                               | \$ 2,404.06  | 7/22/26    | X       |
| E_2026-07-22   | 7/22/26  | KISTLER O'BRIEN Fire Protection   | <i>Safety equipment maintenance</i>                   | \$ 4,338.00  | 7/22/26    | X       |
| E_2530332635   | 7/22/26  | LEHIGH COUNTY AUTHORITY ALLENTOWN |                                                       | \$ 285.50    | 7/22/26    | X       |
| E_2530329551   | 7/22/26  | LEHIGH COUNTY AUTHORITY ALLENTOWN |                                                       | \$ 245.66    | 7/22/26    | X       |
| E_2530344101   | 7/22/26  | LEHIGH COUNTY AUTHORITY ALLENTOWN |                                                       | \$ 99.05     | 7/22/26    | X       |
| E_9930         | 7/22/26  | SCENARIO LEARNING LLC             | <i>Staff training and classroom licenses</i>          | \$ 7,768.35  | 7/22/26    | X       |
| E_9931         | 7/22/26  | SmartPass, Inc.                   | <i>Hall pass system licenses</i>                      | \$ 2,179.49  | 7/22/26    | X       |
| E_9933         | 7/22/26  | SUNDANCE                          | <i>Text books</i>                                     | \$ 3,150.00  | 7/22/26    | X       |
| 55_22JUL26_10  | 7/22/26  | TOSHIBA FINANCIAL SERVICES        | <i>Copier leases</i>                                  | \$ 1,202.53  | 7/22/26    | X       |
| 855_22JUL26-1  | 7/22/26  | TOSHIBA FINANCIAL SERVICES        |                                                       | \$ 329.55    | 7/22/26    | X       |
| E_21143264     | 7/22/26  | US FOODS                          |                                                       | \$ 157.36    | 7/22/26    | X       |
| E_072226       | 7/22/26  | DERSTINE'S                        |                                                       | \$ 634.87    | 7/22/26    | X       |
| E_26072260     | 7/22/26  | PPL ELECTRIC UTILITIES            | <i>Electric utilities</i>                             | \$ 3,921.01  | 7/22/26    | X       |
| E_5478905156   | 7/22/26  | STAPLES ADVANTAGE                 |                                                       | \$ 49.52     | 7/22/26    | X       |
| E_9925         | 7/23/26  | B&H PHOTO                         | <i>Stem computer lab equipment</i>                    | \$ 3,580.00  | 7/23/26    | X       |
| E_9926         | 7/23/26  | HEALTHNOW ADMINISTRATIVE SERVICES | <i>Health insurance</i>                               | \$ 36,634.13 | 7/23/26    | X       |
| E_9928         | 7/23/26  | RENAISSANCE LEARNING, INC         | <i>Benchmarking system licenses</i>                   | \$ 11,377.50 | 7/23/26    | X       |
| E_9929         | 7/23/26  | SAVVAS LEARNING COMPANY LLC       | <i>Text books</i>                                     | \$ 3,075.00  | 7/23/26    | X       |
| E_9932         | 7/23/26  | Standing Stone Consulting Inc.    | <i>Security services</i>                              | \$ 1,514.26  | 7/23/26    | X       |
| E_9934         | 7/23/26  | Zaner-Bloser Inc                  | <i>Classroom subscription</i>                         | \$ 2,772.00  | 7/23/26    | X       |
| E_9935         | 7/23/26  | SNAPLOCK INDUSTRIES, INC.         | <i>Flooring for school events</i>                     | \$ 7,479.34  | 7/23/26    | X       |
| P-428280411    | 7/29/26  | ZOOM COMMUNICATIONS INC           |                                                       | \$ 13.59     | 7/29/26    | X       |

**Payroll Account**

|                |        |                           |                                 |              |        |   |
|----------------|--------|---------------------------|---------------------------------|--------------|--------|---|
| 55 PPE 6/20/26 | 7/1/26 | VOYA FINANCIAL            |                                 | \$ 627.17    | 7/1/26 | X |
| 21 PPE 6/20/26 | 7/1/26 | PENSERV PLAN SERVICES INC | <i>EE/ER 403b contributions</i> | \$ 13,749.63 | 7/1/26 | X |
| R_726867711    | 7/1/26 | ADP                       | <i>Payroll processing fee</i>   | \$ 1,303.40  | 7/1/26 | X |
| R_724310094    | 7/2/26 | ADP                       | <i>Payroll processing fee</i>   | \$ 1,354.70  | 7/2/26 | X |

Roberto Clemente Charter School  
Payment List  
For the Period 7/1/26 through 7/31/26

| Ref No.                                        | Ref Date | Vendor                         | Description                            | Amount               | Issue Date | Cleared |
|------------------------------------------------|----------|--------------------------------|----------------------------------------|----------------------|------------|---------|
| 589 PPE 7/4/26                                 | 7/10/26  | PA SCDU                        |                                        | \$ 386.39            | 7/10/26    | X       |
| 282 PPE 7/4/26                                 | 7/10/26  | PA SCDU                        |                                        | \$ 293.54            | 7/10/26    | X       |
| 3154276736                                     | 7/10/26  | P.S.E.R.S.EMPLOYEE # 9254      | EE State pension contributions         | \$ 10,963.23         | 7/10/26    | X       |
| 51953233                                       | 7/10/26  | Roba Bozakis                   | Contracted dietician                   | \$ 280.00            | 7/10/26    | X       |
| AW PPE 7/4/26                                  | 7/10/26  | PAYROLL/TAXES                  | ACH Payroll & taxes                    | \$ 207,261.02        | 7/10/26    | X       |
| VOYA PPE 7/4/26                                | 7/14/26  | VOYA FINANCIAL                 |                                        | \$ 753.72            | 7/14/26    | X       |
| 523 PPE 7/4/26                                 | 7/15/26  | PENSERV PLAN SERVICES INC      | EE/ER 403b contributions               | \$ 15,487.93         | 7/15/26    | X       |
| R_725635798                                    | 7/16/26  | ADP                            |                                        | \$ 584.15            | 7/16/26    | X       |
| R_726032878                                    | 7/23/26  | ADP                            |                                        | \$ 42.90             | 7/23/26    | X       |
| 89 PPE 7/18/26                                 | 7/24/26  | PA SCDU                        |                                        | \$ 386.39            | 7/24/26    | X       |
| 82 PPE 7/18/26                                 | 7/24/26  | PA SCDU                        |                                        | \$ 293.54            | 7/24/26    | X       |
| E_51957352                                     | 7/24/26  | Janine M Wargo                 | Contracted special ed support services | \$ 14,300.00         | 7/24/26    | X       |
| E_51957351                                     | 7/24/26  | Mckenna Snyder LLC             | Legal fees                             | \$ 2,764.79          | 7/24/26    | X       |
| E_51957350                                     | 7/24/26  | Fitzpatrick Lentz & Bubba, P.C | Legal fees                             | \$ 2,521.00          | 7/24/26    | X       |
| W PPE 7/18/26                                  | 7/24/26  | PAYROLL/TAXES                  | ACH Payroll & taxes                    | \$ 215,785.33        | 7/24/26    | X       |
| 73 PPE 7/18/26                                 | 7/27/26  | PENSERV PLAN SERVICES INC      | EE/ER 403b contributions               | \$ 15,867.69         | 7/27/26    | X       |
| 12338029                                       | 7/27/26  | VOYA FINANCIAL                 |                                        | \$ 791.83            | 7/27/26    | X       |
| R_726035198                                    | 7/31/26  | ADP                            |                                        | \$ 180.06            | 7/31/26    | X       |
| <b>Health Insurance Claims (HIC) Account</b>   |          |                                |                                        |                      |            |         |
| E_9717                                         | 7/8/26   | HEALTH CLAIMS                  | Health Claims: PE 6/16/26              | \$ 9,988.16          | 7/8/26     | X       |
| E_9716                                         | 7/8/26   | HEALTH CLAIMS                  | Health Claims: PE 6/23/26              | \$ 5,449.00          | 7/8/26     | X       |
| E_9815                                         | 7/16/26  | HEALTH CLAIMS                  | Health Claims: PE 6/30/26              | \$ 6,772.08          | 7/16/26    | X       |
| E_9816                                         | 7/16/26  | HEALTH CLAIMS                  | Health Claims: PE 7/07/26              | \$ 16,518.19         | 7/16/26    | X       |
| E_9917                                         | 7/23/26  | HEALTH CLAIMS                  | Health Claims: PE 7/14/26              | \$ 9,599.63          | 7/23/26    | X       |
| E_10003                                        | 7/30/26  | HEALTH CLAIMS                  | Health Claims: PE 7/21/26              | \$ 16,577.39         | 7/30/26    | X       |
| <b>CEO's Account (Central Administration)</b>  |          |                                |                                        |                      |            |         |
| No activity                                    |          |                                |                                        |                      |            |         |
| <b>Principal's Account (Elementary School)</b> |          |                                |                                        |                      |            |         |
| 1299508007                                     | 7/14/26  | Costco                         | Student activity supplies              | \$ 84.79             | 7/14/26    | X       |
| <b>Principal's Account (Secondary School)</b>  |          |                                |                                        |                      |            |         |
| No activity                                    |          |                                |                                        | \$ -                 |            |         |
|                                                |          |                                |                                        | <b>\$ 853,363.60</b> |            |         |

# DMC SNOW CONTRACT

1. Review entire **Fixed Seasonal Contract** to ensure accuracy. If you're interested in exploring an **Event Contract**, please reach out, we'll be happy to discuss options.
2. To Print, PDF (Download) see sidebar on the very right
3. Please complete as soon as you can to ensure you are included in the routes
4. Questions? You can message our office by using sidebar comments or emailing [sales@dmcsnow.com](mailto:sales@dmcsnow.com)

## About DMC ❄ SNOW

- A leading provider of exclusive commercial snow and ice management services across Pennsylvania, New Jersey, and Delaware.
- Professionally seasoned with over 30 years of hands-on, in-the-field experience and continuously expand our knowledge and training to serve our clients with the highest level of efficiency and professionalism.
- Ahead of the weather. With Certified Meteorologists on our team, we monitor evolving weather patterns around the clock. Even during potential events, we receive advanced alerts, often long before public forecasts are issued.
- Responsive and communicative. Our Operations Center is available 24 hours a day for your convenience:
  - Text (preferred): 267-362-9240
  - Email: [dispatch@dmcsnow.com](mailto:dispatch@dmcsnow.com)
  - Call: 215-362-7669

Our goal is to ensure your needs are met and your expectations exceeded, every storm, every time.

# DMC ❄️ SNOW – Winter Operations Procedure

Once your contract is active, DMC SNOW takes charge of your winter operations. From the first flake to the final cleanup, we ensure your property stays clear, accessible, and operational throughout every event. Below is an overview of our standard operating procedure:

## **COMMUNICATION**

Prior to every event, you can elect to receive a “Heads Up” email outlining our operational plan, including start times and any anticipated delays. We can also provide complimentary daily weather forecasts to help your team prepare. After each event, you can elect to receive a Certified Storm Report detailing total snowfall and a brief narrative of the storm’s impact for your property’s zip code. Our Operations Center is also available 24 hours a day for your convenience.

## **PRETREAT**

We believe in being proactive from the very first flake. The most efficient way to ensure the best result is to pretreat before accumulation begins. This initial step prevents snow and ice from bonding to the surface, reducing buildup and allowing for faster, cleaner results throughout the storm. Without pretreatment, additional visits may be required, which can increase costs and affect overall quality.

## **CONTINUED MONITORING**

With the support of our meteorologists, field supervisors, and dispatch team, we continuously monitor weather conditions and snowfall intensity, broken down by zip code. Our crews automatically respond as needed to keep your site accessible throughout the event. Priority areas, such as main entrances, drive lanes, loading zones, and ADA-accessible spaces are always serviced first. During active snowfall, expect crews to be on-site for approximately 10–20 minutes per visit. Services are performed incrementally until the storm concludes.

## **FINAL CLEANUP**

Once the storm ends, we perform a final cleanup to remove any remaining accumulation or buildup. This step ensures your property is fully accessible, polished, and ready for regular operations.

## ***TOOLS AND RESOURCES***

### **CERTIFIED STORM SUMMARIES**

This official report is provided by our Certified Meteorologists. These reports are zip code specific and offer a complete narrative of the entire storm from beginning to end.

### **WEATHER ALERTS AND FORECASTS**

Weather alerts and forecasts of incoming weather as we receive them right from our Meteorologists.

### **FRESHBOOKS**

Fresh Books is our cloud-based accounting program where you can manage billing and print or pay invoices.

## **CONTRACT FOR COMMERCIAL SNOW MANAGEMENT SERVICES**

FOR AND IN CONSIDERATION OF the terms and conditions set forth herein, DMC Commercial Snow Management, Inc., Post Office Box 94, Montgomeryville, PA 18936 (the "Contractor") and ROBERTO CLEMENTE CHARTER SCHOOL INC located at 131 West Hamilton Street, Allentown, PA 18101 (the "Owner or Agent for Owner"), agree as follows:

### ***1. Term***

This Contract shall continue in force from date executed by Contractor until April 30, 2029 or either party notifies the other party in writing as specified in this Contract of its intent to terminate.

### ***2. Agreement***

Contractor agrees to provide and Owner or Agent for owner agrees to pay for snow and ice management services as described herein.

### ***3. Subject Properties***

- 1) ADMINISTRATION BUILDING- 131 W. HAMILTON ST & 26 NORTH WOOD ST LOT, ALLENTOWN 18101
- 2) ELEMENTARY SCHOOL- 850 N 5TH ST, ALLENTOWN 18102
- 3) SECONDARY SCHOOL- 136 S 4TH ST, ALLENTOWN 18102.

with a street addresses of:

- 1) ADMINISTRATION BUILDING- 131 W. HAMILTON ST & 26 NORTH WOOD ST LOT, ALLENTOWN 18101

- 2) ELEMENTARY SCHOOL- 850 N 5TH ST, ALLENTOWN 18102
- 3) SECONDARY SCHOOL- 136 S 4TH ST, ALLENTOWN 18102.

and is hereinafter referred to as "the Property."

#### **4. Areas To Be Serviced**

The accessible areas of the Property to be serviced include:

- a) Parking and drive lanes
- b) Walkways
- c) Entrances
- d) Exits

All areas must remain accessible to Contractor at all times. Owner or Agent for owner will be notified via text or email of any issues preventing access, e.g. parked cars, locked gates, etc. with the request that these issues be resolved within 1 hour. In the event of access issues, billing may be adjusted and DMC will be released from any and all claims arising from the performance of this agreement that may occur.

#### **5. Pricing, Billing and Payment**

Services shall be billed as listed in Exhibit B, which is a part of this Contract, and payment is due within 30 days following billing by Contractor. All data is based on information from Contractor's certified weather data company. Certified Weather Reports available upon request. Returned checks will incur a \$50 fee. Overdue accounts are subjected to an interest charge of 1.5% per month. All invoices will be emailed. Accounts 45 days in arrears services will be frozen and DMC will be released from any and all claims arising from the performance of this agreement that may occur. To resume service account must be brought up to date and Damage / Liability Waiver may be required. Accounts more than 60 days in arrears are subject to legal action for collection. In the event Contractor takes legal action to collect payment, Owner or Agent for Owner will be responsible for all collection fees and costs, including attorney's fees.

#### **6. Services to be performed, where applicable**

- a) Spreading of de-icing materials on roads, parking lots and walkways will be performed under the following circumstances:
  - i) Snowfall of less than 3 inches accumulation
  - ii) Freezing rain and/ or possible ice accumulation;
  - iii) As determined necessary by the Contractor, using its professional discretion;
  - iv) At the direction of the Property Owner or Agent for Owner performed at the additional costs described in Exhibit B (if applicable).
- b) Snowplow / Shovel service will commence upon accumulation of approximately three (3) inches or as determined necessary by the Contractor using its professional discretion, occurring on any day including weekends and holidays, day or

night and continue approximately every three (3) inches. A new event shall occur after five (5) hours where no precipitation has fallen between events. All data is based on information from Contractor's certified weather data company. Certified Weather Reports available upon request.

c) Snowplow service shall be performed in a manner that snow is piled as noted per the site map, Exhibit A, attached to this Contract, if applicable, unless otherwise place in a reasonable location.

d) All services are to be completed as needed per the discretion of Contractor. A pre-treatment will always be completed prior to any event. Subsequent services will be on an as needed basis to keep site's accessibility manageable of snow and ice. During active snowfall, Contractor may only clear drive lanes and some parking areas in an effort to keep site accessible. After precipitation there may be a final clean up of any areas in need of attention. Owner or Agent for owner will still be billed as noted in Exhibit B for every visit these are performed.

e) Property Owner or Agent for Owner understands that shoveling /plowing, or application of melting agents to a particular location may not clear the area to bare pavement and that slippery conditions may still exist even after service. Owners or agents, employees, customers and / or contractors should take precautions. DMC or its Contractors accepts no liability for any claims resulting from slip and falls. Owner or Agent for owner will indemnify, defend and hold harmless DMC and its Contractors from and against any claims resulting from, relating to or arising out of third party claims stemming from any slip and falls which resulted in personal injury or property damage, including for any such claims where it is alleged that DMC or its Contractors is solely negligent, or contributed with others to cause the personal injury or property damage.

f) All service issues must be reported by either email to [dispatch@dmcsnow.com](mailto:dispatch@dmcsnow.com) or by text message to 267-362-9240 within three (3) days from service date to be eligible for any credits. Any services with issues not reported shall remain valid and payment due according to usual practices.

## **7. Communication**

During the winter season we REQUIRE all Clients to only use Text or email to contact our office. We find this much easier for both sides to communicate during such a hectic time and helps operations tremendously on both ends. The email to be used is [dispatch@dmcsnow.com](mailto:dispatch@dmcsnow.com) and Text to be used is 267-362-9240. Any other form of communication will not be accepted.

## **8. Use of Subcontractors Permitted**

Owner or Agent for Owner acknowledges and agrees that Contractor will perform all or part of the services required by this Contract through the use of Independent Service Providers.

## **9. Claims For Damage to Property By Contractor**

Any and all incidents resulting in actual, apparent or potential damage or injury to the Property alleged to have been caused by Contractor or its agents, sub-contractors, ISP or employees must be reported to the Contractor as promptly as possible and in any event no later than five (5) days after the alleged incident, and an email acknowledged by Contractor, or will be waived.

## **10. Cancellation**

This Contract may be cancelled by either party with notice by an email to the other. Receipt of notice from Owner or Agent for Owner must be acknowledged by Contractor by emailing [cancellations@dmcsnow.com](mailto:cancellations@dmcsnow.com)

Upon cancellation, all terms and conditions shall terminate except:

- a) Any monies outstanding for the services performed during the period of this contract shall become immediately due and owing to Contractor.
- b) If a payment schedule is in effect at the time of cancellation, full payment shall become immediately due and owing to Contractor.
- c) Owner or Agent for Owner may be liable for liquidated damages in the event of cancellation before the end of the term of the contract, said liquidated damages to be based on any equipment rental and / or usage fees or other expenses incurred by Contractor prior to the cancellation.
- d) If cancellation by Owner or Agent for Owner should occur between the months of November thru February of any year, a Cancellation Fee equal to one monthly payment as listed below on Exhibit B will be added to your account.

## **11. Amendment**

All aspects of these specifications may be amended upon mutual agreement. Any such changes shall be in writing only and thereafter form a part of this Contract.

## **12. Transfer of Agreement**

(a) This Agreement may, upon the sole discretion of Contractor, may be transferred to a new Owner should Owner sell the Property. Contractor must acknowledge receipt of such notice of intent to transfer ownership and provide written approval of same to Owner. Such transfer is subject to the new Owner accepting all the terms of this contract in a form satisfactory to the Contractor.

(b) Owner or Agent for Owner agrees to notify Contractor of any change in its management company or other entity responsible for the daily operation of the Property, whether or not such entity executed this Contract and Contractor must acknowledge receipt of such notice. Such change will in no way affect Owner's responsibilities under this Contract.

### **13. Severability**

The Contract represents the entire Agreement between Owner or Agent for Owner and Contractor and supercedes all prior negotiations, representations or agreements, either written or oral. Should any provision of this Contract be determined to contravene the law, such provision shall be deemed separable and inapplicable and will not affect or invalidate any other provision listed herein.

**14. Acceptance By Contractor**

This contract is not valid until signed by a representative of Contractor. Acceptance is based on availability at the time Contract is returned to Contractor.

THE UNDERSIGNED hereby accept and agree to the terms of this Contract and agree to be legally bound by same.

Dated:

Property Owner or Agent for Owner Printed Name and Title

Property Owner or Agent for Owner Signature

Dated:

Contractor Signature

David McWeeney President of Operations

Print Name and Title

**Things we should know**

Main Contact info: Name

Phone

Email

Additional Contact info: Name

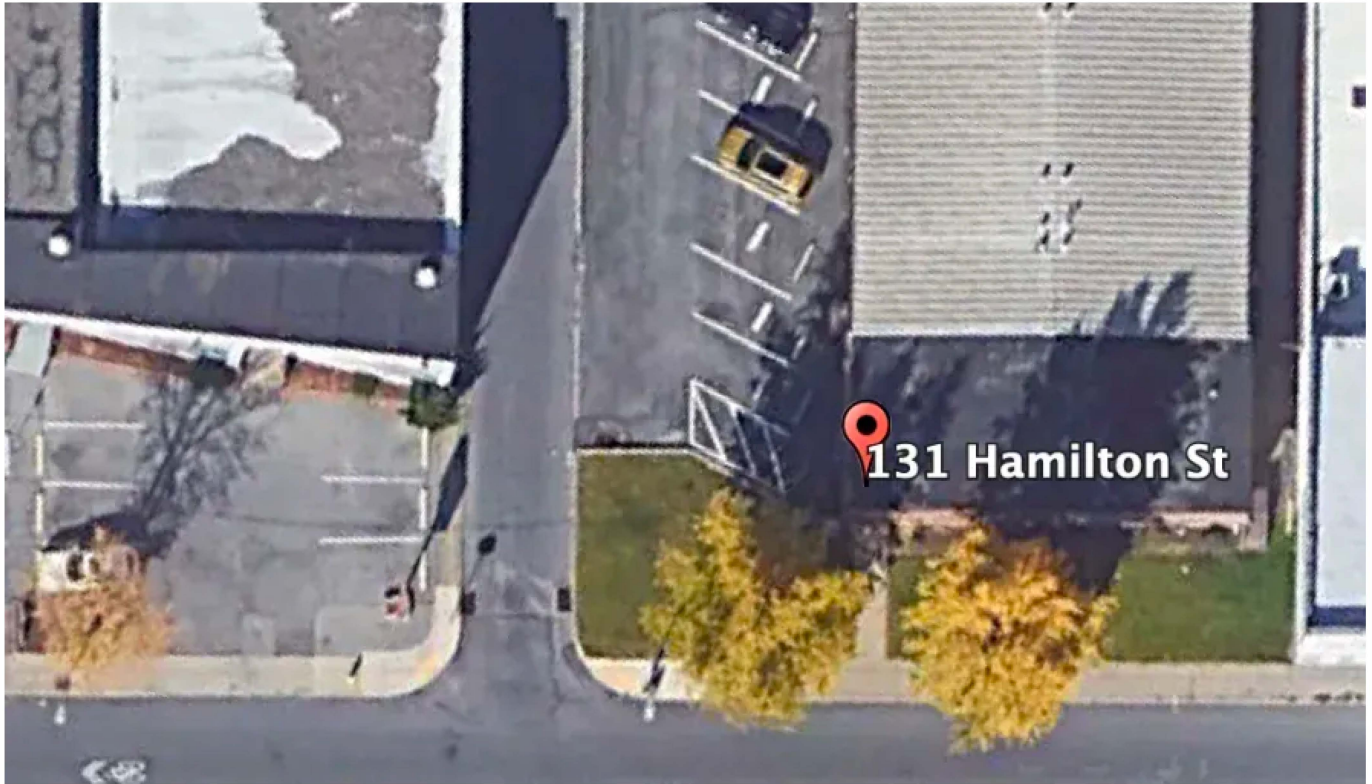
Phone

Email

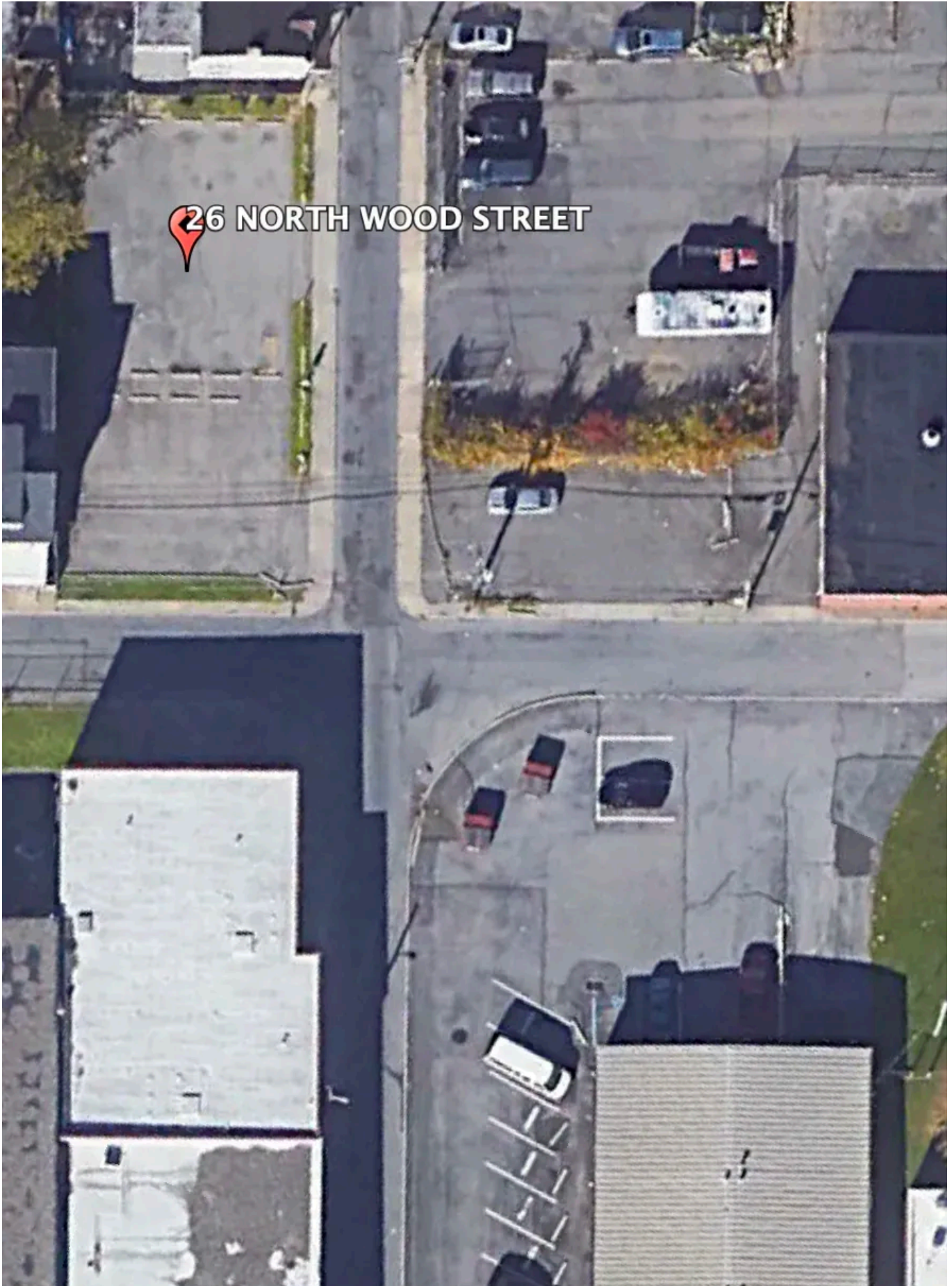
Email to be used for invoices:

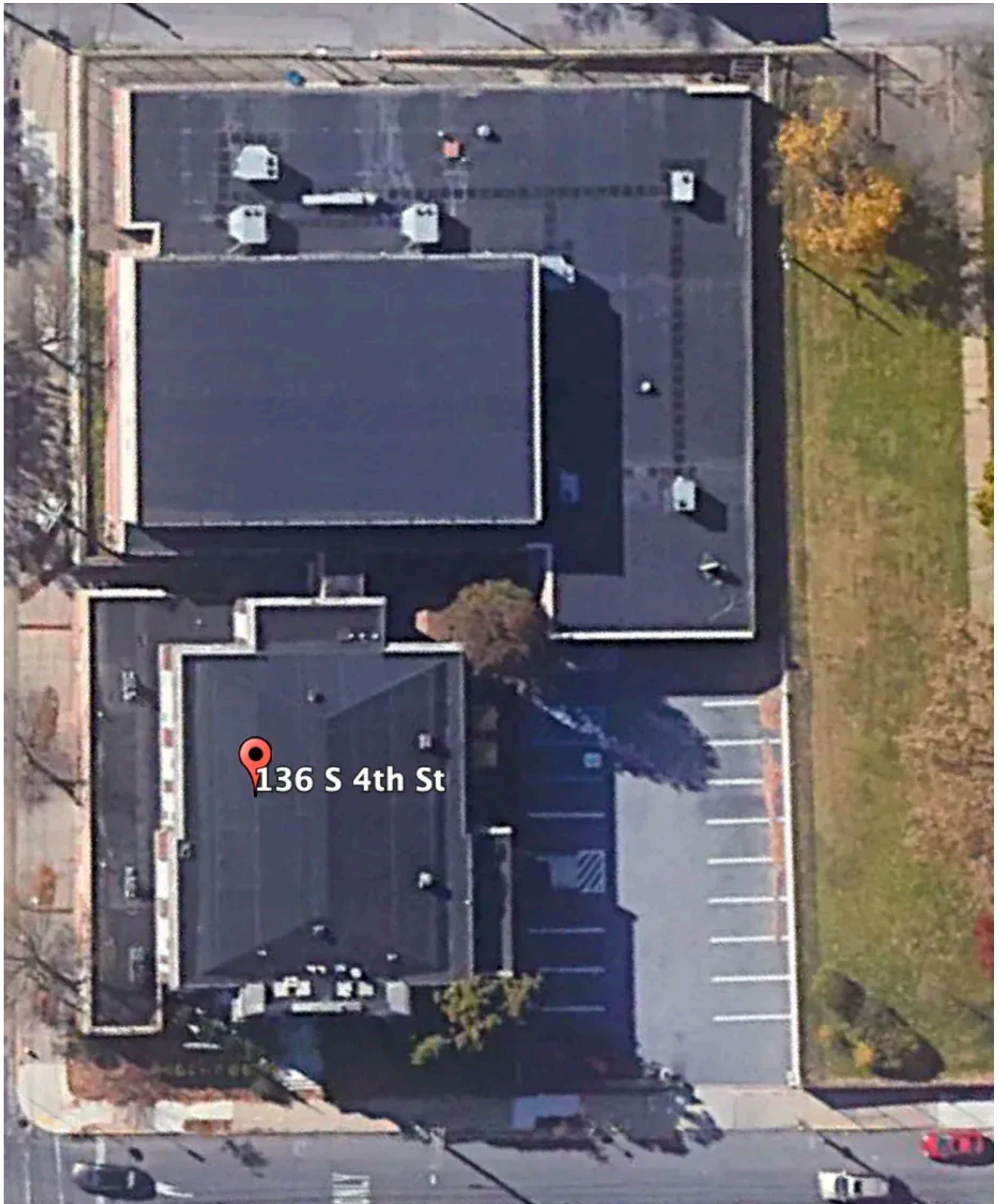
Gate codes?

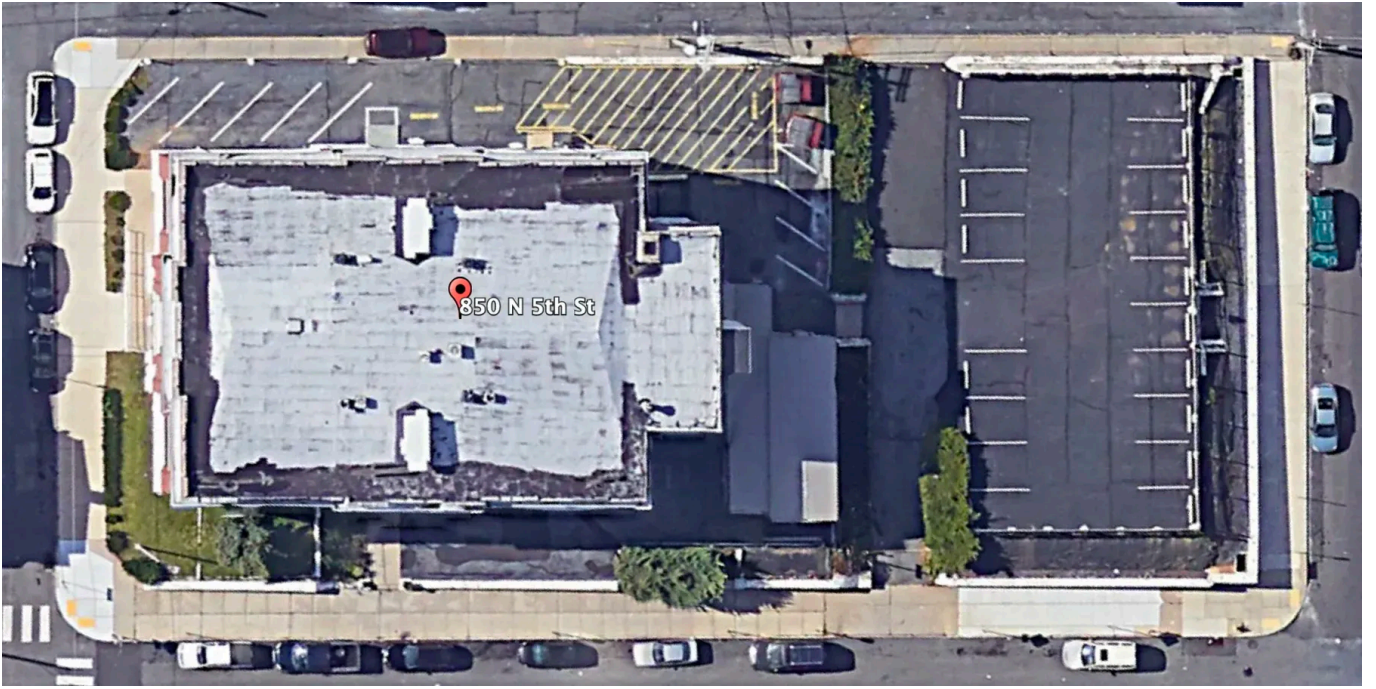
Exhibit A, Site Maps



26 NORTH WOOD STREET







## **Exhibit B – Fixed Pricing**

### **ADMINISTRATION BUILDING- 131 W. HAMILTON ST & 26 NORTH WOOD ST LOT, ALLENTOWN 18101**

#### **Pricing is agreed upon the following schedule:**

Price is based on a Fixed Seasonal rate of \$30,000 per each winter season November 1 thru October 31

#### **\*\*Payments schedule is as follows**

December 1st payment \$ 7,500

January 1st payment \$ 7,500

February 1st payment \$ 7,500

March 1st payment \$ 7,500

Should cancellation occur, payments will be prorated to the date notice is received at the rate of \$247.94 per day for a period  
December 1st thru March 30th

### **ELEMENTARY SCHOOL- 850 N 5TH ST, ALLENTOWN 18102**

#### **Pricing is agreed upon the following schedule:**

Price is based on a Fixed Seasonal rate of \$32,000 per each winter season November 1 thru October 31

#### **\*\*Payments schedule is as follows**

December 1st payment \$ 8,000

January 1st payment \$ 8,000

February 1st payment \$ 8,000

March 1st payment \$ 8,000

Should cancellation occur, payments will be prorated to the date notice is received at the rate of \$264.47 per day for a period  
December 1st thru March 30th

### **SECONDARY SCHOOL- 136 S 4TH ST, ALLENTOWN 18102**

#### **Pricing is agreed upon the following schedule:**

Price is based on a Fixed Seasonal rate of \$22,000 per each winter season November 1 thru October 31

**\*\*Payments schedule is as follows**

December 1st payment \$ 5,500

January 1st payment \$ 5,500

February 1st payment \$ 5,500

March 1st payment \$ 5,500

Should cancellation occur, payments will be prorated to the date notice is received at the rate of \$181.82 per day for a period  
December 1st thru March 30th

Date of Acceptance:

Owner or Agent for Owner Name Printed:

Owner or Agent for Owner Signature:

Contractor Signature:

## CONTRACT

This Agreement is made between Dr. Janine M Wargo, 4647 Willow Lane, Nazareth PA (Contractor) and Roberto Clemente Charter School, at 131 West Hamilton Street, Allentown, PA 18101, (Charter School). Intending to become legally bound, the parties agree as follows:

1. Commencing September 1, 2026 through June 30, 2027. Contractor shall provide the following services to students that Charter School refers to Contractor to the extent required by and in accordance with terms of the respective Permissions to Evaluate or Reevaluate for each student at the time of such referral and/or as revised thereafter and within the time established by law for such evaluation or reevaluation and participation in person, telephone or virtually at Meetings to review the Evaluation or Reevaluation Reports with Charter School and Parent(s)/Guardian(s) of respective students(s). Such services shall also include review of individual student records at Charter School request, written records reviewed by Charter School personnel prior to a reevaluation, consultation and/or correspondence via telephone, electronic mail, virtual or other means between the Contractor and Charter School and participation in due process hearings as Charter School may reasonably require.
2. Prior to the Initiation of services under this agreement, Contractor shall provide Charter School with a copy of their respective Individual professional certifications to practice in their respective disciplines within the Commonwealth of Pennsylvania. Contractor will maintain this certification throughout the term of this agreement. Contractor shall provide services which conform to the standards for practice, In compliance with Pennsylvania Laws. Contractor acknowledges that Charter School is a Local Educational Agency and as such is bound by federal and state laws regarding the provisions of services and education to students. Contractor acknowledges and agrees that services provided pursuant to this Agreement are provided to Students of Charter School on behalf of Charter School. Contractor shall comply with all federal and state laws and regulations, applicable to Charter School, in their provision of services pursuant to this Agreement. Contractor represents and warrants that they possess the skills, qualifications, experience, licenses, certifications, and clearances necessary to perform adequately the services that it is to supply to Charter School under this Agreement. The representations and warranties made by Contractor In this paragraph are material representations and warranties upon which Charter School has relied when entering into this Agreement.
3. Contractor shall perform the Evaluation or Reevaluation as described in accordance with generally accepted practices and principles of Contractor's profession and as may be necessary to complete the Evaluation or Reevaluation and Contractor shall supply all tests, scales, and assessments required to perform the Evaluation or Reevaluation In a timely manner. A full psycho-educational Evaluation Reevaluation Includes an initial review of student's records, teachers, parent, and student interviews, on-site or virtual classroom observations, testing time, scoring, analysis and a written report of test results.

The cost for such Evaluation or Reevaluation shall include a consultation with the Parent(s), Student, and Charter School to present and discuss test findings in person, telephone or by virtual methods, at the Evaluation or Reevaluation Report review/IEP Team Meeting. All evaluations performed must take into account Student's English language skills and ethnicity to ensure that the testing and evaluation will not be unfair or discriminatory. Test must be given in Student's native language or mode of communication (such as Braille or sign language) of Student, unless it is clearly not feasible to do so. Evaluation techniques must be consistent with the most up to date techniques commonly practiced In Contractor's field and not racially, culturally or otherwise bias or discriminatory.

Recommendations must be based upon the child and must not be generalized.

- a. Charter School Teachers' and IEP Team members' input must be considered by Contractor as well as information that Student's Parent(s)/ Guardian(s) and/or Student provide. Charter School and Contractor must have written consent from Student's parent(s)/ Guardian(s) and/or Student to exchange and share Information.
- b. Contractor certifies that they are qualified to administer the test, assessments, and evaluation techniques used. Such certification and qualification requirements meet those standards mandated in Pennsylvania for the particular discipline of school psychology.

4. Contractor will have current criminal background and child abuse clearances and fingerprinting records required by law, and Contractor shall provide copies thereof to Charter School prior to commencing work with students hereunder, without cost to Charter School. Prior to providing any services pursuant to this Agreement, Contractor will provide to Charter School: (i) original state and federal criminal history background checks as required by Section 111 of the Pennsylvania School Code, 24 P.S. S 1-111; (ii) original official Child Abuse History Clearance regarding child Injury or abuse from the Pennsylvania Department of Human Services as required by 23 Pa. C.S. 56344 et. Seq. Contractor hereby warrants and represents that they shall individually maintain these criminal history background checks and clearance statements referred to in this paragraph and which shall be renewed for all such personnel at least every sixty (60) months.

5. Contractor shall maintain all personally- identifiable information In any form whatsoever concerning present and former students for whom Charter School is responsible in the strictest of confidence and In strict compliance with the Family Educational Rights and Privacy Act and its implementing regulations and shall not re-disclose such Information to any entity or individual unless such redisclosure conforms with the requirements of such Act. All personally- identifiable information concerning any student receiving services In accordance with this agreement shall be returned to Charter School Immediately upon the cessation of services under this agreement to the student in question.

6. For the billable services listed in paragraphs 1 and 3, Charter School shall pay for the term of this contract the following rates:

\$1,750 (1) Evaluation  
\$200 (2) Additional rating scale  
\$300 (3+) Additional rating scale  
\$1,350 (Re-evaluation without testing)  
\$140/hr (Meetings/Additional time)

- a. Contractor may bill for all services included in paragraphs 1 and 3 above, and any others agreed to in writing by the parties which become part of this agreement through a signed Addendum by the parties.
- b. If asked by the Charter School, Contractor may bill for participation in any additional time at \$140 per hour and shall be pro-rated and rounded down to the nearest fifteen-minute interval for time periods of less than an hour.

7. Contractor will not bill for the following:

- Transportation (mileage / travel time)
- Completion of attendance / sign-in sheets (if provided by Charter School)
- Billing/ invoicing reconciliation activities
- Emails with administrators, parent(s), student, or collaborating staff, unless they comprise consultation or direct services
- Telephone calls related to students who are undergoing Evaluations or Re-evaluations completed by Contractor

8. Verification information as to completion of Evaluation or Re-evaluation Reports and other enumerated services in paragraphs 1 and 3 above, shall be submitted electronically (by email/ attachment) including a monthly invoice, a narrative about the service provided if necessary to explain content, depending on the stated needs of the Charter School's instructional and administrative teams. The Invoice will delineate the name of the student whose records were reviewed and/or name of student evaluated or reevaluated; the dates and hours of any consultative services delivered to Charter School personnel, rounded down to the nearest fifteen-minute interval.

9. Contractor may not charge for additional services, beyond those identified herein and requested by Charter School without the prior written approval from the Charter School CEO or his/her designee.

10. Charter School shall pay all properly documented statements within sixty (60) days of receipt.

11. Contractor is an independent Contractor to the Charter School, Contractor and any employees, or agent of Contractor shall not be considered employee or agents of Charter School. Contractor is responsible for all taxes that may be imposed in any way with respect to the services they provide under

this Agreement. The taxes for which Contractor is responsible include but are not limited to local, state, and federal income and wage taxes and assessments and Social Security taxes.

- a. Contractor shall procure and maintain at all times during the term of this Agreement general liability and professional errors and omissions Insurance in the amounts of one million dollars per incident and two million dollars in the aggregate.

12. Contractor shall defend, indemnify and hold harmless Charter School (and Charter School's officers, trustees, board members, supervisors, agent, servants, employees, and volunteers) from and against any and all costs, expenses (including reasonable attorney's fees), liabilities, losses, damages, suits, actions, fines, penalties, claims or demands of any kind asserted by or on behalf of any person or governmental entity arising out of or in any way connected with the services hereunder and/or the Contractor's performance or failure to perform under this agreement. Contractor's obligation under this paragraph shall not be limited by the provisions of any Worker's Compensation Act or similar statute. In the event that a claim is made, or an action is brought against Charter School covered by the provisions of this agreement, Contractor will assume the defense of any such claim or action, the reasonable cost of which shall be paid by the Contractor. Contractor's indemnification obligation shall include the duty to indemnify Charter School for the costs (including reasonable attorney fees) of enforcing Charter School's right to receive indemnification. The obligations in this paragraph shall survive the expiration Of earlier termination of this Agreement.

13. Contractor releases and discharges Charter School (and Charter School's officers, trustees. Board members, supervisors, agent, employees, and volunteers) from any and all liability, damages, claims, demands, actions, and judgments that Contractor may have now or in the future against Charter School (or Charter School's officers, trustees, Board members, supervisors, agent, servants, employees, and volunteers) caused by, arising out of, or resulting from the actions of Charter School (or Charter School's officers, trustees. Board members, supervisors, agent, servants, employees, and volunteers) in performing their obligations under this Agreement in accordance with the terms hereof.

14. This agreement should terminate upon expiration of the period identified in paragraph 1 hereof. It Inay be terminated by either party prior to the expiration of the term upon written notice received by the other at least thirty (30) days in advance of the proposed date of termination and may be terminated by Charter School immediately in writing upon the failure of any conditions described in paragraphs 2 ensure that the rights of students with disabilities under state and federal law are protected to the fullest extent.

15. In the event of a school or business closure after the effective date of this Agreement, preventing Contractor from providing or completing the services under this Agreement, because of a force majeure event including but not limited to any fire, act of God, hurricane, war, governmental action, state mandated

school closure, act of terrorism, epidemic, pandemic or any other event beyond the control of the Contractor, the duties and obligations of the parties hereunder, including Charter School's payment obligations, shall be suspended until such time as Contractor may safely complete or resume or be provided in person or virtually by Contractor after any period of closure resulting from the events listed herein or resulting from the pending pandemic until Charter School has received and approved, at Charter School's sole reasonable discretion, a continuity of education plan developed by Contractor identifying the manner in which services shall be provided in order to provide the educational services required under this Agreement while also addressing the health and safety needs of the students served by Contractor.

16. This agreement can be modified or renewed only in writing executed by the lawful representatives of each party.

ROBERTO CLEMENTE

Signature: \_\_\_\_\_

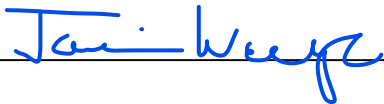
Printed Name & Title:

\_\_\_\_\_

Date:

\_\_\_\_\_

CONTRACTOR

Signature:  \_\_\_\_\_

Printed Name & Title: Janine Wargo- Psychologist

\_\_\_\_\_

Date: 8/5/26

\_\_\_\_\_